

# АНГЛІЙСЬКА МОВА

8 КЛАС



**Упорядниця та керівниця проєкту:** Анастасія Донська

**Керівниця експертної групи:** Ольга Івашура

**Укладачка:** Оксана Онищук

**Рецензування:** Василь Терещенко, к. філол. н., доц., заступник директора Українського центру оцінювання якості освіти, експерт у галузі освітніх оцінювань, співавтор державних стандартів базової та профільної середньої освіти

Оксана Новікова, викладач англійської мови, сертифікований Українським центром оцінювання якості освіти за програмою «Теорія та практика розроблення та рецензування тестових завдань» Світлана Кушнірук, доктор пед. н., професор, завідувачка кафедри педагогіки УДУ імені Михайла Драгоманова

**Коректура:** Юлія Смірнова

**Верстка:** Яна Галіцька

**Ілюстрування:** Катерина Доброєр

У посібнику наводяться матеріали для проведення занять з подолання освітніх втрат та тьюторських годин. Матеріали посібника засновані на навчальних програмах, розроблених відповідно до Державного стандарту базової і повної загальної середньої освіти (затверджено постановою Кабінету Міністрів України від 23 листопада 2011 р. № 1392). Матеріали цілком можливо буде використовувати й надалі, у процесі поширення НУШ на наступні класи, адже в цих матеріалах увагу зосереджено на ключових темах, які залишаються актуальними й відповідно до нових державних стандартів базової та профільної середньої освіти. Рекомендовано до друку кафедрою педагогіки УДК імені Михайла Драгоманова (протокол засідання №11 від 24 червня 2024 р.).

Забороняється відтворювати, зберігати в інформаційно-пошукових системах, передавати у будь-якій формі та будь-якими засобами — електронними, механічними та іншими способами — будь-яку частину цього видання без письмового дозволу правовласника — ГО «Навчай для України».

Усі права застережено.



## «Знання – це сила»

Френсіс Бекон

У ваших руках збірка, створення якої ініціювала команда громадської організації «Навчай для України» у партнерстві з міжнародною гуманітарною організацією «Save the Children» разом із провідними українськими експертами та вчителями, аби сприяти ефективному надолуженню освітніх втрат, спричинених тривалою війною в Україні.

**Наслідками пропущених уроків в школі є не лише пусті клітинки в журналі, а й відсутність у дітей знань, компетентностей і навичок, що вплине на професійну успішність та самореалізацію.** Саме тому з початком повномасштабного вторгнення ми в ГО «Навчай для України» розпочали перші тьюторингові заняття у межах програми надолуження знань «Освітній Суп» (скорочено від «Освітній супровід»), аби навіть у такі складні часи кожна дитина могла розвивати власний потенціал і вчитися. За два роки діяльності програми наші натхненні вчителі провели для більше ніж 14 000 дітей понад 100 000 занять з надолуження освітніх втрат (англійською “catch-up”).

**Ми прагнемо не лише допомагати закрити прогалини у знаннях школярів, а й сприяти взаємообміну і підтримці, особистісному зростанню, розвивати впевненість у своїх силах та цікавість до майбутнього.** Спираючись на запити учасників програми та методологію проведення занять в «Освітньому Супі», виникла ідея створення збірки, яка буде легкою в користуванні і цікавою як для учня, так і для вчителя.

Уся команда ГО «Навчай для України» відповідально і натхненно працювала, аби ця збірка змогла потрапити до рук дитини та вчителя саме зараз. Ми сподіваємося, що досвід тьюторів «Освітнього Супу» та ці методичні розробки стануть у нагоді для проведення занять з надолуження освітніх втрат, вмотивують дітей краще розібратися у предметі та надихнутися на втілення своїх амбітних цілей у житті.



## Передмова

Дякуємо експертам, вчителям і науковцям, які створили унікальні авторські матеріали у стислі терміни з наміром розвивати, підтримувати та мотивувати дітей до навчання та набуття впевненості у ключових темах і поняттях. Дякуємо рецензентам, фахівцям своєї галузі, завдяки яким ця збірка може нести вплив і поширюватись серед українських школярів як доповнення до їхніх програм навчання. Щиро дякуємо розробникам методології, тьюторам, координаторам, менеджерам, спеціалістам, ілюстраторам, дизайнерам, верстальникам, які уможливили вихід цієї яскравої та цікавої збірки.

Дякуємо усім вчителям, які мають сміливість навчатися самим і використовувати нові методи у навчанні дітей. **Ми віримо, кожен вчитель своєю роботою напряму впливає на долю дитини, тим самим формує майбутнє України та світу в цілому.** Нашим дітям, які мають таких креативних, добрих та натхненних вчителів, дуже пощастило!

Зичимо всім дітям та їхнім батькам наснаги та любові до знань, бажаємо безпечних умов навчання та радісного пізнання світу. **Нехай для кожного з вас навчання буде ефективним і цікавим, а шлях до здійснення мрій — мирним і безпечним.**

Об'єднуймося та підтримаємо один одного у прагненнях якісно навчати й ефективно вчитися!



Анастасія Донська,  
керівниця напряму з подолання  
освітніх втрат ГО «Навчай для України»



Save the Children



НАВЧАЙ  
ДЛЯ  
УКРАЇНИ



## **UNIT 1. IT'S YOUR LIFE**

LESSON 1. HOLIDAYS

LESSON 2. PRESENT SIMPLE TENSE, PRESENT CONTINUOUS TENSE,  
PRESENT PERFECT TENSE

LESSON 3. PAST TENSE SIMPLE, PAST CONTINUOUS TENSE

LESSON 4. ARTICLES

LESSON 5. FAMILY AND FRIENDS

LESSON 6. A HEALTHY LIFESTYLE

## **UNIT 2. YOUR SCHOOL TIME**

LESSON 7. IN SCHOOL. FUTURE SIMPLE TENSE

LESSON 8. MODAL VERBS

LESSON 9. SCHOOLS IN BRITAIN

LESSON 10. MY TEACHER

LESSON 11. PAST CONTINUOUS TENSE

LESSON 12. SPEAKING. SCHOOL RULES

## **UNIT 3. YOUR PREFERENCES**

LESSON 13. DO YOU NEED A BOOK?

LESSON 14. PRESENT PASSIVE & ACTIVE VOICE

LESSON 15. READING

LESSON 16. WRITING

LESSON 17. PAST SIMPLE PASSIVE

LESSON 18. LITERATURE

LESSON 19. SPEAKING

## **UNIT 4. MUSIC**

LESSON 20. MUSIC INSTRUMENTS

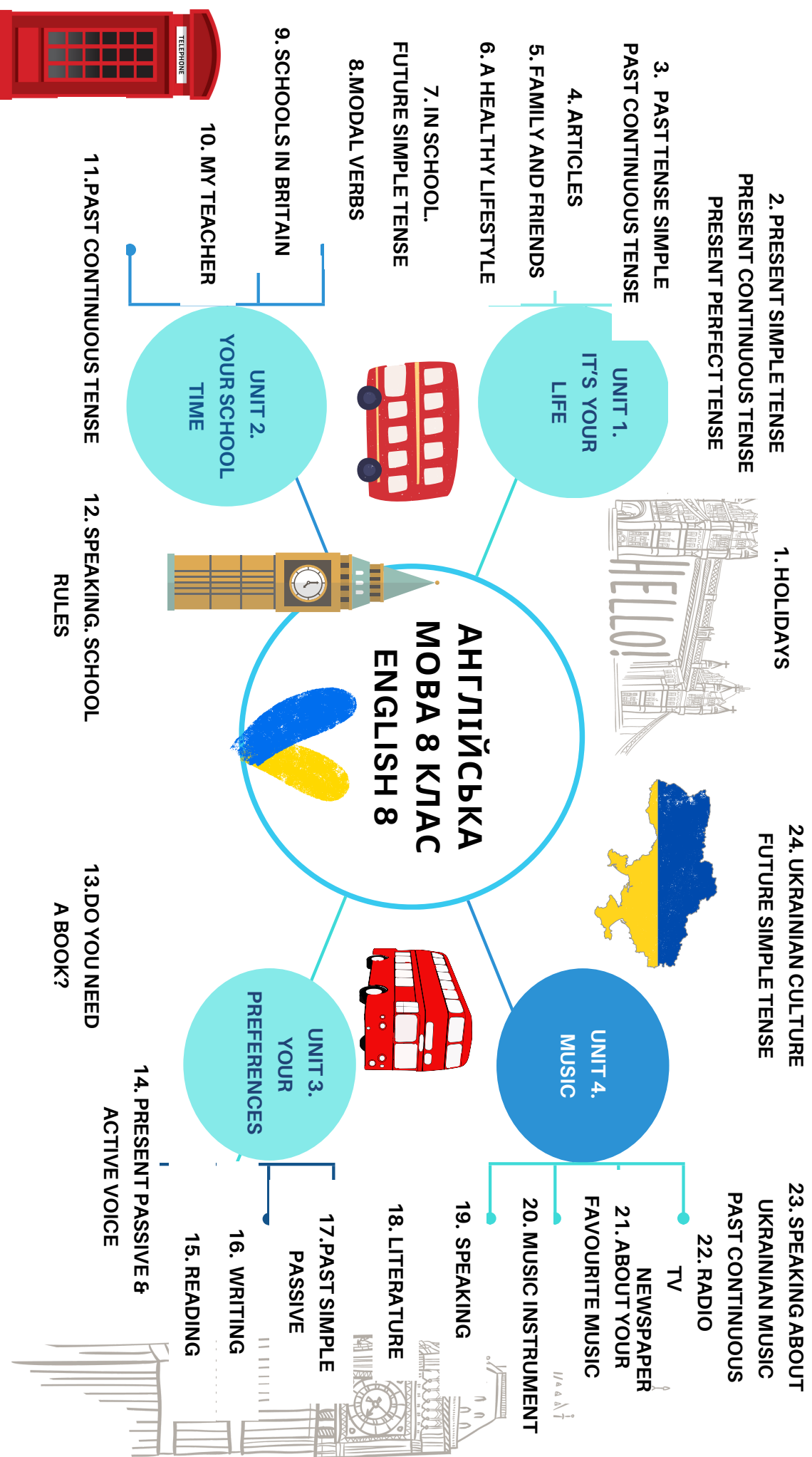
LESSON 21. ABOUT YOUR FAVOURITE MUSIC

LESSON 22. RADIO CHART. A NEWSPAPER

LESSON 23. SPEAKING ABOUT UKRAINIAN MUSIC. PAST SIMPLE. PAST CONTINUOUS

LESSON 24. UKRAINIAN CULTURE. FUTURE SIMPLE TENSE







## Вхідний тест з англійської мови для учнів 8 класу

Виконай завдання 1–15. Вибери ОДНУ правильну відповідь з-поміж ТРЬОХ варіантів. Познач цю відповідь у бланку відповідей.

1. Where did you go on your last holiday?

I go to the beach.

I went to the beach.

I will go to the beach.

2. The Azores are a group of islands in ... Atlantic Ocean.

A the

B —

C an

3. She went to ... United Kingdom to study English.

A the

B —

C a

4. She \_\_\_\_\_ emails every day.

A writes

B is writing

C has written

5. I \_\_\_\_\_ dinner now.

A had

B have

C am having

6. They \_\_\_\_\_ their homework.

A already finished

B already finish

C have already finished

7. I \_\_\_\_\_ TV when the phone rang.

A watched

B was watching

C had watched

8. Last week, she \_\_\_\_\_ her grandmother.

A visits

B was visiting

C visited





9. I bought \_\_\_\_\_ apple and \_\_\_\_\_ book.

- A a / the
- B the / a
- C an / a

10. She \_\_\_\_\_ to Paris next summer.

- A travels
- B is travelling
- C will travel

11. You \_\_\_\_\_ study hard to pass the exam.

- A can
- B should
- C must

12. \_\_\_\_\_ is my favourite subject because I love solving problems.

- A Mathematics
- B History
- C English

13. They \_\_\_\_\_ football while it was raining.

- A played
- B were playing
- C had played

14. Students \_\_\_\_\_ wear uniforms at this school.

- A should
- B must
- C might

15. Olga \_\_\_\_\_ here since 2010.

- A lived
- B lives
- C has lived



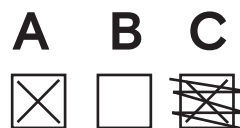
# БЛАНК ВІДПОВІДЕЙ

Познач у бланку відповіді так, щоб було зрозуміло,  
яким є твій варіант відповіді на завдання.

**Правильну** відповідь на кожне завдання позначаєте тільки так:



**Неправильну** відповідь можна виправити, замалювавши  
попередню позначку та поставивши нову:



	A	B	C
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# LESSON 1. HOLIDAYS

*Here's the vocabulary of this lesson!*

## GENERAL TERMS

**Holiday** — A special day for celebration or relaxation.  
**Vacation** — Time spent away from home or work for rest and fun.  
**Celebration** — A special event or activity to honour a holiday.  
**Tradition** — Customs through generations.

## TYPES OF ACTIVITIES

**Swimming** — A fun and healthy activity that you can do in a pool or at the beach.  
**Playing football** — A popular team sport on a football field or in a park.  
**Reading** — A relaxing activity at home, in a library, or at a bookstore.  
**Cycling** — An activity using a bicycle.  
**Hiking** — An activity that you can do in forests, or mountains.  
**Painting** — A creative activity at home, or in an art studio .  
**Shopping** — An activity to do at shopping malls, markets, or local shops.  
**Watching movies** — An entertaining activity at home or in a movie theatre  
**Playing video games** — A popular activity for kids and teens at home or at gaming centres.  
**Cooking** — A useful activity that you can do in your kitchen or at a cooking class.

### *Vocabulary*

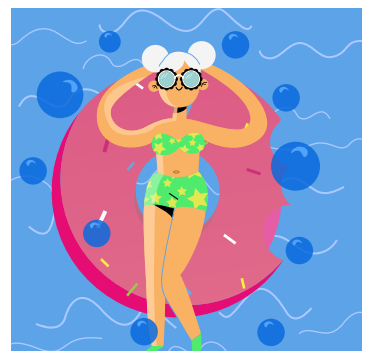
**To honour** [tu: 'ɒnər] вшановувати  
**Through** [θru:] через  
**Explore** [ɪk'splɔ:r] досліджувати  
**Appreciate** [ə 'pri:ʃieɪt] цінувати, оцінювати  
**Generations** [dʒenə'reɪʃənz] покоління  
**Package holiday** [pækɪdʒ 'hɒlɪdeɪ] пакетний тур або організована поїздка (турпакет)

### Task 1

Read the text and answer the questions.

I usually spend my holidays with my friends. We like to hang out after school playing sports, video games, or just chatting about our day. My best friend Oleg is someone I can always count on. We both enjoy the same hobbies, like playing basketball and watching superhero movies.

1. Who do you usually spend your holidays with?
2. What do you and your best friend like to do together?
3. Have you ever played football on the beach?
4. What is your favourite book to read?





## Task 2

Match the words with their definitions.

- |                     |   |
|---------------------|---|
| 1. Holiday          | A A public holiday celebrated by a country.           |
| 2. Vacation         | B Customs through generations.                        |
| 3. Celebration      | C A special event or activity to honour a holiday.    |
| 4. Tradition        | D Time spent away from home or work for rest and fun. |
| 5. National holiday | E A special day for celebration or relaxation.        |

## Task 3

Look at the words below. Discuss with a partner where you can do these activities. Use the example.

Places: kitchen at home, cooking classes, community centres, home, gaming centres, friends' houses, home, movie theatre, outdoor cinema, shopping malls, markets, local shops, department stores, home, art studio, outdoor locations, parks, nature reserves, forests, mountains, trails, bike paths, parks, neighbourhood streets, home, library, bookstore, cafe, football field, park, sports complex.

Example: Swimming: Places: Pool, Beach

1. Playing football
2. Reading
3. Cycling
4. Hiking
5. Painting
6. Shopping
7. Watching movies
8. Playing video games
9. Cooking

*You can do it!*



## Tasks in Wordwall:





# LESSON 2. PRESENT SIMPLE TENSE

## PRESENT CONTINUOUS TENSE

## PRESENT PERFECT TENSE

*Here's the grammar of this lesson!*

**Present Simple Tense:** to describe habits, routines, and regular actions, to state facts or general truths, to talk about scheduled events in the near future.

Structure:

**Affirmative:** Subject + base form of the verb (add -s or -es for he/she/it).

- She reads a book every night.

**Negative:** Subject + do / does + not + base form of the verb.

- He does not (doesn't) like vegetables.

**Question:** Do / Does + subject + base form of the verb?

- Do you play soccer?

**Time markers:** always, usually, often, sometimes, never, every day / week / month / year, on Mondays / Tuesdays, in the morning / afternoon / evening.

**Present Continuous Tense:** to describe actions happening right now, to describe temporary actions, to describe future plans or arrangements.

Structure:

**Affirmative:** Subject + am / is / are + verb + -ing.

- She is reading a book now.

**Negative:** Subject + am / is / are + not + verb + -ing.

- He is not (isn't) playing soccer right now.

**Question:** Am/Is/Are + subject + verb + -ing?

- Are you watching TV?

**Time markers:** now, right now, at the moment, currently, today, this week/month / year.

**Present Perfect Tense:** To describe actions that happened at an unspecified time in the past and are related to the present, to describe experiences, to describe actions that have recently happened, to describe actions that started in the past and are still continuing.

Structure:

**Affirmative:** Subject + have / has + past participle of the verb.

- She has visited Paris

**Negative:** Subject + have / has + not + past participle of the verb.

- He has not (hasn't) eaten breakfast.

**Question:** Have / Has + subject + past participle of the verb?

- Have you seen this movie?

**Time markers:** already, yet, just, ever, never, recently, lately, so far, since.



## Task 1

Write sentences using the activities with different tense forms (Present Perfect and Present Continuous)

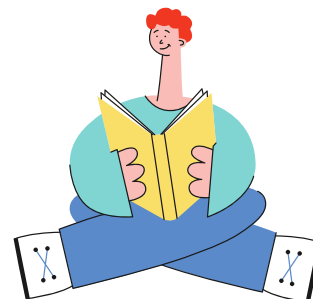
**Example: Swimming**

Present Simple. I swim in the pool every Saturday.

Present Continuous. I am swimming in the pool right now.

Present Perfect. I have swum in the pool every day this week.

1. Playing football
2. Reading
3. Cycling
4. Hiking
5. Painting



## Task 2

Write three sentences with the words: every weekend, regularly, at the moment.

**Example:** I play football with my friends every weekend. Present Simple.

## Task 3

Read the dialogue and talk about your activities using Present Simple, Present Continuous, or Present Perfect.

**Anna:** Hi, Tom! What do you do in the evenings?

**Tom:** Hi, Anna! I usually watch TV or read a book. How about you?

**Anna:** I like to go for a walk or play video games. Sometimes I meet my friends.

**Tom:** That sounds fun! Do you play video games often?

**Anna:** Yes, I play video games almost every day. What TV shows do you watch?

**Tom:** I watch cartoons and sports. I also like to cook sometimes.

**Anna:** Cool! I love cooking, too. What do you cook?

**Tom:** I cook pasta and sandwiches. What do you cook?

**Anna:** I make pizza and salads. We should cook together sometime!

**Tom:** That's a great idea! Let's plan it for next week.

**Anna:** Perfect! I look forward to it.

**Tom:** Me too. See you soon!

**Anna:** See you!

*Your only limit  
is your mind!*



## Tasks in Wordwall:



Save the Children



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# LESSON 3. PAST TENSE SIMPLE PAST CONTINUOUS TENSE

*Here's the grammar of this lesson!*

**Simple Past Tense:** to describe actions that happened at a specific time in the past, to describe completed actions.

Structure:

**Affirmative:** Subject + past form of the regular (irregular) verb.

- She played soccer yesterday.

**Negative:** Subject + did not (didn't) + base form of the verb.

- He did not (didn't) play soccer yesterday.

**Question:** Did + subject + base form of the verb?

- Did you play soccer yesterday?

**Time markers:** yesterday, last week / month / year, two days ago, in 2010, last night , a year ago.

**Past Continuous Tense:** to describe actions that were in progress at a specific time in the past, to describe two actions happening at the same time in the past, to describe a background action when another action interrupted it.

Structure:

**Affirmative:** Subject + was / were + verb + -ing.

- She was playing soccer at 3 pm.

**Negative:** Subject + was / were + not + verb + -ing.

- He was not (wasn't) playing soccer at 3 PM.

**Question:** Was / Were + subject + verb + -ing?

- Was she playing soccer at 3 pm?

**Time markers:** while, when, at 5 o'clock, during, at that moment.

## Task 1

Here's a text where you need to fill in the blanks with the Past Simple form of the verbs in brackets.

### Vocabulary

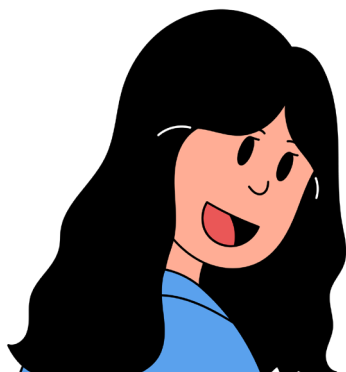
A bench [ə bɛntʃ] лавка

To catch [tu kætʃ] зловити

Our breath ['aʊər brɛθ] наш подих

Laugh [læf] сміятися

Refresh [rɪ'frɛʃ] оновити, освіжити



*Wow! Have you ever thought about this!*



Save the Children





Yesterday was a great day. I (wake up) \_\_\_\_\_ early in the morning and (decide) \_\_\_\_\_ to go for a run. The weather (be) \_\_\_\_\_ perfect, so I (put on) \_\_\_\_\_ my running shoes and (head) \_\_\_\_\_ to the park.

At the park, I (meet) \_\_\_\_\_ my friend Sarah. We (run) \_\_\_\_\_ together for about an hour and then (sit) \_\_\_\_\_ on a bench to catch our breath. After that, we (go) \_\_\_\_\_ to a nearby cafe for breakfast. I (order) \_\_\_\_\_ a coffee and a croissant.

After breakfast, we (walk) \_\_\_\_\_ around the city and (visit) \_\_\_\_\_ some shops. I (buy) \_\_\_\_\_ a new book and Sarah (not find) \_\_\_\_\_ a nice dress. We (spend) \_\_\_\_\_ the rest of the morning shopping and chatting.

In the afternoon, I (return) \_\_\_\_\_ home and (take) \_\_\_\_\_ a nap. When I (wake up) \_\_\_\_\_ again, I (feel) \_\_\_\_\_ refreshed and (decide) \_\_\_\_\_ to cook dinner. I (make) \_\_\_\_\_ pasta and a salad.

In the evening, I (watch) \_\_\_\_\_ a movie with my family. We (laugh) \_\_\_\_\_ and (enjoy) \_\_\_\_\_ the film a lot. Finally, I (go) \_\_\_\_\_ to bed, feeling happy and content with the wonderful day I (have) \_\_\_\_\_.

## Task 2

Complete the sentences using Past Simple and Past Continuous.

1. While I (read) \_\_\_\_\_ a book, my friend (call) \_\_\_\_\_ me.
2. She (watch) \_\_\_\_\_ TV when she (hear) \_\_\_\_\_ a strange noise.
3. They (play) \_\_\_\_\_ football yesterday evening.
4. When the teacher (come) \_\_\_\_\_ in, the students (talk) \_\_\_\_\_ loudly.
5. I (see) \_\_\_\_\_ an old friend while I (walk) \_\_\_\_\_ in the park.
6. He (fix) \_\_\_\_\_ the car when it (start) \_\_\_\_\_ to rain.
7. We (go) \_\_\_\_\_ to the cinema last night.
8. The sun (shine) \_\_\_\_\_ and the birds (sing) \_\_\_\_\_ while we (have) \_\_\_\_\_ a picnic.

## Task 3.

Answer the questions using Past Simple or Past Continuous:

1. What were you doing at this time yesterday?
2. What were you wearing at the party last night?
3. Where did you go on your last vacation?
4. What were your friends talking about when you walked into the room? What was the best concert you attended last year?
5. Did you enjoy your last weekend? What did you do?

## Tasks in Wordwall:



Save the Children



НАВЧАЙ  
ДЛЯ  
УКРАЇНИ



# LESSON 4. ARTICLES

*Here's the grammar of this lesson!*

## Article «a»

Вживається перед іменниками в однині, коли ми говоримо про щось непевне або невідоме співрозмовнику.

- I saw a dog in the park.
- She wants to buy a new car.

З географічними назвами:

- Острови (окрім відомих архіпелагів): a large island, an island in the Pacific
- Країни без специфічних назв: a country in Europe, a city in Spain
- Міста та райони без «the»: a city like Paris, a district in London

## Article «the»

Вживається перед іменниками, коли ми говоримо про щось конкретне, відоме співрозмовнику або вже згадуване раніше.

- The dog in the park was very friendly.
- The car she wants to buy is very expensive.

З географічними назвами:

- Гірські системи: the Alps, the Rockies
- Річки: the Nile, the Mississippi
- Океани: the Atlantic Ocean, the Pacific Ocean
- Моря: the Mediterranean Sea, the Red Sea
- Архіпелаги: the Canary Islands, the Bahamas
- Країни зі словом «Republic» або «Kingdom»: the Czech Republic, the United Kingdom
- Назви деяких країн: the Netherlands, the United States.

Нульовий артикль використовується з назвами міст, країн (без «the»), континентів, вулиць, площ, мов, спортивних ігор.

З географічними назвами без артикля:

- Назви міст: New York, Paris, Tokyo
- Назви країн (без «the»): France, Japan, Canada
- Назви континентів: Asia, Africa, Europe
- Назви вулиць, площ, парків: Fifth Avenue, Central Park, Times Square.

## Task 1

Fill in the sentences with articles “the” or “a / an”.

1. I want to join \_\_\_ book club to improve my reading skills.
2. She found \_\_\_ interesting article about space exploration.
3. They visited \_\_\_ museum in London that had an amazing collection of art.
4. He bought \_\_\_ new notebook for school.
5. We went to \_\_\_ zoo last weekend and saw many exotic animals.
6. Sarah is reading \_\_\_ book that her friend recommended.
7. They stayed at \_\_\_ hotel near the beach during their vacation.
8. \_\_\_ computer in our classroom is very old and slow.
9. John has \_\_\_ dog that he takes for a walk every evening.
10. She bought \_\_\_ dress for the party next week.



## Task 2

Fill in the sentences with articles “the” or “a / an”.

1. I saw \_\_\_ dog in the park.
2. She wants to buy \_\_\_ new car.
3. \_\_\_ sun rises in the east.
4. He is reading \_\_\_ interesting book.
5. \_\_\_ cat sat on \_\_\_ window and watched \_\_\_ bird outside.
6. \_\_\_ old man walked into \_\_\_ cafe and ordered \_\_\_ coffee he always drinks.

## Task 3

Practice using the article («the») and the articles («a» and «an»).

Describe your favorite place to your partner or group, making sure to use «the», «a», and «an» correctly. Focus on including specific and general information.

Examples:

I often visit the park near my house. It has a beautiful lake in the center. There are also a few benches where people can sit and enjoy the view.

In the city I live in, there's a famous museum. It has an impressive collection of art. The museum is visited by many tourists every year.



*Your only limit  
is your mind!*



Tasks in Wordwall:





# LESSON 5. FAMILY AND FRIENDS

*Here's the vocabulary of this lesson!*

**Relative** — A person who is part of your family, such as a cousin, uncle, aunt.

**Sibling** — A brother or sister.

**Friend** — A person whom you know well and with whom you have a bond of mutual affection.

**Cousin** — The child of your uncle or aunt.

**Pal** — An informal term for a friend or companion.

## TYPES OF RELATIONSHIPS

### Family Relationships

**Parent:** My parents are planning a family vacation next summer.

**Sibling:** I share a room with my younger sibling.

**Cousin:** My cousin and I used to play together every summer.

**Aunt/Uncle:** My aunt is coming over for dinner this weekend.

**Grandparent:** I love listening to my grandmother's stories about her childhood.

### Friendship Relationships

**Friend:** My friend and I went hiking last weekend.

**Best Friend:** My best friend knows all my secrets.

**Pal:** I went to the movie with my pal from college.

### Professional Relationships

**Colleague:** My colleague and I are working on a new project together.

**Supervisor/Boss:** My boss praised me for completing the project on time.

### Romantic Relationships

**Partner:** My partner and I are planning to buy a house together.

### Vocabulary

**A close friend** [ə kləʊs frend] близький друг

**In common** [ɪn 'kɒmən] спільне, загальне

**Hang out** [hæŋ aʊt] проводити час разом, тусуватися

**Accept** [ək'sept] приймати

**Successes** [sək'sɛsɪz] успіхи

**Pal** [pæl] приятель, друг

**Hang out with** [hæŋ aʊt wɪð] проводити час з

**Have in common** [hæv ɪn 'kɒmən] мати спільне

**Have a special bond** [hæv ə 'speʃəl bɒnd] мати особливий зв'язок

**Caring** ['keəriŋ] турботливий

**Trust** [trʌst] довіра

**Tough times** [taʊf taɪmz] важкі часи

**A buddy** [ə 'bʌdi] друг





### Task 1

Match the words on the left with their meanings on the right:

- |             |   |
|-------------|---|
| 1. Relative | A A person who is part of your family, such as a cousin, uncle, aunt. |
| 2. Sibling  | B A brother or sister.  |
| 3. Friend   | C A person whom you know well   |
| 4. Cousin   | D A child of one's uncle or aunt.                                     |
| 5. Parent   | E A father or mother.   |
| 6. Pal      | F A close friend.   |

### Task 2

Discuss the questions in pairs.

1. Who is your oldest relative?
2. How many siblings do you have?
3. What do you like to do with your family on weekends?
4. Describe a special tradition your family has.
5. Who is your best friend? Why do you like them?
6. What do you usually do when you hang out with your friends?
7. Can you name one thing you have in common with your closest friend?
8. How do your friends make you feel happy?
9. Why do you think having a good relationship with family is important?
10. How do friends help each other?

### Task 3

Read the text about friendship and answer the questions.

Friendship is when you have a special bond with someone. It's about caring, sharing, and being there for each other. Friends support you when you feel sad or happy. They understand you and accept you just as you are.

A good friend listens when you need to talk. They laugh with you and enjoy spending time together. You can trust your friends and they trust you too. Friends help each other through tough times and celebrate each other's successes.

Friendship is like having a buddy who always has your back. It's about making memories and having fun adventures together. With friends, life feels brighter and more exciting.



*The best way to predict  
your future is to create it.*



Save the Children





### What is friendship about?

- a) Competing with each other
- b) Caring, sharing, and being there for each other
- c) Ignoring each other

### What do friends do when you feel sad or happy?

- a) They ignore you
- b) They support you
- c) They avoid you

### How does a good friend make you feel?

- a) Anxious
- b) Understood and accepted
- c) Lonely

### What do friends do during tough times?

- a) They argue
- b) They help each other
- c) They forget each other



*Well done!*

### Tasks in Wordwall:



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# LESSON 6. A HEALTHY LIFESTYLE

*Here's the vocabulary of this lesson!*

## NUTRITION AND FOOD

**Vegetables** — Plants or parts of plants used as food.

**Fruits** — The sweet and fleshy product of a tree or other plant that contains seed.

**Whole grains** — Grains that contain the entire grain, such as wheat, rice, and oats.

**Protein** — Nutrient found in foods like meat, beans, and nuts.

**Dairy** — Foods made from milk, such as cheese, yogurt, and milk.

**Balanced diet** — Eating a variety of foods to get the nutrients you need.

**Nutrients** — Substances in food that our bodies need to grow and stay healthy.

**Vitamins** — Nutrients that help our bodies stay healthy and function properly.

**Minerals** — Elements are necessary for good health from the earth.

**Healthy snacks** — Snacks that are good for your body, like fruits, nuts, and yogurt.

## PHYSICAL ACTIVITY

**Exercise** — Physical activity that improves physical fitness.

**Sports** — Physical activities with competition, such as soccer, basketball, and swimming.

**Cycling** — Riding a bicycle.

### *Vocabulary*

**Entire** [ɪn'taɪər] цілий, весь, повний

**Nutrients** ['nju:triənts] поживні речовини, харчові речовини

**Substances** [sʌbstənsɪz] речовини, речовини, матеріали

**Maintains** [meɪn'teɪnz] підтримує, зберігає

**Necessary** [nesəsəri] необхідний, потрібний

**Improves** [ɪm'pru:vz] поліпшує, покращує

**Lengthening** ['leŋθənɪŋ] подовження, збільшення

**Impact** ['ɪmpækt] вплив

**Grains** [greɪnz] злаки





### Task 1

Read the dialogue. Act it out.

**Jack:** Hey Sarah, I think about trying to live healthier. Do you have any tips?

**Sarah:** Sure, Jack! Eating balanced meals is important. Include lots of fruits and vegetables every day.

**Jack:** What about exercise?

**Sarah:** Yeah, exercise is the key. Even a daily walk or bike ride can make a big difference.

**Jack:** I heard sleep is important too. How much should I sleep?

**Sarah:** You should try to get around 8 hours of sleep each night. It helps your body and mind stay refreshed.

**Jack:** Thanks, Sarah! I'm going to start making these changes right away.

**Sarah:** That's great, Jack! Small steps lead to big improvements in your health.

### Task 2

Read the text.

Having a healthy lifestyle means taking care of your body and mind every day. It's about making good choices that help you feel strong and happy.

Firstly, eating nutritious food is essential. This includes plenty of fruits, vegetables, and whole grains. These foods give you energy and help your body grow.

Secondly, staying active is important. You don't need to join a gym; simple activities like walking, riding a bike, or playing sports with friends can keep you fit.

Another key part of a healthy lifestyle is getting enough sleep. Sleep helps your body recover and prepares your mind for the day ahead. Spend around 8 to 9 hours of sleep each night.

Lastly, taking care of your mental health is just as important. Spend time with friends and family, talk about your feelings, and find activities that relax you.

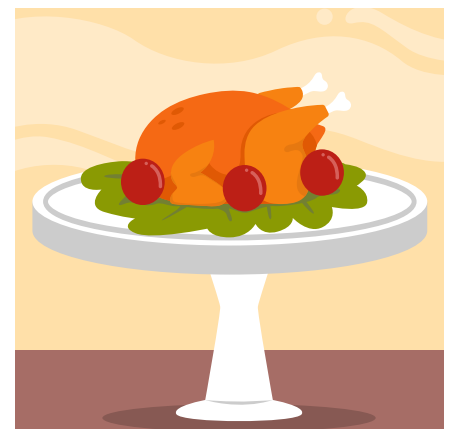
By making these healthy choices, you can feel better and have more energy to enjoy life every day.

### Task 3

Decide if the following sentences are **True** or **False** according to the text

1. Eating healthy foods like fruits and vegetables helps you stay fit and energetic.
2. Exercising regularly, such as walking or playing outside, is not important for staying healthy.
3. Getting enough sleep at night doesn't affect how you feel during the day.
4. Spending time with friends and family has no impact on your happiness.
5. Making unhealthy choices every day can help you feel stronger and happier.

### Tasks in Wordwall:



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# LESSON 7. IN SCHOOL

## FUTURE TENSES

*Here's the grammar of this lesson!*

### FUTURE SIMPLE TENSE

We use the Future Simple to say what you think will happen in the future. We use the Future Simple to make **promises**.

**Future Simple:** This is the most common way to express future actions.

**Positive:**

- Subject + will + verb (infinitive)

I will go to the store.

She will call you tomorrow.

**Negative:**

- Subject + will not (won't) + verb

Наприклад:

He will not (won't) attend the meeting.

We will not (won't) finish the project on time.

**Questions:**

- Will + subject + verb?

Will they come to the party?

Will you help me with this task?

*Here's the vocabulary of this lesson!*

**Teacher** — A person who teaches students.

**Principal** — The head of the school.

**Vice Principal** — The assistant to the principal.

**Student** — A person who is learning at school.

**Classmate** — A fellow student in the same class.

**Counsellor** — A person who helps students with their problems and plans.

**Librarian** — A person who manages the library.

**Classroom** — A room where lessons are taught.

**Library** — A place with books and resources for reading and studying.

**Computer Lab** — A room with computers for students to use.

**Backpack** — A bag for carrying school supplies.

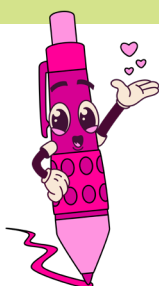
**Notebook** — A book with blank pages for writing notes.

**Textbook** — A book used for studying a subject.

**Pencil** — A writing tool with an eraser.

**Pen** — A writing tool that uses ink.

**Eraser** — A tool used to remove pencil marks.



*Future Simple Tense*



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## Task 1

Read the dialogue. Discuss your preferences about different lessons and what you can do in those classes

**Kate:** Hi! What's your favourite lesson at school?

**Iren:** Hey! I really like art class. I love drawing and painting. What about you?

**Kate:** I enjoy science the most. I think experiments are really fun and interesting.

**Iren:** Science is cool! I like it when we get to do hands-on activities, like making volcano models.

**Kate:** Yeah, that's the best part! But I also like English. We get to read stories and sometimes write our own.

**Iren:** English is fun too. I like it when we act out plays or have discussions about the books we read.

**Kate:** Do you like maths?

**Iren:** It's not my favourite, but I enjoy solving puzzles and working on group projects. How about you?

**Kate:** I like maths, especially when we learn about geometry. It's fun to solve problems and figure out shapes.

**Iren:** It's great that we have different subjects to enjoy. What about PE? Do you like it?

**Kate:** Yes, I love PE! It's a great way to stay active and play sports with friends.

**Iren:** Me too! I think PE is a good break from sitting in class all day. We can run around and have fun.

**Kate:** Every lesson has something fun to offer.

**Iren:** I agree.



## Task 2

Read the text and answer the questions.

### Vocabulary

**Recess** [rɪˈsɛs] перерва

**Swings** [ˈswɪŋz] гойдалки

Your school time is a special part of your day. It's when you go to school to learn new things and have fun with friends.

**Morning Routine:** You wake up early and get ready for school. You might eat breakfast with your family before heading to class.

**Classes:** At school, you have different classes like maths, English, science, and art. You learn about numbers, read books, do experiments, and create drawings.

**Lunchtime:** During lunch, you eat with your friends in the cafeteria or outside. You talk about your morning and share snacks.

**Recess:** Recess is a break during the day when you play games with your friends. You might run around, play on swings, or kick a ball.

**Afternoon:** In the afternoon, you continue learning in more classes. You listen to your teachers, ask questions, and work on projects.

**Homework:** Sometimes, you have homework to do after school. It might be reading books, maths problems, or finishing an art project.

**End of the day:** Finally, school ends, and you go home. You might tell your family about your day and relax before dinner.

Your school time is important, because it helps you learn new things, make friends, and have fun every day.



**What do you do in the morning before heading to school?**

- a) Watch TV
- b) Eat breakfast with your family
- c) Play games

**What subjects do you learn at school?**

- a) Only maths and English
- b) Maths, English, science, and art
- c) Just science and art

**Where do you eat lunch during school?**

- a) In the cafeteria or outside
- b) In the classroom
- c) At home

*It's going to be hard, but hard does not mean impossible.*



**What do you do during recess?**

- a) Study for exams
- b) Play games with your friends
- c) Sleep

**Why is school time important?**

- a) Because it's boring
- b) Because it helps you learn new things, make friends, and have fun
- c) Because you have to wake up early

### Task 3

Use the Future Simple Tense in these sentences.

1. Tomorrow, I \_\_\_\_\_ (not wake up) early and prepare for school.
2. In the future, we \_\_\_\_\_ (learn) new subjects like Maths, Science, and History.
3. Next week, the teacher \_\_\_\_\_ (explain) how to solve tricky maths problems.
4. After school tomorrow, I \_\_\_\_\_ (meet) my friends at the playground.
5. Next month, we \_\_\_\_\_ (have) a school trip to the museum to learn about history.
6. In the coming years, I \_\_\_\_\_ (not study) hard to achieve good grades.
7. Tomorrow evening, I \_\_\_\_\_ (not do) my homework before dinner.

### Tasks in Wordwall:





# LESSON 8. MODAL VERBS

*Here's the grammar of this lesson!*

## MODAL VERBS

We use **should / shouldn't** to ask for and to give advice or to express personal opinion:

- Should I call him?
- Should I go to his house? No, you shouldn't. You should wait.
- I think you shouldn't spend all your money on make-up.
- You should stay in bed if you are sick.

We use **should / shouldn't** when we hope for the better, but don't know something for certain:

- The weekend should be nice. Our friends have done everything to make it nice.

We use **may / might** to say what will possibly happen in future.

- They may / might join us.

We use **may not / might not** to say that we are not sure some action will happen in future.

- He may not / might not enjoy playing water polo.

### Task 1

Complete the dialogue with **should** or **shouldn't**.

Anna: I have a test tomorrow. What do you think I \_\_\_\_\_ do tonight?

Ben: You \_\_\_\_\_ study for the test.

Anna: I know, but I also want to watch a movie.

Ben: You \_\_\_\_\_ watch a movie if you have a test.

Anna: You're right. I \_\_\_\_\_ focus on studying.

Ben: Yes, and you \_\_\_\_\_ stay up too late.

Anna: I'll make sure I go to bed early.

Ben: Good idea. You \_\_\_\_\_ get a good night's sleep.

Anna: Thanks for the advice! I \_\_\_\_\_ start studying now.



*Little things  
make big days.*





## Task 2

Write sentences with **should**, **should not**, **may**, **might** or **may no,might not**.

1. You \_\_\_\_ want to bring a jacket; it could get chilly later.
2. I \_\_\_\_ go to the party tonight, but I'm not sure yet.
3. She \_\_\_\_ not finish her homework on time.
4. They \_\_\_\_not come to the meeting if it starts too late.
5. You\_\_\_\_ eat more vegetables to stay healthy.
6. You should not stay up too late if you have an early morning.



## Task 3

Write sentences with **may**, **might** or **may no, might not**.

1. We \_\_\_\_ go to the park later.
2. It \_\_\_\_ rain tomorrow.
3. She \_\_\_\_ not come to the party.
4. He \_\_\_\_ not finish his work on time.



Tasks in Wordwall:





# LESSON 9. SCHOOLS IN BRITAIN

*Here's the vocabulary of this lesson!*

**Compulsory Subjects** — Subjects that all students must study by law, such as Maths, English, and Science.

**Primary School** — The first stage of formal education for children, typically from ages 4 or 5 to 11.

**Secondary School** — The stage of education after primary school, usually for students aged 11 to 16 or 18.

**Grades** — Marks or scores given to students to show how well they have performed in their subjects.

**GCSEs (General Certificate of Secondary Education)** — Exams taken by students in the UK at age 16, marking the end of compulsory education.

## **Vocabulary**

**Marks or scores** [mɑ:ks ɔ:r skɔ:rz] оцінки або бали

**Performed** [pə'fɔ:md] виконаний, зроблений

**Infant schools** ['ɪnfənt sku:lz] початкові школи (для дітей 4–7 років)

**Junior schools** ['dʒu:njər sku:lz] молодші школи (для дітей 7–11 років)

**A wider range** [ə 'waɪdər reɪndʒ] більш широкий спектр, більший вибір

**Including** [ɪn'klu:dɪŋ] включаючи

**Pursue a career** [pə'su: ə kə'riə] продовжувати кар'єру, займатися кар'єрою

**Completing** [kəm'pli:ʃɪŋ] завершення, закінчення

**Advanced** [əd'vænst] просунутий, високого рівня

## **Task 1**

Read two texts about schools in Ukraine and Great Britain. Compare two educational systems and speak about them.

### **SCHOOLS IN UKRAINE**

Children in Ukraine typically start school at the age of 6 or 7. Their education begins with primary school, which lasts for four years. During this time, they learn basic subjects like reading, writing, and mathematics.

After completing primary school, students move on to middle school, which lasts for five years. In middle school, they study a wider range of subjects, including science, history, and foreign languages.

Following middle school, students attend high school for two years. At the age of 16, they take important exams that mark the end of their school education.

After finishing high school, some students choose to go to college or university to continue their education and pursue a career.



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## SCHOOLS IN BRITAIN

In Britain, children typically start school at the age of 4 or 5. Their education begins with primary school, which is divided into two parts: Key Stage 1 and Key Stage 2. During these stages, children learn fundamental subjects such as reading, writing, and mathematics.

After completing primary school, children move on to secondary school, which starts at the age of 11. In secondary school, they study a wide range of subjects, including maths, English, and science.

At the age of 16, students take important exams known as GCSEs (General Certificate of Secondary Education). These exams play a crucial role in determining their future educational paths.

After completing their GCSEs, students have the option to either stay in school or go to college. Some students choose to stay and study for A-levels (Advanced Level) for two more years, which can help them prepare for university or other advanced studies.

### Task 2

Write 5–7 sentences about your favourite school subject, answering the questions below:

- What is your favourite subject?
- Why do you like it?
- Who is your teacher for this subject?
- What do you usually do in this class?
- How does this subject help you in the future?

### Task 3

Read the dialogue, work in pairs and act the similar dialogue out:

Tom: Hi, Anna! How was school today?

Anna: Hi, Tom! School was good. We had Maths and Science. How was your day?

Tom: It was okay. We had English and History. Do you like Maths?

Anna: Yes, I do. It's my favourite subject. What about you?

Tom: I like History. It's very interesting. Who is your Math teacher?

Anna: Mr. Smith. He's very nice. Who is your English teacher?

Tom: Ms. Johnson. She's very good at explaining things. What do you do during break time?

Anna: I play with my friends. Sometimes we play football. What do you do?

Tom: I like to read books in the library. Do you have a lot of homework?

Anna: Sometimes. Today, I have to do a Science project. Do you have any homework?

Tom: Yes, I have to write an essay. It's a lot of work!

Anna: Good luck with your essay, Tom!

Tom: Thanks, Anna! Good luck with your project!

### Tasks in Wordwall:





# LESSON 10. MY TEACHER

*Here's the vocabulary of this lesson!*

## DESCRIBING YOUR TEACHER

**Kind** — My teacher is very kind and always helps us.

**Helpful** — She is very helpful when we don't understand something.

**Strict** — He is strict about homework deadlines.

**Fair** — Our teacher is fair and treats everyone the same.

**Funny** — He is so funny and tells great jokes.

**Knowledgeable** — Our teacher is very knowledgeable about science.

**Creative** — She always has creative ideas for projects.

## CLASSROOM ACTIVITIES

**Lessons** — A period of learning or teaching.

Our teacher gives interesting lessons.

**Homework** — Tasks given to students to do at home.

He checks our homework every morning.

**Projects** — Tasks that require research and effort over time.

She assigns fun projects for us to work on.

**Tests** — Exams to determine students' knowledge.

We have tests every Friday.

**Discussions** — Conversations about a topic.

We have discussions about the books we read.

### Task 1

Look at the sentences below and say which of them you agree with.

- My teacher is very kind.
- My teacher helps me understand difficult things.
- My teacher gives us a lot of homework.
- My teacher makes learning fun.
- My school has a big playground.
- My school is clean and beautiful.
- My school starts at 8:00 AM.
- There are many good teachers in my school.
- Maths is my favourite subject.
- Science is very interesting.
- English is easy for me.
- History is boring.

**Do you agree?**

I agree with \_\_\_\_\_.

I disagree with \_\_\_\_\_.





## Task 2

Read the sentences and complete them with the words from the box.

**Word Box:** discussions, creative, homework, projects, kind, helpful, strict, lessons, tests.

1. My teacher is \_\_\_\_\_ to all the students.
2. The librarian is always \_\_\_\_\_ when I need a book.
3. Our maths teacher is \_\_\_\_\_ about homework.
4. We have interesting \_\_\_\_\_ in history class.
5. I have to finish my \_\_\_\_\_ before I can play.
6. We work in a group \_\_\_\_\_ in art class.
7. We have \_\_\_\_\_ every Friday in English.
8. We have \_\_\_\_\_ about books in literature class.
9. The art teacher gives us \_\_\_\_\_ ideas for our drawings.

## Task 3

Practice speaking skills by describing your teachers and what they do during their lessons using questions. Think about two of your favourite teachers or teachers you have this year.

**Explain What They Do in Their Lessons**

Describe what this teacher is like.

What makes their classes interesting?

How do they support you in learning?

What activities do they do in class?

Do they use any special tools or methods?

How do they make the lessons interesting?



*You can do it!*



**Tasks in Wordwall:**





# LESSON 11. PAST CONTINUOUS TENSE

*Here's the grammar of this lesson!*

## PAST CONTINUOUS TENSE

The Past Continuous Tense is used to describe past actions that lasted for some time.

- An action that was taking place at a specific time in the past:
- At 10 pm last night Jill was telling her mother about her day at school.
- Around 11 pm she was getting ready for bed.
- At 12 pm she was sleeping.

**A background scene to a story:**

- It was snowing outside and everyone in the house was sleeping.
- The sun was shining, but the wind was blowing.
- The kids were listening to the teacher. Suddenly...

**Actions that were taking place at the same time in the past:**

- While the teacher was reading, the students were sending text messages to each other.
- While dad was driving, the children were sleeping in the back seat.

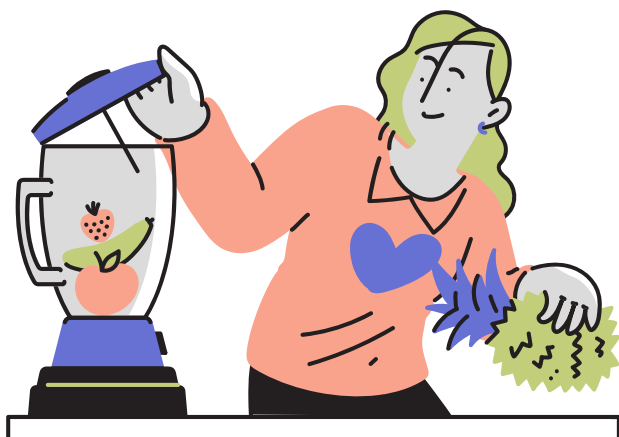
We form Past Continuous Tense with the Past Simple of the verb 'to be' (was / were) + ing—form of the verb.

**Adverbs used with the Past Continuous:** at / around 6 am / noon / midnight / dinner time, from 5 to 6 pm, from Monday, to / till Friday, from morning, till evening, between 5 and 7 pm, while, all morning / day / night

### Task 1

Write in the Past Continuous form.

1. I do not work —
2. You study —
3. We do not play —
4. They eat —
5. He writes —
6. She does not run —
7. It sleeps —
8. She dances —



Save the Children





## Task 2

Change these sentences from the Past Simple Tense to the Past Continuous Tense.

1. She ate dinner at 7 PM.
2. He didn't play football with his friends yesterday.
3. They studied for their exams last night.
4. I didn't write a letter to my friend yesterday.
5. She ran to catch the bus this morning.
6. They didn't sleep late after the party.
7. Did he dance all night at the wedding?
8. Did she sing her favorite song in the shower?
9. Did he drive to work early yesterday?

## Task 3

Read and answer the questions. Think of a short story or incident from your past where multiple actions were happening.

Last weekend, while Jane was studying for her exams, her friends were organizing a surprise party. Jane's mother was baking a cake, and her little brother was decorating the house. Everyone was busy preparing for the big surprise».

1. What were Jane's friends doing while she was studying?
2. What was Jane's mother doing?
3. How did the actions described relate to each other?



*You can do it!*



## Tasks in Wordwall:





# LESSON 12. SPEAKING

## SCHOOL RULES

*Here's the vocabulary of this lesson!*

### COMMON SCHOOL RULES

**Be on time** — Arrive at school and classes punctually.

**Do your homework** — Complete all tasks on time.

**Raise Your Hand** — Signal that you have a question or want to speak by raising your hand.

**Listen to the teacher** — Pay attention when the teacher is speaking.

**Walk, don't run** — Move through the school halls and classrooms by walking, not running.

**No bullying** — Behaviour others kindly and do not engage in any form of bullying.

**Keep the classroom clean** — Support a tidy and organized classroom.

**Follow dress code** — Wear clothing as per the school's dress code policy.

**Use indoor voices** — Speak quietly and do not shout inside the school building.

### *Vocabulary*

**Affect** [ə'fekt] впливати (на), діяти на

**Respect** [rɪ'spekt] повага, поважати

**Belongings** [bɪ'lɒŋɪŋz] особисті речі, майно

### Task 1

Read the dialogue between two students discussing common school rules. Act it out.

**Amy:** Hey, Jake! Do you know about the new school rules?

**Jake:** Hi, Amy! Yeah, I heard some of them. Like, we can't use our phones in class anymore.

**Amy:** Yeah, that's one of them. We also have to wear our school uniform every day.

**Jake:** Oh, right! And we must be on time for all our classes.

**Amy:** True. And we mustn't chew gum at school.

**Jake:** Yeah, that's not allowed anymore. Do you think the rules are fair?

**Amy:** I think some are okay, like being on time. We can use our phones during breaks.

**Jake:** Me too. It's boring without them. What about the new rule for no snacks in class?

**Amy:** Oh yeah, we mustn't eat in class anymore. That one's difficult after lunch!

**Jake:** Totally. I hope they don't make more strict rules.

**Amy:** Same here. Let's try to follow these ones, though.



Save the Children





## Task 2

Work in groups. Discuss the following questions.

1. What do you think is the most important school rule? Why?
2. Do you think school rules should be more understanding or stricter? Why?
3. How do school rules affect students' behavior and learning?
4. Do you think students should create their school rules? Why or why not?

### Remember!

**Saying what you think:** I think... I believe... In my opinion, ...

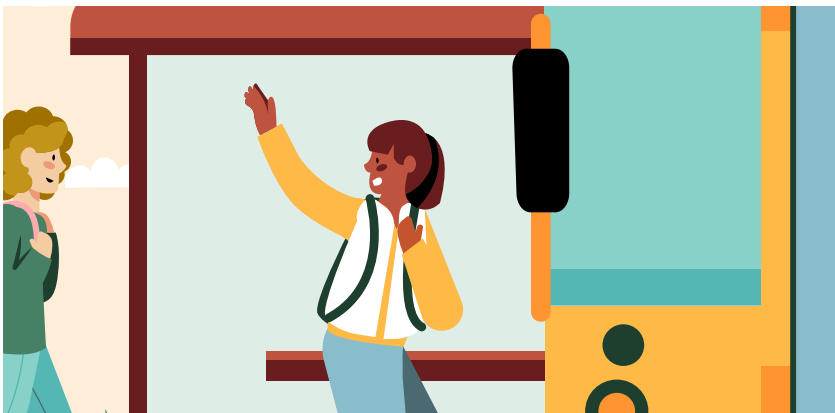
**Agreeing:** I agree (with you). You're right. Of course.

**Disagreeing:** I don't agree. I don't think so.

## Task 3

Agree or disagree with the statements below. Give your reasons.

1. Be on time for all classes.
2. Wear your school uniform every day.
3. Listen to your teachers and follow their instructions.
4. No chewing gum in school.
5. Respect your classmates and their belongings.
6. No running in the halls.
7. Keep your classroom and school clean.
8. No bullying others.
9. Raise your hand before speaking in class.
10. Complete your homework on time.



Well done!

## Tasks in Wordwall:





# LESSON 13. DO YOU NEED A BOOK?

*Here's the vocabulary of this lesson!*

## TYPES OF BOOKS

**Fiction** — A not true and made up story.

**Non-fiction** — A book that gives information and facts about real events, people, and places.

**Biography** — A book about a person's life written by someone else.

**Autobiography** — A book about a person's life written by that person.

**Mystery** — A book about solving a crime or uncovering secrets.

**Fantasy** — A book that includes magical or supernatural elements.

**Science fiction** — A book based on imagined future scientific or technological advances.

**Adventure** — A book with exciting and often risky experiences.

**Fairy tale** — A children's story about magical heroes and lands.

**Poetry** — A collection of poems in verses.

### *Vocabulary*

**Magical** ['mædʒɪkəl] магічний, чарівний

**Advances** [əd'vænsɪz] досягнення, прогрес

**Adventure** [əd'ventʃər] пригода

**Risky experiences** ['rɪski][ɪk'spɪəriənsɪz] ризикований досвід

**Verses** ['vɜːsɪz] вірші

**Imagination grow** [ɪ,mædʒɪ'neɪʃən] уява розвиток уяви

**Plot** [plɒt] сюжет

## Task 1

Read the text about books.

Books are wonderful things that you can read. They have stories and information inside. Some books are about adventures with pirates and explorers. Others are about animals and nature. You can learn many new things from books.

When you read a book, you use your imagination. You can picture the characters and places in your mind. Books can take you to faraway lands and times long ago. They can make you feel happy, scared, or excited.

Books come in different sizes and colours. Some are big with lots of pages, while others are small and fit in your pocket. You can find books in libraries, bookstores, and even online.

Reading books is important because it helps you learn new words and ideas. It also makes your imagination grow. Next time you see a book, pick it up and start reading. You might discover a whole new world inside!



## Task 2

Complete the sentences about books with missing words that you can complete.

**Word box:** learn, words, libraries, happy, reading, adventures, imagination, colours, books.

1. \_\_\_\_\_ have many stories and information inside.
2. Some books are about \_\_\_\_\_ with pirates and explorers.
3. You can \_\_\_\_\_ many new things from books.
4. When you read a book, you use your \_\_\_\_\_. Reading books is important because it helps you learn new \_\_\_\_\_ and ideas.
5. You can find books in \_\_\_\_\_ bookstores, and even online.
6. Books come in different sizes and \_\_\_\_\_.
7. Books can make you feel \_\_\_\_\_ scared, or excited.
8. Next time you see a book, pick it up and start \_\_\_\_\_.

M: You are unstoppable!

## Task 3

Describe your favourite book. Say what information: the author of the book; the publisher; the year it was published; the topics the book covers.

### Example:

My favourite book is called «The Adventures of Peter Rabbit. Beatrix Potter wrote this book. Frederick Warne & Co. published the book. They first published it in 1902.

«The Adventures of Peter Rabbit» is about a rabbit named Peter who gets into trouble in Mr. McGregor's garden. He tries to steal vegetables but gets chased by Mr. McGregor. The story is funny and has beautiful pictures of animals and gardens.

I like this book because it has a cute story and nice pictures. It's fun to read about Peter Rabbit's adventures and see all the colourful illustrations.



*You are  
unstoppable!*



## Tasks in Wordwall:



Save the Children



НАВЧАЙ  
ДЛЯ  
УКРАЇНИ



# LESSON 14. PRESENT PASSIVE & ACTIVE VOICE

Here's the vocabulary of this lesson!

**Present Active Voice:** коли хочемо сказати, хто щось робить.

Subject (Суб'єкт) + Verb (Дієслово) + Object (Додаток)

She writes a letter. They play football.

**Present Passive Voice:** коли важливіше сказати, що відбувається з об'єктом, а не хто виконує дію.

Об'єкт дії стає підметом у пасивному реченні, дієслово **to be** змінюється відповідно до підмета (am/is/are), основне дієслово перетворюється на **Past Participle** (третя форма).

A letter is written by her. Football is played by them.

The lesson is explained by the teacher.

**Активний стан:** фокус на того, хто виконує дію (вчитель).

**Пасивний стан:** фокус на об'єкті дії (урок), дія виконується кимось іншим, але він може бути не зазначений.

## Task 1

Complete with the Present Passive forms of the verbs in brackets.

1. Secrets \_\_\_\_\_ (never, to tell).
2. Books \_\_\_\_\_ (to write) by authors from all over the world.
3. Many stories \_\_\_\_\_ (not/ to publish) each year.
4. School rules \_\_\_\_\_ (not/ to follow) by all students.
5. The homework \_\_\_\_\_ (to check) by the teacher.
6. Popular novels \_\_\_\_\_ (to translate) into five languages.
7. New textbooks \_\_\_\_\_ (not/ to give) at the beginning of the school year.
8. The classroom \_\_\_\_\_ (not/ to clean) after every lesson.
9. The final exam \_\_\_\_\_ (to schedule) for next Friday.



Stay focused  
on the positive!



Save the Children



НАВЧАЙ  
ДЛЯ  
УКРАЇНИ



## Task 2

Answer the questions using the Present Simple Passive.

1. Is English taught at your school?
2. Are the rooms cleaned every day?
3. Is the homework done by the students?
4. Are the emails sent by the manager?
5. Is the report written by John?
6. Are the cakes baked in the morning?
7. Is the movie watched by the class?
8. Is the project completed on time?

## Task 3

Choose the correct answers, active or passive.

1. The librarian **checks out** / **is checked out** the books for the students.
2. A new edition of the novel **is published** / **publishes** every year.
3. Students **read** / **are read** books during silent reading time.
4. The story **takes** / **is taken** the imagination of readers.
5. Many classic books **translate** / **are translated** into different languages.
6. The author **signs** / **is signed** copies of the book at the event.
7. The book cover **designs** / **is designed** by a famous artist.
8. Book reviews **write** / **are written** by critics in newspapers and online.
9. The final chapter **reveals** / **reveal** the surprising end.



*You can create!*

## Tasks in Wordwall:





# LESSON 15. READING

*Here's the vocabulary of this lesson!*

## PARTS OF A BOOK

**Title** — The name of the book.

**Author** — The person who wrote the book.

**Illustrator** — The person who creates the pictures in a book.

**Chapter** — A section of a book.

**Page** — A single side of a sheet in a book.

**Cover** — The outside of a book.

**Table of contents** — A list of chapters or sections in a book.

**Glossary** — A list of difficult words and their meanings at the end of a book.

### **Vocabulary**

**Glossary** ['glɒsəri] глосарій, словник термінів

**Chapters** ['tʃæptərz] розділи

**Meanings** ['mi:nɪŋz] значення

**Alphabetical list** [ˌælfə'betɪkl] алфавітний список

**Amazed** [ə'meɪzd] захоплений

**Imagination** [ɪˌmædʒɪ'neɪʃən] уява, фантазія

**Shapes** [ʃeɪps] форми, фігури

**Brain** [breɪn] мозок

**Benefits** ['benɪfɪts] переваги, вигоди, користь



### **Task 1**

Read the text.

#### **The Joy of Reading**

Reading is a wonderful activity that everyone can enjoy. When you read, you open a door to a whole new world of stories and knowledge. Books come in all shapes and sizes, from big ones with lots of pages to small ones you can carry in your bag.

When you read a book, you use your imagination to picture the characters and places in your mind. You can go on adventures with pirates, explore magical lands, or learn about animals and nature. Each book is like a new friend waiting to be discovered.

Reading helps you learn new words and ideas. It makes your brain grow stronger and helps you do better in school. You can find books in libraries, bookstores, or even online. Whether you like stories about heroes, mysteries, or funny animals, there's a book out there for you.

So, next time you have a chance, pick up a book and start reading. You'll be amazed at where it can take you!



## Task 2

Decide if the statement is True or False according to the text.

1. Reading opens up new worlds of stories and knowledge.
2. Books only come in one size, which is big with lots of pages.
3. Reading helps improve your imagination.
4. Libraries are the only place where you can find books.
5. Reading has no benefits for learning and brain development.
6. There are only a few types of books available for different interests.



*Stay focused  
on the positive!*



## Task 3

Think of as many types of the books you know and then choose 3 of them and speak about them.



*You can make your  
dreams real!*



## Tasks in Wordwall:



Save the Children





# LESSON 16. WRITING

Here's the vocabulary of this lesson!

## PARAGRAPH WRITING

The paragraph is created in the following ways:

Use linking words: **because, for example, and, also, besides**  
(тому що, наприклад, і, також, крім того);

Use pronouns to replace repeated nouns (використовувати займенники, щоб замінити повторювані іменники або упускати другий підмет, коли два дієслова мають один і той самий підмет).

### Separate sentences

Red is a very powerful colour.

Red creates an effect of excitement.

Red is the most popular colour for sports cars.

Red is used in warning signs to show danger.

### Paragraph example:

Red is a very powerful colour because it creates an effect of excitement. It is the most popular colour for sports cars, for example, and is also used in warning signs to show danger.

## Task 1

Write a short paragraph about your favourite book.

**Example:** My favourite hero is Superman. He is very strong and can fly in the sky. Superman wears a blue suit with a red cape. He helps people and fights bad guys to keep everyone safe. I like Superman because he is always kind and never gives up. He shows us that we can be strong and brave too, just like him.

## Vocabulary

**Cape** [кеп] плащ, накидка





## Task 2

Write a short paragraph about the advantages of reading. I like the book because...

**Example:** An advantage of reading is that it helps us learn new things and imagine different places and people. I like the book because it takes me on exciting adventures and teaches me about the world.

## Task 3

Write a paragraph. Write about your school life or your favourite season.

**Example:** Every morning, I wake up and eat breakfast with my family. Then, I get ready for school. I put on my school uniform and pack my bag with books and snacks. I walk to school with my friends. At school, we have different classes like Maths, English, and Art. I enjoy learning new things and playing during break time. After school, I do my homework and spend time with my family. We eat dinner together and talk about our day. Finally, before bed, I like to read a storybook. Reading helps me relax and dream about exciting adventures.



*Stay focused  
on the positive!*



Tasks in Wordwall:





# LESSON 17. PAST SIMPLE PASSIVE

Here's the grammar of this lesson!

## PAST SIMPLE PASSIVE

Past Simple Passive is formed with 'was' / 'were' + 3rd form of the verb / "ed":

- His music was performed at the concert yesterday.
- All the albums were recorded in the 1960s.
- This song was written by Paul McCartney.

### Заперечна форма

- 'was not' / 'were not' + 3rd form of the verb / "ed":
- The cake wasn't baked by the chef.

### Питальна форма

- Was the letter sent by John?

В пасивному стані важливо зазначити, ким була виконана дія. Для цього використовується конструкція «by» + виконавець дії.

Якщо виконавець дії не важливий або очевидний, «by smb» може опускатися.

- The letter was sent by John.
- The letter wasn't sent by John.
- Was the letter sent by John?

### Vocabulary:

**Display** [dɪ'spleɪ] виставляти, показувати

**Announce** [ə'naʊns] оголошувати

**Conduct** ['kɒndʌkt] проводити

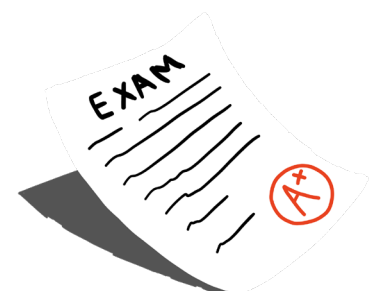
**Attend** [ə'tend] відвідувати, брати участь

**Judge** [dʒʌdʒ] суддя, оцінювати

## Task 1

Put the verbs in brackets into the past passive form.

1. The school \_\_\_\_\_ (build) in 1965.
2. The new computer lab \_\_\_\_\_ (install) last summer.
3. The sports trophies \_\_\_\_\_ (display) in the main hallway.
4. The classroom \_\_\_\_\_ (not clean) after the students left.
5. The school play \_\_\_\_\_ (not organize) by the drama club.
6. The old textbooks \_\_\_\_\_ (replace) with new ones.
7. The final exam \_\_\_\_\_ (schedule) for Friday.
8. The library books \_\_\_\_\_ (not organize) by genre.
9. The annual school trip \_\_\_\_\_ (not plan) by the teachers.
10. The art projects \_\_\_\_\_ (exhibit) in the school gallery.





## Task 2

Transform the sentences from Active into Passive Voice.

**Example:** The students cleaned the classroom. The classroom was cleaned by the students.

1. The teachers organized the school trip.
2. The principal announced the winners.
3. The librarian checked out the books.
4. The drama club organized the school play.
5. The science teacher conducted the experiment.
6. The art teacher displayed the paintings.
7. The parents visited the school meeting.
8. The students completed the project.

## Task 3

Complete the sentences with passive structures of the verbs in brackets.

1. The new library wing (build) last year.
2. The school uniforms (design) by a famous fashion designer.
3. The annual sports day (organize) by the PE department.
4. The final exams (schedule) for next month.
5. The science projects (judge) by a panel of experts.



*You can make your dreams real!*



**Tasks in Wordwall:**





# LESSON 18. LITERATURE

*Here's the vocabulary of this lesson!*

## TYPES OF LITERATURE

**Story** — A narrative, either fictional or based on real events.

**Poem** — A piece of writing that uses words arranged in lines and often has a rhythmic pattern.

**Novel** — A long fictional story that usually has a plot, characters, and a setting.

**Fairy tale** — A children's story about magical and imaginary heroes and lands.

**Fable** — A short story that often uses animals as characters and teaches a moral lesson.

**Myth** — A traditional story that explains natural events or the customs of a people, often involving gods or heroes.

**Legend** — A traditional story sometimes popularly regarded as historical but unauthenticated.

**Short story** — A brief work of fiction that typically focuses on a single incident or character.

### **Vocabulary**

**Arranged** [ə'reɪndʒd] організований, упорядкований

**Incident** ['ɪnsɪdənt] подія

**Fictional** ['fɪkʃənl] вигаданий, уявний

**Narrative** ['nærətɪv] наратив, розповідь

**Explains** [ɪk'spleɪnz] пояснює

**Incident** ['ɪnsɪdənt] інцидент, випадок

**Brief** [brɪːf] короткий, стислий

**Chest** [tʃɛst] грудна клітка

### **Task 1**

Read the text about literature.

Literature is all about stories and books. It includes fairy tales, adventures, and poems. When we read literature, we enter new worlds and meet interesting characters. Some books make us laugh, while others make us think. Literature helps us learn about different cultures and times in history. It's like a treasure chest full of ideas and emotions.

Poems are a special part of literature. They use beautiful words to express feelings and thoughts. Stories teach us lessons about life and make us dream. Literature is not just for school — it's for everyone who loves to read and explore. So, pick up a book and discover the magic of literature!



## Task 2

Complete the sentences using the words from Word Box.

**Word Box:** literature, characters, stories, poems, plays.

1. \_\_\_\_\_ includes stories, poems, and plays.
2. \_\_\_\_\_ in literature can be about adventures, love, or mysteries.
3. \_\_\_\_\_ use beautiful words to express feelings and ideas.
4. \_\_\_\_\_ are stories acted out on stage with actors.
5. \_\_\_\_\_ are the people or animals in a story or play.



*You can create!*



## Task 3

Read about poems and answer the questions below.

A poem is a special kind of writing that uses words in a creative and beautiful way. It can be short or long and often has lines that rhyme or have a rhythm. Poems can be about any topic—like nature, feelings, or even stories. They make us think differently and feel emotions like happiness or sadness.

1. What is a poem?
2. How does a poem use words?
3. What are some topics poems can be about?
4. How do poems make us feel?
5. Why do you think poems are special?

*Stay ambitious!*



**Tasks in Wordwall:**





# LESSON 19. SPEAKING

*Are you ready, let's get started!*

## Task 1

Read, then act out the dialogue in pairs.

**Tom:** Hey, Sarah! Do you like going to the library?  
**Sarah:** Hi, Tom! Yes, I love it. There are so many books to read.  
**Tom:** Yeah, me too. What kind of books do you usually take?  
**Sarah:** I like adventure stories and books about animals. What about you?  
**Tom:** I enjoy mysteries and comic books. Have you been to the library's storytime?  
**Sarah:** No, not yet. What do they do there?  
**Tom:** They read stories out loud and sometimes do crafts. It's fun.  
**Sarah:** That sounds cool. I'll have to go next time.  
**Tom:** Definitely! Oh, and don't forget to return your books on time.  
**Sarah:** Right, I always try to do that. Libraries are great places, aren't they?  
**Tom:** Yeah, you can learn so much and find new adventures in books.  
**Sarah:** Let's go to the library together sometime soon!  
**Tom:** Sure, that would be nice!



**Tasks in  
Wordwall:**

## Task 2

Work in pairs. Ask and answer questions.

**Speaking:**

Why is speaking clearly important?  
What do you like to talk about?  
How do you ask for help when speaking?

**Reading:**

What do you like reading?  
Where is your favourite place to read?  
Why is reading fun?  
Who reads stories to you?  
When do you read books?  
How do you choose what book to read?  
Can you tell me about a story you've read recently?



## Task 3

Work in pairs. Guess and say what book characters we can describe as: good, brave, funny, peasant. Prove your choice.

**Taras Bulba:** A fearless Cossack leader and father figure in Nikolai Gogol's novella «Taras Bulba,» known for his strong patriotism and love for his sons.

**Natalka:** A young peasant girl in Ivan Kotliarevsky's play «Natalka Poltavka,» who becomes the symbol of Ukrainian womanhood.

**Panas Myrnyi's Characters:** Panas Myrnyi, Ukrainian realist writer, created characters like Hryts Lozynskyi from «Zemlia» and Hryhorii Holovko from «Hospodyn,» who embody the struggles of Ukrainian peasantry.

**Kotyhoroshko:** A folkloric character from Ukrainian tradition, Kotyhoroshko is known for his wit and cleverness.



# LESSON 20. MUSIC INSTRUMENTS

*Here's the vocabulary of this lesson!*

## TYPES OF MUSICAL INSTRUMENTS

**Piano** — A large keyboard musical instrument.

**Flute** — A wind instrument played by blowing across a hole.

**Trumpet** — A brass instrument played by blowing into a mouthpiece.

**Drum** — A instrument played by striking with sticks or hands.

**Keyboard** — A musical instrument with keys that produces sounds electronically.

### Task 1

Read the text and answer the question at the end.

Musical instruments are tools that make music. There are many different kinds of instruments. Each one has a nice sound.

The **piano** has black and white keys. You play it with your hands. It can play both high and low notes. You can play it with your fingers. It is popular in many types of music.

The **violin** is small and has strings too. The **flute** is long and made of metal. You blow into it to make a sweet sound. The **trumpet** is shiny and loud. You also blow into it, but it has buttons to change the notes.

The **drums** are very loud and keep the beat in music. The **clarinet** is made of wood and has a warm sound. You blow into it and use your fingers to cover the holes. The **keyboard** is like a piano but can make many different sounds.

Each instrument is special. Playing music is fun and can make you feel happy. Which instrument do you like the most?



*You are talented!*



Save the Children



НАВЧАЙ  
ДЛЯ  
УКРАЇНИ



## Task 2

Complete the sentences with the words from the box.

**Word Box:** drums, keyboard, violin, piano, guitar.

1. She plays the \_\_\_\_\_ with her hands.
2. He loves to play the \_\_\_\_\_ in his pop band.
3. The \_\_\_\_\_ is a popular instrument in classical music.
4. He hits the \_\_\_\_\_ with sticks to keep the beat.
5. The \_\_\_\_\_ can make many different sounds.

## Task 3

Ask and answer the following questions.

1. What is your favourite musical instrument?
2. Can you play any musical instruments?
3. Have you ever played a guitar?
4. What colour is a violin?
5. Do you like the sound of the flute?
6. Who plays the trumpet in your school band?
7. Have you ever seen someone play the drums?
8. What does a clarinet look like?
9. Do you know how to play the keyboard?



*Keep aiming high!*



**Tasks in Wordwall:**



Save the Children



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# LESSON 21. ABOUT YOUR FAVOURITE MUSIC

*Here's the vocabulary of this lesson!*

## **Vocabulary**

**Catchy beat** ['kætʃi bi:t] привабливий ритм

**Especially** [ɪ'speʃəli] особливо

**Calm** [kɑ:m] спокійний

**Inspiring** [ɪn'spaɪərɪŋ] надихаючий

**Discovering** [dɪ'sklʌvərɪŋ] відкриття

**Rhythms** [rɪθmz] ритми

**Folk** [fəʊk] народна (музика)

## **Task 1**

Read the text and answer the questions.

My favourite music is pop music. I like it because it has a fun and catchy beat. The songs make me feel happy and energetic. I enjoy singing along with the lyrics and dancing to the rhythm.

My favourite pop singer is Taylor Swift. She writes great songs and has a beautiful voice. I like her songs because they tell interesting stories about life and love. I listen to her music every day, especially when I do my homework or go for a walk.

Sometimes, I also enjoy listening to classical music. It is very calm and relaxing. Classical music helps me focus when I am studying or reading a book. My favourite classical composer is Beethoven. His music is very powerful and inspiring.

Listening to music is one of my favourite hobbies. It makes my day better and brings a smile to my face. Music is very important for me, and I love discovering new songs and artists.

What is the writer's favourite type of music?

Why does the writer like pop music?

Who is the writer's favourite pop singer?

What does classical music help the writer do?

Who is the writer's favourite classical composer?



*Keep your head  
held high!*



Save the Children





## Task 2

Work in pairs to role-play the situation. You are the interviewer for a Music Magazine.

**Interviewer (A):** Hello! Thank you for talking with us today. Can you tell me your name?

**Interviewee (B):** Hi! My name is Alex.

**Anna:** Nice to meet you, Alex. What kind of music do you like?

**Alex:** I love pop music. It is my favourite.

**Anna:** That's great! Who is your favourite pop singer?

**Alex:** My favourite pop singer is Taylor Swift. I like her songs a lot.

**Anna:** What do you like about her songs?

**Alex:** Her songs have great stories and nice melodies. They make me feel happy.

**Anna:** Do you play any musical instruments?

**Alex:** Yes, I play the guitar. I enjoy playing and singing along to pop songs.

**Anna:** That sounds fun! Do you also write your own songs?

**Alex:** Sometimes I do. I like to write songs about my friends and family.

**Anna:** Wonderful! When do you usually listen to music?

**Alex:** I listen to music at home using my phone, and when I go for a walk.

**Anna:** Thank you, Alex! It was nice talking to you. Keep enjoying your music!

**Alex:** Thank you! It was fun to talk with you too.

## Task 3

Prepare a project about your favourite type of music.

**Pop Music:** Pop music is my favourite because it has catchy tunes that make me want to dance.

**Rock Music:** I enjoy rock music because it has powerful guitar sounds and makes me feel energetic.

**Hip-hop Music:** Hip-hop is my favourite type of music because it has cool beats and tells interesting stories.

**Classical Music:** Classical music is my favourite because it is calm and helps me relax when I listen to it.

**Jazz Music:** Jazz music is my favourite because it has rhythms and makes me feel calm and happy.

**Folk Music:** Folk music is my favourite because it tells stories about traditions and history in a simple way.

*You are talented!*



## Tasks in Wordwall:



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# LESSON 22. RADIO TV NEWSPAPER

*Here's the vocabulary of this lesson!*

## RADIO

**DJ (Disc Jockey):** A person who plays music and talks on the radio.

**Podcast:** A radio show that you can listen to online whenever you want.

**Interview:** When one person asks questions and another person answers on the radio.

## TV

**Channel:** A number on TV where you find different shows.

**Remote Control:** A small device that you use to change channels or turn the TV on and off.

**Program:** A show or movie that is on TV.

## NEWSPAPER

**Headline:** The big title at the top of a newspaper article.

**Article:** A story in a newspaper about something that happened.

**Editor:** The person who decides what goes in the newspaper.

### *Vocabulary*

**Remote Control** [rɪ'məʊt kən'trəʊl] пульт дистанційного керування

**Headline** ['hedlaɪn] заголовок

**Channels** ['tʃænəlz] канали

**Opinions** [ə'pɪnjənz] думки

**Imaginary** [ɪ'mædʒɪnəri] уявний

### **Task 1**

Read the text.

TV, newspapers, and radio are ways people get information and entertainment.

**TV:** Television shows movies, news, and shows. It has pictures and sound. You can watch cartoons, sports, and talk shows on TV. Many people watch TV at home for fun.

**Newspapers:** Newspapers have stories and pictures. They talk about local news, world news, and sports. You can read newspapers in the morning or online.

**Radio:** Radio plays music and talks. It has no pictures, just sound. People listen to the radio in cars, at home, or on their phones. DJs talk and play songs on radio stations.





## Task 2

Decide if the sentence is True or False according to the text.

1. TV shows movies, news, and cartoons.
2. Newspapers have pictures and tell stories about news.
3. Radio has pictures and sound.
4. You can read newspapers online but not in the morning.
5. DJs play music and talk on radio stations.
6. TV channels have different numbers for different shows.
7. Reality shows on TV are about imaginary people.

## Task 3

Complete the sentences with the correct form of the verbs in brackets (Present Simple or Present Continuous).

1. I usually \_\_\_\_\_ (watch) the news on TV in the evening.
2. Right now, he \_\_\_\_\_ (read) the latest newspaper edition.
3. Every day, my brother \_\_\_\_\_ (check) the online news before work.
4. She \_\_\_\_\_ (write) an article for the newspaper at the moment.
5. They often \_\_\_\_\_ (discuss) current events on their TV shows.



*You can achieve greatness!*



Tasks in Wordwall:



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# LESSON 23. SPEAKING ABOUT UKRAINIAN MUSIC

## PAST SIMPLE

## PAST CONTINUOUS

*Here's the vocabulary of this lesson!*

### Radio:

- We listen to the radio on our way to school.
- The DJ announced the next song on the radio.

### TV:

- I watch my favourite TV program every evening.
- The remote control is on the coffee table.

### Media and Communication:

- They watched the news to learn about the weather.
- The interview with the actor was very interesting.

### Media Consumption:

- We watched a documentary about animals.
- She enjoys listening to music on the radio.

### Past Simple (Минулий простий час)

- **Вживання:** Для опису завершених дій або подій, які сталися в конкретний момент або період у минулому.
- **Форма:** Дієслово у минулому часі (наприклад, «played», «went»), або 2 форма неправильних дієслів.

I visited my friend yesterday.

### Past Continuous (Минулий тривалий час)

Для опису дій, які тривали в певний момент або період у минулому, часто використовуються для фону або для дій, які перериваються іншими подіями.

- **Форма:** was/were + дієслово з закінченням -ing (наприклад, «was playing», «were reading»).

I was reading a book when the phone rang.



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### Task 1

Read the text about Ukrainian music.

Ukrainian music is very beautiful and full of energy. It has a long history and many different styles. Some Ukrainian music is very old and traditional, while some is new and modern.

Traditional Ukrainian music often uses special instruments. The bandura is a popular instrument. It looks like a big lute with many strings.

Ukrainian folk songs are very important. These songs tell stories about love, nature, and history. People often sing them at festivals and celebrations. The songs can be happy or sad, and they are usually sung in groups.

Modern Ukrainian music includes pop, rock, and hip-hop. Many Ukrainian singers and bands are famous in other countries. They sing in Ukrainian and also in English. Their music videos and concerts are very exciting.

Ukrainian music is a big part of the culture. It brings people together and helps them celebrate their traditions. Listening to Ukrainian music can make you feel happy and proud.

### Task 2

Answer the questions about the text.

1. What is bandura?
2. What kind of instrument is the tsymbaly?
3. What do Ukrainian folk songs often tell stories about?
4. When do people sing traditional Ukrainian songs?
5. What types of modern music are popular in Ukraine?
6. Can Ukrainian singers be famous in other countries?
7. How does Ukrainian music make people feel?
8. Why is music important in Ukrainian culture?

### Task 3

Complete the sentences with the correct form of the verbs in brackets (Past Simple or Past Continuous).

1. Yesterday, I \_\_\_\_\_ (listen) to a great song on the radio.
2. While I \_\_\_\_\_ (study), my brother was playing music loudly.
3. Last week, we \_\_\_\_\_ (go) to a concert by a famous band.
4. She \_\_\_\_\_ (write) a new song when the phone rang.
5. They \_\_\_\_\_ (dance) to their favourite songs at the party last night.

### Tasks in Wordwall:



*You are a winner!*



Save the Children





# LESSON 24. UKRAINIAN CULTURE

## FUTURE SIMPLE TENSE

*Here's the vocabulary of this lesson!*

### **Vocabulary**

**Colourful** ['klɜːrfʊl] барвистий

**Patterns** ['pætərnz] візерунки

**Worn** [wɔːrn] одягнений

**Embroidered** [ɪm'brɔɪdəd] вишитий

**Occasions** [ə'keɪzənz] випадки, події

**Beetroot** ['biːtrʊt] буряк

**Involves** [ɪn'vɒlvz] включає

**Diverse** [daɪ'vɜːrs] різноманітний

**Intricate** ['ɪntrɪkət] складний, заплутаний

**Pottery** [pɒtəri] глиняний посуд, кераміка

**Weaving** ['wiːvɪŋ] ткацтво (процес створення тканин шляхом переплетення ниток)

### **Task 1**

Read the text.

Ukrainian culture is rich and colourful, with many traditions and celebrations that bring people together. Here are some important aspects of Ukrainian culture:

**Traditional Clothing:** Ukrainian people wear beautiful embroidered shirts called «vyshyvanka.» These shirts have colourful patterns and are worn during festivals and special occasions.

**Folk Music and Dance:** Ukrainian folk music is lively and often played with traditional instruments like the bandura and tsymbaly. Ukrainian dance, such as hopak, is energetic and involves high jumps.

**Cuisine:** Ukrainian food is hearty and delicious. Borscht, a beetroot soup, is a famous dish along with varenyky (dumplings) filled with potatoes, cheese, or meat. Ukrainian people also enjoy dishes like holubtsi (stuffed cabbage rolls) and salo (pork fat).

**Holidays and Traditions:** Ukrainians celebrate many holidays, including Christmas, Easter, and Ivan Kupala Day. They have traditions like decorating Easter eggs (pysanky) with intricate designs and singing carols during Christmas.

**Arts and Crafts:** Ukrainian artists are known for their colourful paintings and intricate embroidery. Traditional crafts include pottery, weaving, and making pysanky.

**Language:** Ukrainian is the official language of Ukraine.

Ukrainian culture is diverse and reflects a deep connection to history and traditions.



## Task 2

Decide if the sentence is **True** or **False** according to the text.

1. Ukrainian people wear vyshyvanka, which are embroidered shirts, for special occasions.
2. Borscht, a traditional Ukrainian dish, is made with potatoes and carrots.
3. Ukrainian folk music often features instruments like the bandura and tsymbaly.
4. Pysanky are Ukrainian Easter eggs decorated with intricate designs.
5. Ukrainian dance, such as hopak, is slow and calm.
6. Ukrainian cuisine is not known for its hearty and delicious dishes.

## Task 3

Read the dialogue about Ukrainian culture.

Alex: Hi Maria, do you know what will happen next week?

Maria: No, what's going on?

Alex: There will be a Ukrainian cultural festival in town.

Maria: That sounds exciting! Will they have traditional Ukrainian food there?

Alex: Yes, they will serve dishes like borscht and pierogi.

Maria: Awesome! Will there be any performances?

Alex: Absolutely! Ukrainian folk dances and music will be performed.

Maria: Will they also showcase Ukrainian art?

Alex: Yes, local artists will display their work at the festival.

Maria: That's great. Will there be any workshops or classes?

Alex: I think so. They will offer workshops on traditional crafts and language.

Maria: I'm looking forward to it! Will you be going?

Alex: Definitely! I'll be there to experience everything.



*Keep your  
mind open!*



## Tasks in Wordwall:



Save the Children





# ВИХІДНИЙ ТЕСТ З АНГЛІЙСЬКОЇ МОВИ ДЛЯ УЧНІВ 8 КЛАСУ

Виконай завдання 1–25. Вибери ОДНУ правильну відповідь з-поміж ТРЬОХ варіантів. Познач цю відповідь у бланку відповідей.

1. What is the subject that deals with numbers and calculations?

- A History
- B Mathematics
- C Geography

2. Which of the following is NOT a common school subject?

- A Biology
- B Astronomy
- C Physics

3. Which word expresses necessity?

- A Must
- B Might
- C Could

4. What do you use to express that something is required but not obligatory?

- A Must
- B Have to
- C Should

5. Which phrase means “not necessary”?

- A Mustn't
- B Have to
- C Must

6. Which sentence is correct for expressing prohibition?

- A You must finish your homework.
- B You mustn't eat in class.
- C You have to read a book.

7. Which word means “to a very great degree”?

- A Too
- B Enough
- C Quite

8. Which word means “sufficient”?

- A Too
- B Enough
- C Very

9. Which tense is used for actions that happened and are now finished?

- A Present Continuous
- B Past Simple
- C Present Perfect



10. Which phrase means “necessary”?

- A Must
- B Might
- C Could

11. What is the word for daily tasks you do at home?

- A Hobbies
- B Household chores
- C Sports

12. Which word describes the action of cleaning the floor?

- A Dusting
- B Sweeping
- C Washing dishes

13. Which pronoun means “no one in particular”?

- A Everybody
- B Nobody
- C Somebody

14. What is a common way to stay healthy?

- A Eating fast food
- B Sleeping late
- C Exercising regularly

15. Which of the following is a polite way to ask for something?

- A I need this.
- B Can I have this, please?
- C Give me this.

16. Which word means “a small amount”?

- A A lot of
- B A few
- C A little

17. Which term describes a document listing ingredients and preparation steps?

- A Menu
- B Receipt
- C Invoice

18. Which tense is used for actions that started in the past and continue to the present?

Present Simple

- A Present Perfect
- B Past Continuous
- C

19. Which term refers to a sports event with several competitors?

Championship

- A Competition
- B Tournament
- C



20. Which sentence includes a question tag?
- A She is coming, isn't she?
  - B He went to the store.
  - C We have seen that movie.
21. Which tense describes actions happening at the moment of speaking?
- A Present Continuous
  - B Present Perfect
  - C Past Simple
22. Which tense describes a completed action in the past?
- A Past Simple
  - B Present Perfect
  - C Present Continuous
23. Which word is used to talk about your favorite movie?
- A Film
  - B Theatre
  - C Cinema
24. Which pronoun is used to talk about yourself and others?
- A Reflexive pronoun
  - B Subject pronoun
  - C Object pronoun
25. Which tense is used to describe future plans?
- A Present Simple
  - B Future Simple
  - C Past Continuous



# БЛАНК ВІДПОВІДЕЙ

Познач у бланку відповіді так, щоб було зрозуміло,  
яким є твій варіант відповіді на завдання.

**Правильну** відповідь на кожне завдання позначають тільки так:



**Неправильну** відповідь можна виправити, замалювавши  
попередню позначку та поставивши нову:

**A**

**B**

**C**



	A	B	C
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
21.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# МАТЕРІАЛИ ДЛЯ ФАСИЛІТАТОРА



# LESSON 1. HOLIDAYS

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про канікули. Розвиток навичок читання.

Учень розповідає про канікули англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про канікули англійською (holidays).

*Here's the vocabulary of this lesson!*

## GENERAL TERMS

**Holiday** — A special day for celebration or relaxation.

**Vacation** — Time spent away from home or work for rest and fun.

**Celebration** — A special event or activity to honour a holiday.

**Tradition** — Customs through generations.

## TYPES OF ACTIVITIES

**Swimming** — A fun and healthy activity that you can do in a pool or at the beach.

**Playing football** — A popular team sport on a football field or in a park.

**Reading** — A relaxing activity at home, in a library, or at a bookstore.

**Cycling** — An activity using a bicycle.

**Hiking** — An activity that you can do in forests, or mountains.

**Painting** — A creative activity at home, or in an art studio .

**Shopping** — An activity to do at shopping malls, markets, or local shops.

**Watching movies** — An entertaining activity at home or in a movie theatre

**Playing video games** — A popular activity for kids and teens at home or at gaming centres.

**Cooking** — A useful activity that you can do in your kitchen or at a cooking class.

### *Vocabulary*

**To honour** [tu: 'ɒnər] вшановувати

**Through** [θru:] через

**Explore** [ɪk'splɔ:r] досліджувати

**Appreciate** [ə'pri:ʃieɪt] цінувати, оцінювати

**Generations** [dʒenə'reɪʃənz] покоління

**Package holiday** [pækɪdʒ 'hɒlɪdeɪ] пакетний тур або організована поїздка (турпакет)





### Task 1

Read the text and answer the questions

I usually spend my holidays with my friends. We like to hang out after school playing sports, video games, or just chatting about our day. My best friend Oleg is someone I can always count on. We both enjoy the same hobbies, like playing basketball and watching superhero movies.

Who do you usually spend your holidays with?  
What do you and your best friend like to do together?  
Have you ever played football on the beach?  
What is your favourite book to read?

### Task 2

Match the words with their definitions.

Holiday	A A public holiday celebrated by a country.
Vacation	B Customs through generations.
Celebration	C A special event or activity to honour a holiday.
Tradition	D Time spent away from home or work for rest and fun.
National holiday	E A special day for celebration or relaxation.

Holiday — E A special day for celebration or relaxation.  
Vacation — D Time spent away from home or work for rest and fun.  
Celebration — C A special event or activity to honour a holiday or occasion.  
Tradition — B Customs or beliefs passed down through generations.  
National holiday — A A public holiday celebrated by a country.

### Task 3

Look at the words below. Discuss with a partner where you can do these activities. Use the example.

**Example:** Swimming: Places: Pool, Beach

**Playing Football:** places: football field, park, sports complex  
**Reading:** places: home, library, bookstore, cafe  
**Cycling:** places: bike paths, parks, neighbourhood streets  
**Hiking:** places: nature reserves, forests, mountains, trails  
**Painting:** places: home, art studio, outdoor locations, parks  
**Shopping:** places: shopping malls, markets, local shops, department stores  
**Watching Movies:** places: home, movie theatre, outdoor cinema  
**Playing Video Games:** places: home, gaming centres, friends' houses  
**Cooking:** places: kitchen at home, cooking classes, community centres.





## LESSON 2. PRESENT SIMPLE TENSE

### PRESENT CONTINUOUS TENSE

### PRESENT PERFECT TENSE

**Важливо:** Відпрацювання граматичного матеріалу про теперішні часи.

**Учень називає** правильно допоміжні слова при теперішньому простому часі, теперішньому тривалому, теперішньому доконаному часі, ставить запитання, будує заперечну форму, події, які відбуваються у теперішньому часі, теперішньому тривалому, теперішньому доконаному часі,

**Учень застосовує** набуті знання для усного продукування, писемного мовлення, активного слухання.

**Учень пояснює, розповідає** про події, які відбуваються у теперішньому часі, теперішньому тривалому, теперішньому доконаному часі, використовуючи правильно допоміжні слова при побудові речень.

*Here's the grammar of this lesson!*

**Present Simple Tense:** to describe habits, routines, and regular actions, to state facts or general truths, to talk about scheduled events in the near future.

Structure:

**Affirmative:** Subject + base form of the verb (add -s or -es for he/she/it).

- She reads a book every night.

**Negative:** Subject + do / does + not + base form of the verb.

- He does not (doesn't) like vegetables.

**Question:** Do / Does + subject + base form of the verb?

- Do you play soccer?

**Time markers:** always, usually, often, sometimes, never, every day / week / month / year, on Mondays / Tuesdays, in the morning / afternoon / evening.

**Present Continuous Tense:** to describe actions happening right now, to describe temporary actions, to describe future plans or arrangements.

Structure:

**Affirmative:** Subject + am / is / are + verb + -ing.

- She is reading a book now.

**Negative:** Subject + am / is / are + not + verb + -ing.

- He is not (isn't) playing soccer right now.

**Question:** Am/Is/Are + subject + verb + -ing?

- Are you watching TV?

**Time markers:** now, right now, at the moment, currently, today, this week/month / year.

**Present Perfect Tense:** To describe actions that happened at an unspecified time in the past and are related to the present, to describe experiences, to describe actions that have recently happened, to describe actions that started in the past and are still continuing.

Structure:

**Affirmative:** Subject + have / has + past participle of the verb.

- She has visited Paris





**Negative:** Subject + have / has + not + past participle of the verb.

- He has not (hasn't) eaten breakfast.

**Question:** Have / Has + subject + past participle of the verb?

- Have you seen this movie?

**Time markers:** already, yet, just, ever, never, recently, lately, so far, since.

### Task 1

Write sentences using the activities with different tense forms (Present Perfect and Present Continuous)

**Example:** Swimming

Present Simple. I swim in the pool every Saturday.

Present Continuous. I am swimming in the pool right now.

Present Perfect. I have swum in the pool every day this week.

**Present Simple.**

1. Playing Football — She plays football with her friends at the park.
2. Reading — He reads a new book every week.
3. Cycling — They cycle to school every morning.
4. Hiking — We hike in the mountains once a month.
5. Painting — She paints beautiful landscapes in her art studio.

**Present Continuous**

1. Playing Football — She is playing football with her friends at the park.
2. Reading — He is reading a book in the library.
3. Cycling — They are cycling around the neighborhood.
4. Hiking — We are hiking in the forest this weekend.
5. Painting — She is painting a portrait in her art class.

**Present Perfect**

1. Playing Football — She has played football at the park many times.
2. Reading — He has read five books this month.
3. Cycling — They have cycled to the park several times.
4. Hiking — We have hiked in the mountains twice this year.
5. Painting — She has painted three new pieces of art recently.

### Task 2

Write three sentences with the words: **every weekend, at the moment, just.**

1. I **play** football with my friends **every weekend**. Present Simple
2. She **is painting** a portrait in her art class **at the moment**. Present Continuous
3. They **have just** cycled to the park. Present Perfect

### Task 3

Read the dialogue and talk about your activities using Present Simple, Present Continuous, or Present Perfect.

**Anna:** Hi, Tom! What do you do in the evenings?

**Tom:** Hi, Anna! I usually watch TV or read a book. How about you?

**Anna:** I like to go for a walk or play video games. Sometimes I meet my friends.

**Tom:** That sounds fun! Do you play video games often?

**Anna:** Yes, I play video games almost every day. What TV shows do you watch?

**Tom:** I watch cartoons and sports. I also like to cook sometimes.

**Anna:** Cool! I love cooking, too. What do you cook?



Tom: I cook pasta and sandwiches. What do you cook?

Anna: I make pizza and salads. We should cook together sometime!

Tom: That's a great idea! Let's plan it for next week.

Anna: Perfect! I look forward to it.

Tom: Me too. See you soon!

Anna: See you!



## LESSON 3. PAST TENSE SIMPLE PAST CONTINUOUS TENSE

**Важливо:** Відпрацювання граматичного матеріалу про минулі часи.

Учень називає правильно допоміжні слова при минулому простому часі, минулого тривалому, ставить запитання, будує заперечну форму, події, які відбувалися у минулому часі, минулому тривалому.

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає про події, які відбувалися у минулому часі, минулому тривалому, використовуючи правильно допоміжні слова при побудові речень.

*Here's the grammar of this lesson!*

**Simple Past Tense:** to describe actions that happened at a specific time in the past, to describe completed actions.

Structure:

**Affirmative:** Subject + past form of the regular (irregular) verb.

- She played soccer yesterday.

**Negative:** Subject + did not (didn't) + base form of the verb.

- He did not (didn't) play soccer yesterday.

**Question:** Did + subject + base form of the verb?

- Did you play soccer yesterday?

**Time markers:** yesterday, last week / month / year, two days ago, in 2010, last night , a year ago.

**Past Continuous Tense:** to describe actions that were in progress at a specific time in the past, to describe two actions happening at the same time in the past, to describe a background action when another action interrupted it.



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Structure:

**Affirmative:** Subject + was / were + verb + -ing.

- She was playing soccer at 3 pm.

**Negative:** Subject + was / were + not + verb + -ing.

- He was not (wasn't) playing soccer at 3 PM.

**Question:** Was / Were + subject + verb + -ing?

- Was she playing soccer at 3 pm?

**Time markers:** while, when, at 5 o'clock, during, at that moment.

### Task 1

Here's a text where you need to fill in the blanks with the Past Simple form of the verbs in brackets.

#### Vocabulary

A bench [ə bɛntʃ] лавка

To catch [tu kætʃ] зловити

Our breath ['aʊər brɛθ] наш подих

Laugh [læf] сміятися

Refresh [rɪ'frɛʃ] оновити, освіжити

Yesterday was a great day. I **woke up** early in the morning and **decided** to go for a run. The weather **was** perfect, so I **put on** my running shoes and **headed** to the park.

At the park, I **met** my friend Sarah. We **ran** together for about an hour and then **sat** on a bench to catch our breath. After that, we **went** to a nearby cafe for breakfast. I **ordered** a coffee and a croissant.

After breakfast, we walked around the city and **visited** some shops. I **bought** a new book and Sarah **didn't find** a nice dress. We **spent** the rest of the morning shopping and chatting.

In the afternoon, I **returned** home and **took** a nap. When I **woke up** again, I felt refreshed and **decided** to cook dinner. I **made** pasta and a salad.

In the evening, I **watched** a movie with my family. We **laughed** and **enjoyed** the film a lot. Finally, I **went** to bed, feeling happy and content with the wonderful day I **had**.

### Task 2

Complete the sentences using Past Simple and Past Continuous.

1. While I was reading a book, my friend called me.
2. She was watching TV when she heard a strange noise.
3. They played football yesterday evening.
4. When the teacher came in, the students were talking loudly.
5. I saw an old friend while I was walking in the park.
6. He was fixing the car when it started to rain.
7. We went to the cinema last night.
8. The sun was shining and the birds were singing while we were having a picnic.



### Task 3

Answer the questions using Past Simple or Past Continuous:

#### Past Simple:

1. Where did you go on your last vacation?
2. What was the best concert you attended last year?
3. Did you enjoy your last weekend? What did you do?

#### Past Continuous:

1. What were you doing at this time yesterday?
2. What were your friends talking about when you walked into the room?
3. What were you wearing at the party last night?



## LESSON 4. ARTICLES

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму та написання проекту по шаблону. Розвиток навичок читання. Відпрацювання граматичного матеріалу про артиклі в англійській мові.

Учень називає предмети, власні імена та людей, використовуючи артиклі, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

*Here's the grammar of this lesson!*

#### Article «a»

Вживається перед іменниками в однині, коли ми говоримо про щось непевне або невідоме співрозмовнику.

- I saw a dog in the park.
- She wants to buy a new car.

З географічними назвами:

- **Острови** (окрім відомих архіпелагів): a large island, an island in the Pacific
- **Країни без специфічних назв:** a country in Europe, a city in Spain
- **Міста та райони без «the»:** a city like Paris, a district in London

#### Article «the»

Вживається перед іменниками, коли ми говоримо про щось конкретне, відоме співрозмовнику або вже згадуване раніше.

- The dog in the park was very friendly.
- The car she wants to buy is very expensive.

З географічними назвами:

- **Гірські системи:** the Alps, the Rockies
- **Річки:** the Nile, the Mississippi
- **Океани:** the Atlantic Ocean, the Pacific Ocean
- **Моря:** the Mediterranean Sea, the Red Sea
- **Архіпелаги:** the Canary Islands, the Bahamas



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- Країни зі словом «Republic» або «Kingdom»: the Czech Republic, the United Kingdom
- Назви деяких країн: the Netherlands, the United States.

Нульовий артикль використовується з назвами міст, країн (без «the»), континентів, вулиць, площ, мов, спортивних ігор.

З географічними назвами без артикля:

- Назви міст: New York, Paris, Tokyo
- Назви країн (без «the»): France, Japan, Canada
- Назви континентів: Asia, Africa, Europe
- Назви вулиць, площ, парків: Fifth Avenue, Central Park, Times Square.

### Task 1

Fill in the sentences with articles “the” or “a”.

1. I want to join a book club to improve my reading skills.
2. She found an interesting article about space exploration.
3. They visited the museum in London that had an amazing collection of art.
4. He bought a new notebook for school.
5. We went to the zoo last weekend and saw many exotic animals.
6. Sarah is reading the book that her friend recommended.
7. They stayed at the hotel near the beach during their vacation.
8. The computer in our classroom is very old and slow.
9. John has the dog that he takes for a walk every evening.
10. She bought a dress for the party next week.

### Task 2

Fill in the sentences with articles “the” or “a”.

1. I saw a dog in the park.
2. She wants to buy a new car.
3. The sun rises in the east.
4. He is reading an interesting book.
5. The cat sat on the window and watched a bird outside.
6. An old man walked into a cafe and ordered the coffee he always drinks.

### Task 3

Practice using the article («the») and the articles («a» and «an»).

Describe your favorite place to your partner or group, making sure to use “the”, “a”, and “an” correctly. Focus on including specific and general information.

#### Examples:

I often visit the park near my house. It has a beautiful lake in the center. There are also a few benches where people can sit and enjoy the view.

In the city I live in, there's a famous museum. It has an impressive collection of art. The museum is visited by many tourists every year.





## LESSON 5. FAMILY AND FRIENDS

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про друзів та сім'ю. Розвиток навичок читання.

Учень називає та описує друзів, членів сім'ї англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок. (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про друзів та сім'ю англійською (family, friends).

*Here's the vocabulary of this lesson!*

**Relative** — A person who is part of your family, such as a cousin, uncle, aunt.

**Sibling** — A brother or sister.

**Friend** — A person whom you know well and with whom you have a bond of mutual affection.

**Cousin** — The child of your uncle or aunt.

**Pal** — An informal term for a friend or companion.

### TYPES OF RELATIONSHIPS

#### Family Relationships

**Parent:** My parents are planning a family vacation next summer.

**Sibling:** I share a room with my younger sibling.

**Cousin:** My cousin and I used to play together every summer.

**Aunt/Uncle:** My aunt is coming over for dinner this weekend.

**Grandparent:** I love listening to my grandmother's stories about her childhood.

#### Friendship Relationships

**Friend:** My friend and I went hiking last weekend.

**Best Friend:** My best friend knows all my secrets.

**Pal:** I went to the movie with my pal from college.

#### Professional Relationships

**Colleague:** My colleague and I are working on a new project together.

**Supervisor/Boss:** My boss praised me for completing the project on time.

#### Romantic Relationships

**Partner:** My partner and I are planning to buy a house together.

#### Vocabulary

**A close friend** [ə kləʊs frend] близький друг

**In common** [ɪn 'kɒmən] спільне, загальне

**Hang out** [hæŋ aʊt] проводити час разом, тусуватися

**Accept** [ək'sept] приймати

**Successes** [sək'sɛsɪz] успіхи

**Pal** [pæl] приятель, друг





**Hang out with** [hæŋ aʊt wið] проводити час з  
**Have in common** [hæv in 'kɒmən] мати спільне  
**Have a special bond** [hæv ə 'speʃəl bɒnd] мати особливий зв'язок  
**Caring** ['keəriŋ] турботливий  
**Trust** [trʌst] довіра  
**Tough times** [taʊf taɪmz] важкі часи  
**A buddy** [ə 'bʌdi] друг

### Task 1

Match the words on the left with their meanings on the right.

Relative	<b>A</b>	A person who is part of your family, such as a cousin, uncle, aunt.
Sibling	<b>B</b>	A brother or sister.
Friend	<b>C</b>	A person whom you know well
Cousin	<b>D</b>	A child of one's uncle or aunt.
Parent	<b>E</b>	A father or mother.
Pal	<b>F</b>	A close friend.

Relative — **A** A person who is part of your family, such as a cousin, uncle, aunt.

Sibling — **B** A brother or sister.

Friend — **C** A person whom you know well

Cousin — **D** A child of one's uncle or aunt.

Parent — **E** A father or mother.

Pal — **F** A close friend.

### Task 2

Discuss the questions in pairs.

1. Who is your oldest relative?
2. How many siblings do you have?
3. What do you like to do with your family on weekends?
4. Describe a special tradition your family has.
5. Who is your best friend? Why do you like them?
6. What do you usually do when you hang out with your friends?
7. Can you name one thing you have in common with your closest friend?
8. How do your friends make you feel happy?
9. Why do you think having a good relationship with family is important?
10. How do friends help each other?

### Task 3

Read the text about friendship and answer the questions.

Friendship is when you have a special bond with someone. It's about caring, sharing, and being there for each other. Friends support you when you feel sad or happy. They understand you and accept you just as you are. A good friend listens when you need to talk. They laugh with you and enjoy spending time together. You can trust your friends and they trust you too. Friends help each other through tough times and celebrate each other's successes. Friendship is like having a buddy who always has your back. It's about making memories and having fun adventures together. With friends, life feels brighter and more exciting.

**What is friendship about?**





- a) Competing with each other
- b) Caring, sharing, and being there for each other
- c) Ignoring each other

**What do friends do when you feel sad or happy?**

- a) They ignore you
- b) They support you
- c) They avoid you

**How does a good friend make you feel?**

- a) Anxious
- b) Understood and accepted
- c) Lonely

**What do friends do during tough times?**

- a) They argue
- b) They help each other
- c) They forget each other



## LESSON 6. A HEALTHY LIFESTYLE

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про здорові навички, спосіб життя, лайфстайл. Розвиток навичок читання.

Учень розповідає про здорові навички, спосіб життя, лайфстайл англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про здорові навички, спосіб життя, лайфстайл англійською (a healthy lifestyle).

*Here's the vocabulary of this lesson!*

### NUTRITION AND FOOD

**Vegetables** — Plants or parts of plants used as food.

**Fruits** — The sweet and fleshy product of a tree or other plant that contains seed.

**Whole grains** — Grains that contain the entire grain, such as wheat, rice, and oats.

**Protein** — Nutrient found in foods like meat, beans, and nuts.

**Dairy** — Foods made from milk, such as cheese, yogurt, and milk.

**Balanced diet** — Eating a variety of foods to get the nutrients you need.

**Nutrients** — Substances in food that our bodies need to grow and stay healthy.

**Vitamins** — Nutrients that help our bodies stay healthy and function properly.

**Minerals** — Elements are necessary for good health from the earth.

**Healthy snacks** — Snacks that are good for your body, like fruits, nuts, and yogurt.



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## PHYSICAL ACTIVITY

**Exercise** — Physical activity that improves physical fitness.

**Sports** — Physical activities with competition, such as soccer, basketball, and swimming.

**Cycling** — Riding a bicycle.

### Vocabulary

**Entire** [ɪnˈtaɪər] цілий, весь, повний

**Nutrients** ['nju:triənts] поживні речовини, харчові речовини

**Substances** [sʌbstənsɪz] речовини, речовини, матеріали

**Maintains** [meɪnˈteɪnz] підтримує, зберігає

**Necessary** [nesəsəri] необхідний, потрібний

**Improves** [ɪmˈpru:vz] поліпшує, покращує

**Lengthening** ['lenθəniŋ] подовження, збільшення

**Impact** ['ɪmpækt] вплив

**Grains** [greɪnz] злаки

### Task 1

Read the dialogue. Act it out.

**Jack:** Hey Sarah, I think about trying to live healthier. Do you have any tips?

**Sarah:** Sure, Jack! Eating balanced meals is important. Include lots of fruits and vegetables every day.

**Jack:** What about exercise?

**Sarah:** Yeah, exercise is the key. Even a daily walk or bike ride can make a big difference.

**Jack:** I heard sleep is important too. How much should I sleep?

**Sarah:** You should try to get around 8 hours of sleep each night. It helps your body and mind stay refreshed.

**Jack:** Thanks, Sarah! I'm going to start making these changes right away.

**Sarah:** That's great, Jack! Small steps lead to big improvements in your health.

### Task 2

Read the text.

Having a healthy lifestyle means taking care of your body and mind every day. It's about making good choices that help you feel strong and happy.

Firstly, eating nutritious food is essential. This includes plenty of fruits, vegetables, and whole grains. These foods give you energy and help your body grow.

Secondly, staying active is important. You don't need to join a gym; simple activities like walking, riding a bike, or playing sports with friends can keep you fit.

Another key part of a healthy lifestyle is getting enough sleep. Sleep helps your body recover and prepares your mind for the day ahead. Spend around 8 to 9 hours of sleep each night.

Lastly, taking care of your mental health is just as important. Spend time with friends and family, talk about your feelings, and find activities that relax you.

By making these healthy choices, you can feel better and have more energy to enjoy life every day.



### Task 3

Decide if the following sentences are True or False according to the text.

1. Eating healthy foods like fruits and vegetables helps you stay fit and energetic. **True**
2. Exercising regularly, such as walking or playing outside, is not important for staying healthy. **False**
3. Getting enough sleep at night doesn't affect how you feel during the day. **False**
4. Spending time with friends and family has no impact on your happiness. **False**
5. Making unhealthy choices every day can help you feel stronger and happier. **False**



## LESSON 7. IN SCHOOL

### FUTURE SIMPLE TENSE

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про школу. Розвиток навичок читання. Розвиток граматичного мінімуму про майбутні часи.

Учень називає шкільні предмети, шкільне життя англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про школу англійською, використовуючи майбутній час.

*Here's the grammar of this lesson!*

#### FUTURE SIMPLE TENSE

We use the Future Simple to say what you think will happen in the future. We use the Future Simple to make promises.

**Future Simple:** This is the most common way to express future actions.

**Positive:**

- Subject + will + verb (infinitive)

I will go to the store.

She will call you tomorrow.

**Negative:**

- Subject + will not (won't) + verb

Наприклад:

He will not (won't) attend the meeting.

We will not (won't) finish the project on time.



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### Questions:

- Will + subject + verb?

Will they come to the party?

Will you help me with this task?

### *Here's the vocabulary of this lesson!*

**Teacher** — A person who teaches students.

**Principal** — The head of the school.

**Vice Principal** — The assistant to the principal.

**Student** — A person who is learning at school.

**Classmate** — A fellow student in the same class.

**Counsellor** — A person who helps students with their problems and plans.

**Librarian** — A person who manages the library.

**Classroom** — A room where lessons are taught.

**Library** — A place with books and resources for reading and studying.

**Computer Lab** — A room with computers for students to use.

**Backpack** — A bag for carrying school supplies.

**Notebook** — A book with blank pages for writing notes.

**Textbook** — A book used for studying a subject.

**Pencil** — A writing tool with an eraser.

**Pen** — A writing tool that uses ink.

**Eraser** — A tool used to remove pencil marks.

### **Task 1**

Read the dialogue. Discuss your preferences about different lessons and what you can do in those classes

**Kate:** Hi! What's your favourite lesson at school?

**Iren:** Hey! I really like art class. I love drawing and painting. What about you?

**Kate:** I enjoy science the most. I think experiments are really fun and interesting.

**Iren:** Science is cool! I like it when we get to do hands-on activities, like making volcano models.

**Kate:** Yeah, that's the best part! But I also like English. We get to read stories and sometimes write our own.

**Iren:** English is fun too. I like it when we act out plays or have discussions about the books we read.

**Kate:** Do you like maths?

**Iren:** It's not my favourite, but I enjoy solving puzzles and working on group projects. How about you?

**Kate:** I like maths, especially when we learn about geometry. It's fun to solve problems and figure out shapes.

**Iren:** It's great that we have different subjects to enjoy. What about PE? Do you like it?

**Kate:** Yes, I love PE! It's a great way to stay active and play sports with friends.

**Iren:** Me too! I think PE is a good break from sitting in class all day. We can run around and have fun.

**Kate:** Every lesson has something fun to offer.

**Iren:** I agree.



## Task 2

Read the text and answer the questions.

### Vocabulary

**Recess** [rɪˈsɛs] перерва

**Swings** [ˈswɪŋz] гойдалки

Your school time is a special part of your day. It's when you go to school to learn new things and have fun with friends.

**Morning Routine:** You wake up early and get ready for school. You might eat breakfast with your family before heading to class.

**Classes:** At school, you have different classes like Maths, English, Science, and Art. You learn about numbers, read books, do experiments, and create drawings.

**Lunchtime:** During lunch, you eat with your friends in the cafeteria or outside. You talk about your morning and share snacks.

**Recess:** Recess is a break during the day when you play games with your friends. You might run around, play on swings, or kick a ball.

**Afternoon:** In the afternoon, you continue learning in more classes. You listen to your teachers, ask questions, and work on projects.

**Homework:** Sometimes, you have homework to do after school. It might be reading books, maths problems, or finishing an art project.

**End of the day:** Finally, school ends, and you go home. You might tell your family about your day and relax before dinner.

Your school time is important, because it helps you learn new things, make friends, and have fun every day.

**What do you do in the morning before heading to school?**

- a) Watch TV
- b) Eat breakfast with your family
- c) Play games

**What subjects do you learn at school?**

- a) Only maths and English
- b) Maths, English, science, and art
- c) Just science and art

**Where do you eat lunch during school?**

- a) In the cafeteria or outside
- b) In the classroom
- c) At home

**What do you do during recess?**

- a) Study for exams
- b) Play games with your friends
- c) Sleep

**Why is school time important?**

- a) Because it's boring
- b) Because it helps you learn new things, make friends, and have fun
- c) Because you have to wake up early



### Task 3

Use the Future Simple Tense in these sentences.

1. Tomorrow, I **will not** wake up early and **prepare** for school.
2. In the future, we **will learn** new subjects like Maths, Science, and History.
3. Next week, the teacher **will explain** how to solve tricky maths problems.
4. After school tomorrow, I **will meet** my friends at the playground.
5. Next month, we **will have** a school trip to the museum to learn about history.
6. In the coming years, I **will not study** hard to achieve good grades.
7. Tomorrow evening, I **will not do** my homework before dinner.



## LESSON 8. MODAL VERBS

**Важливо:** Відпрацювання граматичного матеріалу щодо модальних дієслів should, shouldn't, may, might, may not, might not.

Учень називає правильно модальні дієслова should, shouldn't, may, might, may not, might not, ставить запитання, будує заперечну форму,

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає про події, поєднуючи з граматичним матеріалом (should, shouldn't, may, might, may not, might not.) при побудові речень.

*Here's the grammar of this lesson!*

### MODAL VERBS

We use **should / shouldn't** to ask for and to give advice or to express personal opinion:

- Should I call him?
- Should I go to his house? No, you shouldn't. You should wait.
- I think you shouldn't spend all your money on make-up.
- You should stay in bed if you are sick.

We use **should / shouldn't** when we hope for the better, but don't know something for certain:

- The weekend should be nice. Our friends have done everything to make it nice.

We use **may / might** to say what will possibly happen in future.

- They may / might join us.

We use **may not / might not** to say that we are not sure some action will happen in future.

- He may not / might not enjoy playing water polo.



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### Task 1

Complete the dialogue with **should** or **shouldn't**.

**Anna:** I have a test tomorrow. What do you think I should do tonight?

**Ben:** You should study for the test.

**Anna:** I know, but I also want to watch a movie.

**Ben:** You shouldn't watch a movie if you have a test.

**Anna:** You're right. I should focus on studying.

**Ben:** Yes, and you shouldn't stay up too late.

**Anna:** I'll make sure I go to bed early.

**Ben:** Good idea. You should get a good night's sleep.

**Anna:** Thanks for the advice! I should start studying now.

### Task 2

Write sentences with **should**, **should not**, **may**, **might** or **may no**, **might not**.

1. You **may** want to bring a jacket; it could get chilly later.
2. I **might** go to the party tonight, but I'm not sure yet.
3. She **may not** finish her homework on time.
4. They **might not** come to the meeting if it starts too late.
5. You **should** eat more vegetables to stay healthy.
6. You **should not** stay up too late if you have an early morning.



### Task 3

Write sentences with **may**, **might** or **may no**, **might not**.

1. We **may** go to the park later.
2. It **might** rain tomorrow.
3. She **may not** come to the party.
4. He **might not** finish his work on time.



## LESSON 9. SCHOOLS IN BRITAIN

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про школу, систему навчання в англійській школі. Розвиток навичок читання.

Учень називає та розповідає про школу, особливості британської школи англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про свою школу та британську школу англійською (**Schools in Britain, my school**).

*Here's the vocabulary of this lesson!*



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**Compulsory Subjects** — Subjects that all students must study by law, such as Maths, English, and Science.

**Primary School** — The first stage of formal education for children, typically from ages 4 or 5 to 11.

**Secondary School** — The stage of education after primary school, usually for students aged 11 to 16 or 18.

**Grades** — Marks or scores given to students to show how well they have performed in their subjects.

**GCSEs (General Certificate of Secondary Education)** — Exams taken by students in the UK at age 16, marking the end of compulsory education.

### **Vocabulary**

**Marks or scores** [mɑ:rkz ɔ:r skɔ:rz] оцінки або бали

**Performed** [pər'fɔ:rmɪd] виконаний, зроблений

**Infant schools** ['ɪnfənt sku:lz] початкові школи (для дітей 4–7 років)

**Junior schools** ['dʒu:njər sku:lz] молодші школи (для дітей 7–11 років)

**A wider range** [ə 'waɪdər reɪndʒ] більш широкий спектр, більший вибір

**Including** [ɪn'klu:dɪŋ] включаючи

**Pursue a career** [pər'su: ə kə'ɪrɪ] продовжувати кар'єру, займатися кар'єрою

**Completing** [kəm'pli:ʃɪŋ] завершення, закінчення

**Advanced** [əd'vænst] просунутий, високого рівня

### **Task 1**

Read two texts about schools in Ukraine and Great Britain. Compare two educational systems and speak about them.

#### **SCHOOLS IN UKRAINE**

Children in Ukraine typically start school at the age of 6 or 7. Their education begins with primary school, which lasts for four years. During this time, they learn basic subjects like reading, writing, and mathematics.

After completing primary school, students move on to middle school, which lasts for five years. In middle school, they study a wider range of subjects, including science, history, and foreign languages.

Following middle school, students attend high school for two years. At the age of 16, they take important exams that mark the end of their school education.

After finishing high school, some students choose to go to college or university to continue their education and pursue a career.

#### **SCHOOLS IN BRITAIN**

In Britain, children typically start school at the age of 4 or 5. Their education begins with primary school, which is divided into two parts: Key Stage 1 and Key Stage 2. During these stages, children learn fundamental subjects such as reading, writing, and mathematics.

After completing primary school, children move on to secondary school, which starts at the age of 11. In secondary school, they study a wide range of subjects, including maths, English, and science.

At the age of 16, students take important exams known as GCSEs (General Certificate of Secondary Education). These exams play a crucial role in determining their future educational paths.

After completing their GCSEs, students have the option to either stay in school or go to college. Some students choose to stay and study for A-levels (Advanced Level) for two more years, which can help them prepare for university or other advanced studies.



## Task 2

Write 5–7 sentences about your favourite school subject, answering the questions below:

1. What is your favourite subject?
2. Why do you like it?
3. Who is your teacher for this subject?
4. What do you usually do in this class?
5. How does this subject help you in the future?

## Task 3

Read the dialogue, work in pairs and act the similar dialogue out:

Tom: Hi, Anna! How was school today?

Anna: Hi, Tom! School was good. We had Maths and Science. How was your day?

Tom: It was okay. We had English and History. Do you like Maths?

Anna: Yes, I do. It's my favourite subject. What about you?

Tom: I like History. It's very interesting. Who is your Math teacher?

Anna: Mr. Smith. He's very nice. Who is your English teacher?

Tom: Ms. Johnson. She's very good at explaining things. What do you do during break time?

Anna: I play with my friends. Sometimes we play football. What do you do?

Tom: I like to read books in the library. Do you have a lot of homework?

Anna: Sometimes. Today, I have to do a Science project. Do you have any homework?

Tom: Yes, I have to write an essay for History. It's a lot of work!

Anna: Good luck with your essay, Tom!

Tom: Thanks, Anna! Good luck with your project!



## LESSON 10. MY TEACHER

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про улюбленого вчителя. Розвиток навичок читання.

Учень називає улюбленого вчителя, описує та характеризує його англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про улюбленого вчителя, описує та характеризує його англійською (**my favourite teacher**).





## DESCRIBING YOUR TEACHER

**Kind** — My teacher is very kind and always helps us.

**Helpful** — She is very helpful when we don't understand something.

**Strict** — He is strict about homework deadlines.

**Fair** — Our teacher is fair and treats everyone the same.

**Funny** — He is so funny and tells great jokes.

**Knowledgeable** — Our teacher is very knowledgeable about science.

**Creative** — She always has creative ideas for projects.

## CLASSROOM ACTIVITIES

**Lessons** — A period of learning or teaching.

Our teacher gives interesting lessons.

**Homework** — Tasks given to students to do at home.

He checks our homework every morning.

**Projects** — Tasks that require research and effort over time.

She assigns fun projects for us to work on.

**Tests** — Exams to determine students' knowledge.

We have tests every Friday.

**Discussions** — Conversations about a topic.

We have discussions about the books we read.

### Task 1

Look at the sentences below and say which of them you agree with.

1. My teacher is very kind.
2. My teacher helps me understand difficult things.
3. My teacher gives us a lot of homework.
4. My teacher makes learning fun.
5. My school has a big playground.
6. My school is clean and beautiful.
7. My school starts at 8:00 AM.
8. There are many good teachers in my school.
9. Maths is my favourite subject.
10. Science is very interesting.
11. English is easy for me.
12. History is boring.

### Do you agree?

1. I agree with \_\_\_\_\_.
2. I disagree with \_\_\_\_\_.



## Task 2

Read the sentences and complete them with the words from the box.

**Word Box:** discussions, creative, homework, projects, kind, helpful, strict, lessons, tests.

1. My teacher is **kind** to all the students.
2. The librarian is always **helpful** when I need a book.
3. Our Maths teacher is **strict** about homework.
4. We have interesting **lessons** in history class.
5. I have to finish my **homework** before I can play.
6. We work in group **projects** in art class.
7. We have **tests** every Friday in English.
8. We have **discussions** about books in literature class.
9. The art teacher gives us **creative** ideas for our drawings.

## Task 3

Practice speaking skills by describing your teachers and what they do during their lessons using questions. Think about two of your favourite teachers or teachers you have this year. Explain What They Do in Their Lessons

1. Describe what this teacher is like.
2. What makes their classes interesting?
3. How do they support you in learning?
4. What activities do they do in class?
5. Do they use any special tools or methods?
6. How do they make the lessons interesting?



# LESSON 11. PAST CONTINUOUS TENSE

**Важливо:** Відпрацювання граматичного матеріалу щодо теперішнього тривалого часу.

**Учень називає** правильно допоміжні слова у минулому тривалому часі, ставить запитання, будує заперечну форму, події, які відбуваються у минулому тривалому часі.

**Учень застосовує** набуті знання для усного продукування, писемного мовлення, активного слухання.

**Учень пояснює, розповідає** про події, які відбуваються у минулому тривалому часі.

*Here's the grammar of this lesson!*

## PAST CONTINUOUS TENSE

The Past Continuous Tense is used to describe past actions that lasted for some time.

- An action that was taking place at a specific time in the past:
- At 10 pm last night Jill was telling her mother about her day at school.
- Around 11 pm she was getting ready for bed.
- At 12 pm she was sleeping.

A background scene to a story:



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- It was snowing outside and everyone in the house was sleeping.
- The sun was shining, but the wind was blowing.
- The kids were listening to the teacher. Suddenly...

**Actions that were taking place at the same time in the past:**

- While the teacher was reading, the students were sending text messages to each other.
- While dad was driving, the children were sleeping in the back seat.

**We form Past Continuous Tense with the Past Simple of the verb 'to be' (was / were) + ing—form of the verb.**

**Adverbs used with the Past Continuous:** at / around 6 am / noon / midnight / dinner time, from 5 to 6 pm, from Monday, to / till Friday, from morning, till evening, between 5 and 7 pm , while, all morning / day / night

### Task 1

Write in the Past Continuous form.

1. I don't work — I wasn't working
2. You study — You was studying
3. We don't play — We wasn't playing
4. They eat — They was eating
5. He writes — He was writing
6. She does run — She wasn't running
7. It sleeps — It was sleeping
8. She dances — She was dancing.

### Task 2

Change these sentences from the Past Simple Tense to the Past Continuous Tense.

1. **Past Simple:** She ate dinner at 7 PM.  
**Past Continuous:** She was eating dinner at 7 PM.
2. **Past Simple:** He did not play football with his friends yesterday.  
**Past Continuous:** He wasn't playing football with his friends yesterday.
3. **Past Simple:** They studied for their exams last night.  
**Past Continuous:** They were studying for their exams last night.
4. **Past Simple:** I didn't write a letter to my friend yesterday.  
**Past Continuous:** I wasn't writing a letter to my friend yesterday.
5. **Past Simple:** She ran to catch the bus this morning.  
**Past Continuous:** She was running to catch the bus this morning.
6. **Past Simple:** They didn't sleep late after the party.  
**Past Continuous:** They weren't sleeping late after the party.
7. **Past Simple:** Did he dance all night at the wedding?  
**Past Continuous:** Was he dancing all night at the wedding?
8. **Past Simple:** Did she sing her favorite song in the shower?  
**Past Continuous:** Was she singing her favorite song in the shower ?
9. **Past Simple:** Did he drive to work early yesterday?  
**Past Continuous:** Was he driving to work early yesterday ?



### Task 3

Read and answer the questions. Think of a short story or incident from your past where multiple actions were happening.

Last weekend, while Jane was studying for her exams, her friends were organizing a surprise party. Jane's mother was baking a cake, and her little brother was decorating the house. Everyone was busy preparing for the big surprise».

1. What were Jane's friends doing while she was studying?
2. What was Jane's mother doing?
3. How did the actions described relate to each other?



## LESSON 12. SPEAKING SCHOOL RULES

**Важливо:** Розвиток навичок усного спілкування. Відпрацювання нового лексичного мінімуму про навчання в школі та шкільні правила. Розвиток навичок спілкування.

Учень називає шкільні предмети, розповідає про навчання в школі та шкільні правила англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про навчання в школі та шкільні правила англійською (school rules, subjects).

*Here's the vocabulary of this lesson!*

### COMMON SCHOOL RULES

**Be on time** — Arrive at school and classes punctually.

**Do your homework** — Complete all tasks on time.

**Raise Your Hand** — Signal that you have a question or want to speak by raising your hand.

**Listen to the teacher** — Pay attention when the teacher is speaking.

**Walk, don't run** — Move through the school halls and classrooms by walking, not running.

**No bullying** — Behaviour others kindly and do not engage in any form of bullying.

**Keep the classroom clean** — Support a tidy and organized classroom.

**Follow dress code** — Wear clothing as per the school's dress code policy.

**Use indoor voices** — Speak quietly and do not shout inside the school building.





### Vocabulary

**Affect** [ə'fekt] впливати (на), діяти на

**Respect** [rɪ'spekt] повага, поважати

**Belongings** [bɪ'lɔ:ŋɪŋz] особисті речі, майно

### Task 1

Read the dialogue between two students discussing common school rules. Act it out.

**Amy:** Hey, Jake! Do you know about the new school rules?

**Jake:** Hi, Amy! Yeah, I heard some of them. Like, we can't use our phones in class anymore.

**Amy:** Yeah, that's one of them. We also have to wear our school uniform every day.

**Jake:** Oh, right! And we must be on time for all our classes.

**Amy:** True. And we mustn't chew gum at school.

**Jake:** Yeah, that's not allowed anymore. Do you think the rules are fair?

**Amy:** I think some are okay, like being on time. We can use our phones during breaks.

**Jake:** Me too. It's boring without them. What about the new rule for no snacks in class?

**Amy:** Oh yeah, we mustn't eat in class anymore. That one's difficult after lunch!

**Jake:** Totally. I hope they don't make more strict rules.

**Amy:** Same here. Let's try to follow these ones, though.

### Task 2

Work in groups. Discuss the following questions.

1. What do you think is the most important school rule? Why?
2. Do you think school rules should be more understanding or stricter? Why?
3. How do school rules affect students' behavior and learning?
4. Do you think students should create their school rules? Why or why not?

### Remember!

Saying what you think: I think... I believe... In my opinion, ...

Agreeing: I agree (with you). You're right. Of course.

Disagreeing: I don't agree. I don't think so.

### Task 3

Agree or disagree with the statements below. Give your reasons.

1. Be on time for all classes.
2. Wear your school uniform every day.
3. Listen to your teachers and follow their instructions.
4. No chewing gum in school.
5. Respect your classmates and their belongings.
6. No running in the halls.
7. Keep your classroom and school clean.
8. No bullying others.
9. Raise your hand before speaking in class.
10. Complete your homework on time.





## LESSON 13. DO YOU NEED A BOOK

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про книги та читання. Розвиток навичок читання.

Учень називає улюблені книги та авторів англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про читання, улюблених авторів та жанри книг англійською (books, reading).

*Here's the vocabulary of this lesson!*

### TYPES OF BOOKS

**Fiction** — A not true and made up story.

**Non-fiction** — A book that gives information and facts about real events, people, and places.

**Biography** — A book about a person's life written by someone else.

**Autobiography** — A book about a person's life written by that person.

**Mystery** — A book about solving a crime or uncovering secrets.

**Fantasy** — A book that includes magical or supernatural elements.

**Science fiction** — A book based on imagined future scientific or technological advances.

**Adventure** — A book with exciting and often risky experiences.

**Fairy tale** — A children's story about magical heroes and lands.

**Poetry** — A collection of poems in verses.

### Vocabulary

**Magical** ['mædʒɪkəl] магічний, чарівний

**Advances** [əd'vænsɪz] досягнення, прогрес

**Adventure** [əd'ventʃər] пригода

**Risky experiences** ['rɪski][ɪk'spɪəriənsɪz] ризикований досвід

**Verses** ['vɜːsɪz] вірші

**Imagination grow** [ɪ,mædʒɪ'neɪʃən] уява розвиток уяви

**Plot** [plɒt] сюжет

### Task 1

Read the text about books.

Books are wonderful things that you can read. They have stories and information inside. Some books are about adventures with pirates and explorers. Others are about animals and nature. You can learn many new things from books.

When you read a book, you use your imagination. You can picture the characters and places in your mind. Books can take you to faraway lands and times long ago. They can make you feel happy, scared, or excited.

Books come in different sizes and colours. Some are big with lots of pages, while others are small in your pocket. You can find books in libraries, bookstores, and even online.



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Reading books is important because it helps you learn new words and ideas. It also makes your imagination grow. Next time you see a book, pick it up and start reading. You might discover a whole new world inside!

## Task 2

Complete the sentences about books with missing words that you can complete.

**Word box:** learn, words, libraries, happy, reading, adventures, imagination, colours, books.

1. **Books** have many stories and information inside.
2. Some books are about **adventures** with pirates and explorers.
3. You can **learn** many new things from books.
4. When you read a book, you use your **imagination**. Reading books is important because it helps you learn new **words** and ideas.
5. You can find books in **libraries**, bookstores, and even online.
6. Books come in different sizes and **colours**.
7. Books can make you feel **happy**, scared, or excited.
8. Next time you see a book, pick it up and start **reading**.

## Task 3

Describe your favourite book. Speak about: the author of the book; the publisher; the topics the book covers.

My favourite book is called «The Adventures of Peter Rabbit. Beatrix Potter wrote this book. Frederick Warne & Co. published the book. They first published it in 1902.

«The Adventures of Peter Rabbit» is about a rabbit named Peter who gets into trouble in Mr. McGregor's garden. He tries to steal vegetables but gets chased by Mr. McGregor. The story is funny and has beautiful pictures of animals and gardens.

I like this book because it has a cute story and nice pictures. It's fun to read about Peter Rabbit's adventures and see all the colourful illustrations.



## LESSON 14. PRESENT PASSIVE & ACTIVE VOICE

**Важливо:** Відпрацювання граматичного матеріалу щодо теперішнього часу активного та пасивного стану.

**Учень називає** правильно допоміжні слова при теперішньому простому часі в активному та пасивному стані.

**Учень застосовує** набуті знання для усного продукування, писемного мовлення, активного слухання.

**Учень пояснює, розповідає** про події, які відбуваються у теперішньому часі, використовуючи активну й пасивну форму при побудові речень.



## Here's the grammar of this lesson!

**Present Active Voice:** коли хочемо сказати, хто щось робить.

Subject (Суб'єкт) + Verb (Дієслово) + Object (Додаток)

She writes a letter. They play football.

**Present Passive Voice:** коли важливіше сказати, що відбувається з об'єктом, а не хто виконує дію.

Об'єкт дії стає підметом у пасивному реченні, дієслово **to be** змінюється відповідно до підмета (am/is/are), основне дієслово перетворюється на **Past Participle** (третя форма).

A letter is written by her. Football is played by them.

The lesson is explained by the teacher.

**Активний стан:** фокус на того, хто виконує дію (вчитель).

**Пасивний стан:** фокус на об'єкті дії (урок), дія виконується кимось іншим, але він може бути не зазначений.

### Task 1

Complete with the Present Simple Passive forms of the verbs in brackets.  
Secrets are never told.

1. Books are written by authors from all over the world.
2. Many stories are not published (to publish) each year.
3. School rules are not followed by all students.
4. The homework is checked by the teacher.
5. Popular novels are translated into five languages.
6. New textbooks are not given at the beginning of the school year.
7. The classroom is not cleaned after every lesson.
8. The final exam is scheduled for next Friday.

### Task 2

Answer the questions using the Present Simple Passive.

1. Is English taught at your school?
2. Are the rooms cleaned every day?
3. Is the homework done by the students?
4. Are the emails sent by the manager?
5. Is the report written by John?
6. Are the cakes baked in the morning?
7. Is the movie watched by the class?
8. Is the project completed on time?

### Task 3

Choose the correct answers, active or passive.

1. The librarian **checks out** the books for the students.
2. A new edition of the novel **is published** every year.
3. Students **read** books during silent reading time.
4. The story **takes** the imagination of readers.
5. Many classic books **are translated** into different languages.



6. The author **signs** copies of the book at the event.
7. The book cover is **designed** by a famous artist.
8. Book reviews are **written** by critics in newspapers and online.
9. The final chapter **reveals** the surprising end.



## LESSON 15. READING

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про читання. Розвиток навичок читання.

**Учень називає** улюблені книги англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

**Учень застосовує** набуті знання для усного продукування, писемного мовлення, активного слухання.

**Учень пояснює, розповідає, використовує** базовий словниковий запас про читання англійською (reading).

*Here's the vocabulary of this lesson!*

### PARTS OF A BOOK

**Title** — The name of the book.

**Author** — The person who wrote the book.

**Illustrator** — The person who creates the pictures in a book.

**Chapter** — A section of a book.

**Page** — A single side of a sheet in a book.

**Cover** — The outside of a book.

**Table of contents** — A list of chapters or sections in a book.

**Glossary** — A list of difficult words and their meanings at the end of a book.

### Vocabulary

**Glossary** ['glɒsəri] глосарій, словник термінів

**Chapters** ['tʃæptəz] розділи

**Meanings** ['mi:nɪŋz] значення

**Alphabetical list** [ˌælfə'betɪkl] алфавітний список

**Amazed** [ə'meɪzd] захоплений

**Imagination** [ɪˌmædʒɪ'neɪʃən] уява, фантазія

**Shapes** [ʃeɪps] форми, фігури

**Brain** [breɪn] мозок

**Benefits** ['benɪfɪts] переваги, вигоди, користь

### Task 1

Read the text.

### THE JOY OF READING

Reading is a wonderful activity that everyone can enjoy. When you read, you open a door to a whole new world of stories and knowledge. Books come in all shapes and sizes, from big ones with lots of pages to small ones you can carry in your bag.



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When you read a book, you use your imagination to picture the characters and places in your mind. You can go on adventures with pirates, explore magical lands, or learn about animals and nature. Each book is like a new friend waiting to be discovered.

Reading helps you learn new words and ideas. It makes your brain grow stronger and helps you do better in school. You can find books in libraries, bookstores, or even online. Whether you like stories about heroes, mysteries, or funny animals, there's a book out there for you.

So, next time you have a chance, pick up a book and start reading. You'll be amazed at where it can take you!

## Task 2

Decide if the statement is **True** or **False** according to the text.

1. Reading opens up new worlds of stories and knowledge. **True**
2. Books only come in one size, which is big with lots of pages. **False**
3. Reading helps improve your imagination. **True**
4. Libraries are the only place where you can find books. **False**
5. Reading has no benefits for learning and brain development. **False**
6. There are only a few types of books available for different interests. **False**

## Task 3

Think of as many types of the books you know and then choose 3 of them and speak about them.

1. **Fiction Books**
2. **Non-fiction books**
3. **Poetry:** Collections of poems, which can range in style from classical to modern.
4. **Graphic novels and comics:** Stories told through a combination of illustrations and text.
5. **Children's books:** Books designed for young readers, often with illustrations and simple narratives.
6. **Drama:** Plays and scripts written for performance.
7. **Essays:** Collections of short pieces on various subjects.
8. **Diaries and journals:** Personal records of daily events and thoughts.



## LESSON 16. WRITING

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про книги, авторів, словники, листи, написання творів. Розвиток навичок читання та писання.

Учень називає улюблені книги, авторів, словники, написання листів англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про улюблені книги, авторів, словники англійською (letters, authors, books, dictionary).



## PARAGRAPH WRITING

The paragraph is created in the following ways:

**Use linking words:** because, for example, and, also, besides

(тому що, наприклад, і, також, крім того);

**Use pronouns to replace repeated nouns** (використовувати займенники, щоб замінити повторювані іменники або упускати другий підмет, коли два дієслова мають один і той самий підмет).

### Separate sentences

Red is a very powerful colour.

Red creates an effect of excitement.

Red is the most popular colour for sports cars.

Red is used in warning signs to show danger.

### Paragraph example:

Red is a very powerful colour because it creates an effect of excitement.

It is the most popular colour for sports cars, for example, and is also used in warning signs to show danger.

### Task 1

Write a short paragraph about your favourite book.

**Example:** My favourite hero is Superman. He is very strong and can fly in the sky. Superman wears a blue suit with a red cape. He helps people and fights bad guys to keep everyone safe. I like Superman because he is always kind and never gives up. He shows us that we can be strong and brave too, just like him.

### Vocabulary

Cape [кеп] плащ, накидка



### Task 2

Write a short paragraph about the advantages of reading.

I like the book because...

**Example:** An advantage of reading is that it helps us learn new things and imagine different places and people. I like the book because it takes me on exciting adventures and teaches me about the world.

### Task 3

Write a paragraph. Write about your school life or your favourite season.

**Example:** Every morning, I wake up and eat breakfast with my family. Then, I get ready for school. I put on my school uniform and pack my bag with books and snacks. I walk to school with my friends. At school, we have different classes like Maths, English, and Art. I enjoy learning new things and playing during break time. After school, I do my homework and spend time with my family. We eat dinner together and talk about our day. Finally, before bed, I like to read a storybook. Reading helps me relax and dream about exciting adventures.



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## LESSON 17. PAST SIMPLE PASSIVE

**Важливо:** Відпрацювання граматичного матеріалу щодо минулого часу пасивного стану.

Учень називає правильно допоміжні слова при минулому простому часі у пасивному стані.

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає про предмети та події, які відбуваються у минулому часі, використовуючи пасивну форму при побудові речень.

*Here's the grammar of this lesson!*

### PAST SIMPLE PASSIVE

Past Simple Passive is formed with 'was' / 'were' + 3rd form of the verb / "ed":

- His music was performed at the concert yesterday.
- All the albums were recorded in the 1960s.
- This song was written by Paul McCartney.

**Заперечна форма**

- 'was not' / 'were not' + 3rd form of the verb / "ed":
- The cake wasn't baked by the chef.

**Питальна форма**

- Was the letter sent by John?

В пасивному стані важливо зазначити, ким була виконана дія. Для цього використовується конструкція «by» + виконавець дії.

Якщо виконавець дії не важливий або очевидний, «by smb» може опускатися.

- The letter was sent by John.
- The letter wasn't sent by John.
- Was the letter sent by John?

**Vocabulary:**

**Display** [dɪ'spleɪ] виставляти, показувати

**Announce** [ə'naʊns] оголошувати

**Conduct** ['kɒndʌkt] проводити

**Attend** [ə'tend] відвідувати, брати участь

**Judge** [dʒʌdʒ] суддя, оцінювати

### Task 1

Put the verbs in brackets into the past passive form.

1. The school **was built** in 1965.
2. The new computer lab **was installed** last summer.
3. The sports trophies **were not displayed** in the main hall.
4. The classroom **was not cleaned** after the students left.
5. The school play **was organized** by the drama club.
6. The old textbooks **were replaced** with new ones.
7. The final exam **was scheduled** for Friday.
8. The library books **were not organized** by genre.
9. The annual school trip **was not planned** by the teachers.
10. The art projects **were exhibited** in the school gallery.



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## Task 2

Transform the sentences from Active into Passive Voice.

**Example:** The students cleaned the classroom. The classroom was cleaned by the students.

1. The teachers organized the school trip. The school trip was organized by the teachers.
2. The principal announced the winners. The winners were announced by the principal.
3. The librarian checked out the books. The books were checked out by the librarian.
4. The drama club organized the school play. The school play was organized by the drama club.
5. The science teacher conducted the experiment. The experiment was conducted by the science teacher.
6. The art teacher displayed the paintings. The paintings were displayed by the art teacher.
7. The parents visited the school meeting. The school meeting was visited by the parents.
8. The students completed the project. The project was completed by the students.

## Task 3

Answer the questions as in example.

**Example:** Was the cake baked by your grandmother? Yes, the cake was baked by my grandmother / No, the cake wasn't baked by my grandmother.

1. Was the homework completed by the students?
2. Was the meeting canceled due to bad weather?
3. Was the picture painted by an artist?
4. Was the car repaired by the mechanic?
5. Was the email sent by the manager?
6. Was the movie watched by the whole class?
7. Was the letter delivered by the postman?



## LESSON 18. LITERATURE

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про літературу. Розвиток навичок читання.

**Учень називає** види літературних творів англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

**Учень застосовує** набуті знання для усного продукування, писемного мовлення, активного слухання.

**Учень пояснює, розповідає** використовує базовий словниковий запас про літературні твори, книги англійською (literature, books).



## TYPES OF LITERATURE

**Story** — A narrative, either fictional or based on real events.

**Poem** — A piece of writing that uses words arranged in lines and often has a rhythmic pattern.

**Novel** — A long fictional story that usually has a plot, characters, and a setting.

**Fairy tale** — A children's story about magical and imaginary heroes and lands.

**Fable** — A short story that often uses animals as characters and teaches a moral lesson.

**Myth** — A traditional story that explains natural events or the customs of a people, often involving gods or heroes.

**Legend** — A traditional story sometimes popularly regarded as historical but unauthenticated.

**Short story** — A brief work of fiction that typically focuses on a single incident or character.

### Vocabulary

**Arranged** [ə'reɪndʒd] організований, упорядкований

**Incident** ['ɪnsɪdənt] подія

**Fictional** ['fɪkʃənl] вигаданий, уявний

**Narrative** ['nærətɪv] наратив, розповідь

**Explains** [ɪk'spleɪnz] пояснює

**Incident** ['ɪnsɪdənt] інцидент, випадок

**Brief** [brɪːf] короткий, стислий

**Chest** [tʃɛst] грудна клітка

### Task 1

Read the text about literature.

Literature is all about stories and books. It includes fairy tales, adventures, and poems. When we read literature, we enter new worlds and meet interesting characters. Some books make us laugh, while others make us think. Literature helps us learn about different cultures and times in history. It's like a treasure chest full of ideas and emotions.

Poems are a special part of literature. They use beautiful words to express feelings and thoughts. Stories teach us lessons about life and make us dream. Literature is not just for school — it's for everyone who loves to read and explore. So, pick up a book and discover the magic of literature!

### Task 2

Complete the sentences using the words from Word Box.

**Word Box:** literature, characters, stories, poems, plays.

1. Literature includes stories, poems, and plays.
2. Stories in literature can be about adventures, love, or mysteries.
3. Poems use beautiful words to express feelings and ideas.
4. Plays are stories acted out on stage with actors.
5. Characters are the people or animals in a story or play.





### Task 3

Read about poems and answer the questions below.

A poem is a special kind of writing that uses words in a creative and beautiful way. It can be short or long and often has lines that rhyme or have a rhythm. Poems can be about any topic — like nature, feelings, or even stories. They make us think differently and feel emotions like happiness or sadness.

1. What is a poem?
2. How does a poem use words?
3. What are some topics poems can be about?
4. How do poems make us feel?
5. Why do you think poems are special?



## LESSON 19. SPEAKING

**Важливо:** Розвиток навичок усного мовлення. Відпрацювання нового лексичного мінімуму про бібліотеки. Розвиток навичок говоріння.

Учень розповідає про бібліотеки, книги англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про бібліотеку, книги англійською (library, books).

### Task 1

Read, then act out the dialogue in pairs.

Tom: Hey, Sarah! Do you like going to the library?

Sarah: Hi, Tom! Yes, I love it. There are so many books to read.

Tom: Yeah, me too. What kind of books do you usually take?

Sarah: I like adventure stories and books about animals. What about you?

Tom: I enjoy mysteries and comic books. Have you been to the library's storytime?

Sarah: No, not yet. What do they do there?

Tom: They read stories out loud and sometimes do crafts. It's fun.

Sarah: That sounds cool. I'll have to go next time.

Tom: Definitely! Oh, and don't forget to return your books on time.

Sarah: Right, I always try to do that. Libraries are great places, aren't they?

Tom: Yeah, you can learn so much and find new adventures in books.

Sarah: Let's go to the library together sometime soon!

Tom: Sure, that would be nice!

### Task 2

Work in pairs. Ask and answer questions.

**Speaking:**

Why is speaking clearly important?

What do you like to talk about?

How do you ask for help when speaking?



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### Reading:

What do you like reading?  
Where is your favourite place to read?  
Why is reading fun?  
Who reads stories to you?  
When do you read books?  
How do you choose what book to read?  
Can you tell me about a story you've read recently?

### Task 3

Work in pairs. Guess and say what book characters we can describe as: good, brave, funny, peasant. Prove your choice.

**Taras Bulba:** A fearless Cossack leader and father figure in Nikolai Gogol's novella «Taras Bulba,» known for his strong patriotism and love for his sons.

**Natalka:** A young peasant girl in Ivan Kotliarevsky's play «Natalka Poltavka,» who becomes the symbol of Ukrainian womanhood.

**Hryhoriy Skovoroda:** While not a fictional character, Hryhoriy Skovoroda was a philosopher, poet, and composer in Ukrainian literature. His teachings and writings influenced Ukrainian culture and literature.

**Kotyhoroshko:** A folkloric character from Ukrainian tradition, Kotyhoroshko is known for his cleverness.



## LESSON 20. MUSIC INSTRUMENTS

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про музику, музикантів та музичні інструменти. Розвиток навичок читання.

**Учень називає** музикантів, види музичних творів, музичні інструменти англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

**Учень застосовує** набуті знання для усного продукування, писемного мовлення, активного слухання.

**Учень пояснює, розповідає,** використовує базовий словниковий запас про музику, музикантів та музичні інструменти англійською (music instruments).

*Here's the vocabulary of this lesson!*



## TYPES OF MUSICAL INSTRUMENTS

**Piano** — A large keyboard musical instrument.

**Flute** — A wind instrument played by blowing across a hole.

**Trumpet** — A brass instrument played by blowing into a mouthpiece.

**Drum** — A instrument played by striking with sticks or hands.

**Keyboard** — A musical instrument with keys that produces sounds electronically.

### Task 1

Read the text and answer the question at the end.

Musical instruments are tools that make music. There are many different kinds of instruments. Each one has a nice sound.

The piano has black and white keys. You play it with your hands. It can play both high and low notes. You can play it with your fingers. It is popular in many types of music.

The violin is small and has strings too. The flute is long and made of metal. You blow into it to make a sweet sound. The trumpet is shiny and loud. You also blow into it, but it has buttons to change the notes.

The drums are very loud and keep the beat in music. The clarinet is made of wood and has a warm sound. You blow into it and use your fingers to cover the holes. The keyboard is like a piano but can make many different sounds.

Each instrument is special. Playing music is fun and can make you feel happy. Which instrument do you like the most?

### Task 2

Complete the sentences with the words from the box.

**Word Box:** drums, keyboard, violin, piano, guitar.

1. She plays the **piano** with her hands.
2. He loves to play the **guitar** in his pop band.
3. The **violin** is a popular instrument in classical music.
4. He hits the **drums** with sticks to keep the beat.
5. The **keyboard** can make many different sounds.

### Task 3

Work in pairs. Ask and answer the following questions.

1. What is your favourite musical instrument?
2. Can you play any musical instruments?
3. Have you ever played a guitar?
4. What colour is a violin?
5. Do you like the sound of the flute?
6. Who plays the trumpet in your school band?
7. Have you ever seen someone play the drums?
8. What does a clarinet look like?
9. Do you know how to play the keyboard?





## LESSON 21. ABOUT YOUR FAVOURITE MUSIC

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про улюблений стиль музики. Розвиток навичок читання. Повторення граматичного мінімуму про теперішні часи.

Учень називає улюблену музику англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок. (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про улюблений стиль музики англійською (**music**).

### *Vocabulary*

**Catchy beat** ['kætʃi bi:t] привабливий ритм

**Especially** [ɪ'speʃəli] особливо

**Calm** [kɑ:m] спокійний

**Inspiring** [ɪn'spaɪərɪŋ] надихаючий

**Discovering** [dɪ'skʌvərɪŋ] відкриття

**Rhythms** [smu:ð 'rɪðəmz] ритми

**Folk** [fəʊk] народна (музика)

### Task 1

Read the text and answer the questions.

My favourite music is pop music. I like it because it has a fun and catchy beat. The songs make me feel happy and energetic. I enjoy singing along with the lyrics and dancing to the rhythm.

My favourite pop singer is Taylor Swift. She writes great songs and has a beautiful voice. I like her songs because they tell interesting stories about life and love. I listen to her music every day, especially when I do my homework or go for a walk.

Sometimes, I also enjoy listening to classical music. It is very calm and relaxing. Classical music helps me focus when I am studying or reading a book. My favourite classical composer is Beethoven. His music is very powerful and inspiring.

Listening to music is one of my favourite hobbies. It makes my day better and brings a smile to my face. Music is very important for me, and I love discovering new songs and artists.

1. What is the writer's favourite type of music?
2. Why does the writer like pop music?
3. Who is the writer's favourite pop singer?
4. What does classical music help the writer do?
5. Who is the writer's favourite classical composer?

### Task 2

Work in pairs to role-play the situation. You are the interviewer for a Music Magazine.

**Interviewer (A):** Hello! Thank you for talking with us today. Can you tell me your name?

**Interviewee (B):** Hi! My name is Alex.

**Anna:** Nice to meet you, Alex. What kind of music do you like?

**Alex:** I love pop music. It is my favourite.

**Anna:** That's great! Who is your favourite pop singer?



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**Alex:** My favourite pop singer is Taylor Swift. I like her songs a lot.

**Anna:** What do you like about her songs?

**Alex:** Her songs have great stories and nice melodies. They make me feel happy.

**Anna:** Do you play any musical instruments?

**Alex:** Yes, I play the guitar. I enjoy playing and singing along to pop songs.

**Anna:** That sounds fun! Do you also write your own songs?

**Alex:** Sometimes I do. I like to write songs about my friends and family.

**Anna:** Wonderful! When do you usually listen to music?

**Alex:** I listen to music at home using my phone, and when I go for a walk.

**Anna:** Thank you, Alex! It was nice talking to you. Keep enjoying your music!

**Alex:** Thank you! It was fun to talk with you too.

### Task 3

Prepare a project about your favourite type of music.

**Pop Music:** Pop music is my favourite because it has catchy tunes that make me want to dance.

**Rock Music:** I enjoy rock music because it has powerful guitar sounds and makes me feel energetic.

**Hip-hop Music:** Hip-hop is my favourite type of music because it has cool beats and tells interesting stories.

**Classical Music:** Classical music is my favourite because it is calm and helps me relax when I listen to it.

**Jazz Music:** Jazz music is my favourite because it has rhythms and makes me feel calm and happy.

**Folk Music:** Folk music is my favourite because it tells stories about traditions and history in a simple way.



## LESSON 22. RADIO TV NEWSPAPER

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про музичне радіо, телепрограми та журнали. Розвиток навичок читання. Повторення граматичного матеріалу про теперішній простий та теперішній тривалий час.

Учень називає терміни про музику на радіо та на телебаченні англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.



Учень пояснює, розповідає, використовує базовий словниковий запас про музичний радіо, журнали та телепрограми англійською (radio chart, newspaper, tv-program).

*Here's the vocabulary of this lesson!*

### RADIO

**DJ (Disc Jockey):** A person who plays music and talks on the radio.

**Podcast:** A radio show that you can listen to online whenever you want.

**Interview:** When one person asks questions and another person answers on the radio.

### TV

**Channel:** A number on TV where you find different shows.

**Remote Control:** A small device that you use to change channels or turn the TV on and off.

**Program:** A show or movie that is on TV.

### NEWSPAPER

**Headline:** The big title at the top of a newspaper article.

**Article:** A story in a newspaper about something that happened.

**Editor:** The person who decides what goes in the newspaper.

#### *Vocabulary*

**Remote Control** [rɪ'məʊt kən'trəʊl] пульт дистанційного керування

**Headline** ['hedlaɪn] заголовок

**Channels** ['tʃænəlz] канали

**Opinions** [ə'pɪnjənz] думки

**Imaginary** [ɪ'mædʒɪnəri] уявний

### Task 1

Read the text.

TV, newspapers, and radio are ways people get information and entertainment.

**TV:** Television shows movies, news, and shows. It has pictures and sound. You can watch cartoons, sports, and talk shows on TV. Many people watch TV at home for fun.

**Newspapers:** Newspapers have stories and pictures. They talk about local news, world news, and sports. You can read newspapers in the morning or online.

**Radio:** Radio plays music and talks. It has no pictures, just sound. People listen to the radio in cars, at home, or on their phones. DJs talk and play songs on radio stations.

### Task 2

Decide if the sentence is True or False according to the text.

1. TV shows movies, news, and cartoons. (True)
2. Newspapers have pictures and tell stories about news. (True)
3. Radio has pictures and sound. (False)
4. You can read newspapers online but not in the morning. (False)
5. DJs play music and talk on radio stations. (True)
6. TV channels have different numbers for different shows. (True)
7. Reality shows on TV are about imaginary people. (False).

### Task 3



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Complete the sentences with the correct form of the verbs in brackets (Present Simple or Present Continuous).

1. I usually watch (watch) the news on TV in the evening.
2. Right now, he is reading (read) the latest newspaper edition.
3. Every day, my brother checks (check) the online news before work.
4. She is writing (write) an article for the newspaper at the moment.
5. They often discuss (discuss) current events on their TV shows.



## LESSON 23. SPEAKING ABOUT UKRAINIAN MUSIC

### PAST SIMPLE

### PAST CONTINUOUS

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про українську музику. Розвиток навичок читання. Повторення граматичного матеріалу про минулий простий та минулий тривалий час

Учень називає відомих українських співаків, музикантів англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про відомих українських співаків, музикантів англійською (Ukrainian music).

*Here's the vocabulary of this lesson!*

#### Radio:

- We listen to the radio on our way to school.
- The DJ announced the next song on the radio.

#### TV:

- I watch my favourite TV program every evening.
- The remote control is on the coffee table.

#### Media and Communication:

- They watched the news to learn about the weather.
- The interview with the actor was very interesting.

#### Media Consumption:

- We watched a documentary about animals.
- She enjoys listening to music on the radio.



### Past Simple (Минулий простий час)

- **Вживання:** Для опису завершених дій або подій, які сталися в конкретний момент або період у минулому.
- **Форма:** Дієслово у минулому часі (наприклад, «played», «went»), або 2 форма неправильних дієслів.

I visited my friend yesterday.

### Past Continuous (Минулий тривалий час)

Для опису дій, які тривали в певний момент або період у минулому, часто використовуються для фону або для дій, які перериваються іншими подіями.

- **Форма:** was/were + дієслово з закінченням -ing (наприклад, «was playing», «were reading»).

I was reading a book when the phone rang.

## Task 1

Read the text about Ukrainian music.

Ukrainian music is very beautiful and full of energy. It has a long history and many different styles. Some Ukrainian music is very old and traditional, while some is new and modern.

Traditional Ukrainian music often uses special instruments. The bandura is a popular instrument. It looks like a big lute with many strings.

Ukrainian folk songs are very important. These songs tell stories about love, nature, and history. People often sing them at festivals and celebrations. The songs can be happy or sad, and they are usually sung in groups.

Modern Ukrainian music includes pop, rock, and hip-hop. Many Ukrainian singers and bands are famous in other countries. They sing in Ukrainian and also in English. Their music videos and concerts are very exciting.

Ukrainian music is a big part of the culture. It brings people together and helps them celebrate their traditions. Listening to Ukrainian music can make you feel happy and proud.

## Task 2

Answer the questions about the text.

1. What is bandura?
2. What kind of instrument is the tsymbaly?
3. What do Ukrainian folk songs often tell stories about?
4. When do people sing traditional Ukrainian songs?
5. What types of modern music are popular in Ukraine?
6. Can Ukrainian singers be famous in other countries?
7. How does Ukrainian music make people feel?
8. Why is music important in Ukrainian culture?

## Task 3

Complete the sentences with the correct form of the verbs in brackets (Past Simple or Past Continuous).

1. Yesterday, I listened (listen) to a great song on the radio.
2. While I was studying (study), my brother was playing music loudly.
3. Last week, we went (go) to a concert by a famous band.
4. She was writing (write) a new song when the phone rang.
5. They danced (dance) to their favourite songs at the party last night.





## LESSON 24. UKRAINIAN CULTURE

### FUTURE SIMPLE TENSE

**Важливо:** Розвиток навичок зорового сприймання. Продовження відпрацювання лексичного мінімуму про українську культуру. Розвиток навичок читання.

Учень розповідає про музичні події у світі та успіх музичних виконавців англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає про українську культуру, використовує базовий словниковий запас англійською мовою (Ukrainian culture).

*Here's the vocabulary of this lesson!*

#### **Vocabulary**

**Colourful** ['kʌlərfʊl] барвистий

**Patterns** ['pætənz] візерунки

**Worn** [wɔːrn] одягнений

**Embroidered** [ɪm'brɔɪdəd] вишитий

**Occasions** [ə'keɪzənz] випадки, події

**Beetroot** ['biːtrʊt] буряк

**Involves** [ɪn'vɒlvz] включає

**Diverse** [daɪ'vɜːrs] різноманітний

**Intricate** ['ɪntrɪkət] складний, запутаний

**Pottery** [pɒtəri] глиняний посуд, кераміка

**Weaving** ['wiːvɪŋ] ткацтво (процес створення тканин шляхом переплетення ниток)

#### **Task 1**

Read the text.

Ukrainian culture is rich and colourful, with many traditions and celebrations that bring people together. Here are some important aspects of Ukrainian culture:

**Traditional Clothing:** Ukrainian people wear beautiful embroidered shirts called «vyshyvanka.» These shirts have colourful patterns and are worn during festivals and special occasions.

**Folk Music and Dance:** Ukrainian folk music is lively and often played with traditional instruments like the bandura and tsymbaly. Ukrainian dance, such as hopak, is energetic and involves high jumps.

**Cuisine:** Ukrainian food is hearty and delicious. Borscht, a beetroot soup, is a famous dish along with varenyky (dumplings) filled with potatoes, cheese, or meat. Ukrainian people also enjoy dishes like holubtsi (stuffed cabbage rolls) and salo (pork fat).

**Holidays and Traditions:** Ukrainians celebrate many holidays, including Christmas, Easter, and Ivan Kupala Day. They have traditions like decorating Easter eggs (pysanky) with intricate designs and singing carols during Christmas.

**Arts and Crafts:** Ukrainian artists are known for their colourful paintings and intricate embroidery. Traditional crafts include pottery, weaving, and making pysanky.

**Language:** Ukrainian is the official language of Ukraine.

Ukrainian culture is diverse and reflects a deep connection to history and traditions.



## Task 2

Decide if the sentence is True or False according to the text.

1. True: Ukrainian people wear vyshyvanka, which are embroidered shirts, for special occasions.
2. True: Borscht, a traditional Ukrainian dish, is made with potatoes and carrots.
3. True: Ukrainian folk music often features instruments like the bandura and tsymbaly.
4. True: Pysanky are Ukrainian Easter eggs decorated with intricate designs.
5. False: Ukrainian dance, such as hopak, is slow and calm.
6. False: Ukrainian cuisine is not known for its hearty and delicious dishes.

## Task 3

Read the dialogue about Ukrainian culture.

Alex: Hi Maria, do you know what will happen next week?

Maria: No, what's going on?

Alex: There will be a Ukrainian cultural festival in town.

Maria: That sounds exciting! Will they have traditional Ukrainian food there?

Alex: Yes, they will serve dishes like borscht and pierogi.

Maria: Awesome! Will there be any performances?

Alex: Absolutely! Ukrainian folk dances and music will be performed.

Maria: Will they also showcase Ukrainian art?

Alex: Yes, local artists will display their work at the festival.

Maria: That's great. Will there be any workshops or classes?

Alex: I think so. They will offer workshops on traditional crafts and language.

Maria: I'm looking forward to it! Will you be going?

Alex: Definitely! I'll be there to experience everything.

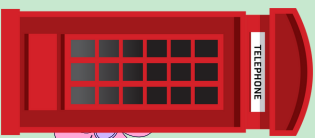




# ROADMAP\_ 8TH GRADE

## UNIT 1. IT'S YOUR LIFE.

### LESSON 1. HOLIDAYS



1. VIDEO TO  
LESSON 1



2. LESSON 1



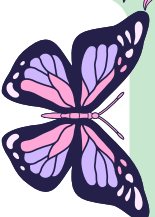
3. REFLECTION  
SMILE



4.  
INTERACTIVE  
EXERCISES



surprise:)



Save the Children



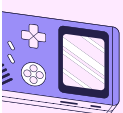
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ДЛЯ  
УКРАЇНИ





## ROADMAP\_8TH GRADE LESSON 24.

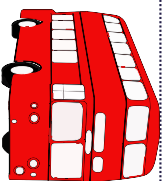
### UKRAINIAN CULTURE FUTURE SIMPLE TENSE



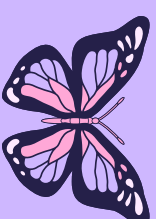
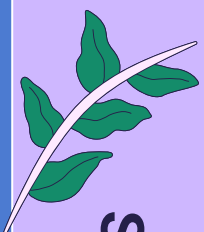
## 1. VIDEO TO LESSON 24



## 2. LESSON 24



## SURPRISE:)



## 3. INTERACTIVE EXERCISES



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ДЛЯ  
УКРАЇНИ



# Відповіді

## Вхідний тест з англійської мови

1. B
2. A
3. A
4. A
5. C
6. C
7. B
8. C
9. C
10. C
11. B
12. A
13. B
14. B
15. C

## Вихідний тест з англійської мови

- |       |       |
|-------|-------|
| 1. B  | 16. C |
| 2. B  | 17. A |
| 3. A  | 18. B |
| 4. C  | 19. B |
| 5. A  | 20. A |
| 6. B  | 21. A |
| 7. A  | 22. A |
| 8. B  | 23. A |
| 9. B  | 24. A |
| 10. A | 25. B |
| 11. B |       |
| 12. B |       |
| 13. B |       |
| 14. C |       |
| 15. B |       |



# АНГЛІЙСЬКА МОВА

9 КЛАС



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## **UNIT 1. WHO ARE YOU**

LESSON 1. ABOUT MYSELF

LESSON 2. PRESENT SIMPLE. PAST SIMPLE. FUTURE SIMPLE TENSE

LESSON 3. WHAT ABOUT YOU?

LESSON 4. FASHION TRENDS. CLOTHES

LESSON 5. WOULD YOU MIND ABOUT FASHION

LESSON 6. GERUND. ABOUT TRENDS

## **UNIT 2 . WHAT'S YOUR CHOICE?**

LESSON 7. NETWORKING

LESSON 8. ABOUT INTERNET

LESSON 9. DEFINING & NON-DEFINING RELATIVE CLAUSES

LESSON 10. ASKING FOR PREFERENCE

LESSON 11. CAREER CHOICE

LESSON 12. RELATIVE PRONOUNS

## **UNIT 3. WHAT'S YOUR KNOWLEDGE?**

LESSON 13. INVENTIONS AND DISCOVERIES

LESSON 14. SCIENCE

LESSON 15. PRESENT PASSIVE TENSE

LESSON 16. PAST PASSIVE TENSE

LESSON 17. PRESENT TENSES REVISION

LESSON 18. NATURE AND THE ENVIRONMENT

LESSON 19. FIRST CONDITIONAL

## **UNIT 4. WHY NOT TAKE A CLOSER LOOK?**

LESSON 20. THE UNITED KINGDOM TODAY

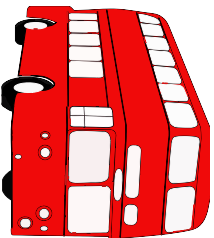
LESSON 21. PAST SIMPLE TENSE. PAST PERFECT TENSE

LESSON 22. EXPRESSING FUTURE: "WILL", "TO BE GOING TO"

LESSON 23. CITIES OF THE UNITED KINGDOM

LESSON 24. COME BACK TO UKRAINE





### 1. ABOUT MYSELF

#### 2. PRESENT SIMPLE PAST SIMPLE.

#### FUTURE SIMPLE TENSE

#### 3. WHAT ABOUT YOU?

#### 4. FASHION TRENDS. CLOTHES

#### 6. GERUND.ABOUT TRENDS

#### 7. NETWORKING

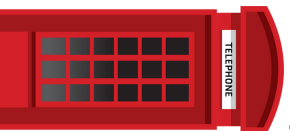
#### 8. ABOUT INTERNET

#### 9. DEFINING &NON-DEFINING RELATIVE CLAUSE

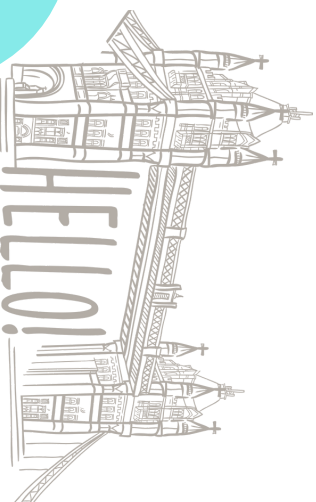
#### 10. ASKING FOR PREFERENCE

#### 11. CAREER CHOICE

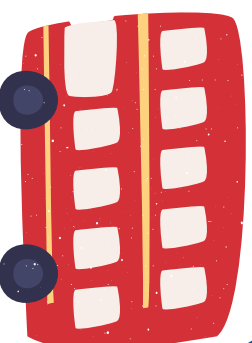
#### 12. RELATIVE PRONOUNS



### UNIT 1. WHO ARE YOU



## АНГЛІЙСЬКА МОВА 9 КЛАС ENGLISH 9



### UNIT 2 . WHAT'S YOUR CHOICE? ..

### UNIT 4 WHY NOT TAKE A CLOSER LOOK?

### 24. COME BACK TO UKRAINE



### 23. CITIES OF THE UNITED KINGDOM

#### 22. EXPRESSING FUTURE:

"WILL"

"TO BE GOING TO"

#### 21. PAST SIMPLE TENSE. PAST PERFECT TENSE

#### 20. THE UNITED KINGDOM TODAY

#### 19. FIRST CONDITIONAL

#### 18. NATURE AND THE ENVIRONMENT

#### 17. PRESENT TENSES REVISION

#### 16. PAST PASSIVE TENSE

#### 15. PRESENT PASSIVE TENSE

#### 14. SCIENCE

#### 13. INVENTIONS AND DISCOVERIES



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# ВХІДНИЙ ТЕСТ З АНГЛІЙСЬКОЇ МОВИ ДЛЯ УЧНІВ 9 КЛАСУ

Виконай завдання 1–15. Вибери ОДНУ правильну відповідь з-поміж ТРЬОХ варіантів, щоб утворилося правильне речення. Познач цю відповідь у бланку відповідей.

1. What do you think about \_\_\_\_\_ abroad?

- A studying
- B to study
- C studied

2. I am interested in \_\_\_\_\_ new languages.

- A learning
- B to learn
- C learned

3. They \_\_\_\_ a new planet last year.

- A discover
- B discovered
- C had discovered

4. By the time the conference started, the scientists \_\_\_\_ their research.

- A finish
- B finished
- C had finished

5. She \_\_\_\_ her homework before she went out.

- A did
- B has done
- C had done

6. My friend, \_\_\_\_\_ lives in London, is visiting me next week.

- A who
- B which
- C that

7. They will launch the rocket next week.

- A Present Simple
- B Past Simple
- C Future Simple

8. She \_\_\_\_\_ from university next year.

- A will graduate
- B graduated
- C graduates



9. He \_\_\_\_ to the gym every day.

- A go
- B goes
- C went

10. Fashion designers \_\_\_\_ new trends every season.

- A create
- B created
- C will create

11. By the time he arrived, the lecture \_\_\_\_ already started.

- A has
- B had
- C will have

12. She \_\_\_\_\_ her homework before she went out.

- A had finished
- B finished
- C finishes

13. They \_\_\_\_\_ in London when they were children.

- A lived
- B have lived
- C had lived

14. Which sentence is in the Future Simple tense?

- A She will wear a new dress to the party.
- B She wore a new dress to the party.
- C She has worn a new dress to the party.

15. They \_\_\_\_ the new invention at the exhibition.

- A show
- B showed
- C will show



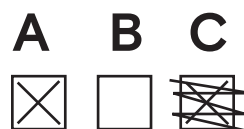
# БЛАНК ВІДПОВІДЕЙ

Познач у бланку відповіді так, щоб було зрозуміло,  
яким є твій варіант відповіді на завдання.

**Правильну** відповідь на кожне завдання позначаєте тільки так:



**Неправильну** відповідь можна виправити, замалювавши  
попередню позначку та поставивши нову:



	A	B	C
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# LESSON 1. ABOUT MYSELF

*Here's the vocabulary of this lesson!*

## ABOUT MYSELF

**Passionate about** — deeply interested in something  
**Hobbies** — activities done regularly for enjoyment  
**Ambitious** — having a strong desire to achieve something  
**Creative** — having the ability to think of new ideas  
**Outgoing** — friendly and sociable, enjoying the company of others  
**Introverted** — more comfortable spending time alone or with a few friends  
**Sporty** — enjoying and being good at sports  
**Responsible** — able to take care of things or people  
**Optimistic** — having a positive outlook on life  
**Music lover** — someone who really enjoys listening to or playing music  
**Artistic** — having a natural talent for or interest in art  
**Friendly** — kind and pleasant towards others  
**Social** — enjoying spending time with other people  
**Independent** — able to do things on your own without much help

### Task 1

Speak about yourself using the example below.

1. My name is \_\_\_\_\_.
2. I am from \_\_\_\_\_.
3. My favourite hobby is \_\_\_\_\_.
4. I am passionate about \_\_\_\_\_.
5. One thing I love about my school is \_\_\_\_\_.
6. Feel free to give me the specific sentences you want to complete, or provide more information about yourself.



### Task 2

Work in groups. After everyone has completed their sentences, take turns sharing your answers with the group. Discuss any common interests or surprising differences you find.

Example:

1. **Name:** My name is \_\_\_\_\_.
2. **Pets:** I have \_\_\_\_\_ (describe your pets, if any).
3. **Nationality:** I am from \_\_\_\_\_.
4. **Likes:** One thing I like is \_\_\_\_\_.
5. **Favourite Music:** My favourite type of music is \_\_\_\_\_.
6. **Birth Sign:** My birth sign is \_\_\_\_\_.
7. **Favourite Colour:** My favourite colour is \_\_\_\_\_.
8. **Brothers and Sisters:** I have \_\_\_\_\_ (number) brothers and \_\_\_\_\_ (number) sisters.
9. **Age:** I am \_\_\_\_\_ years old.
10. **Dislikes:** One thing I dislike is \_\_\_\_\_.
11. **Interests:** I am interested in \_\_\_\_\_.



### Group Discussion:

After everyone has completed their sentences, take turns sharing your answers with the group. Discuss any common interests or surprising differences you find.

### Task 3

Read the text and answer the questions.

#### ABOUT TEENAGERS

Teenagers are young people between 13 and 19 years old. They go to school and study many subjects. Teenagers like spending time with friends. They enjoy playing sports, listening to music, and using their phones. Many teenagers also like watching movies and playing video games.

Teenagers often help their parents at home. They might clean their rooms, do the dishes, or take out the trash. Some teenagers have part - time jobs to earn money. They can work in stores, restaurants, or babysit.

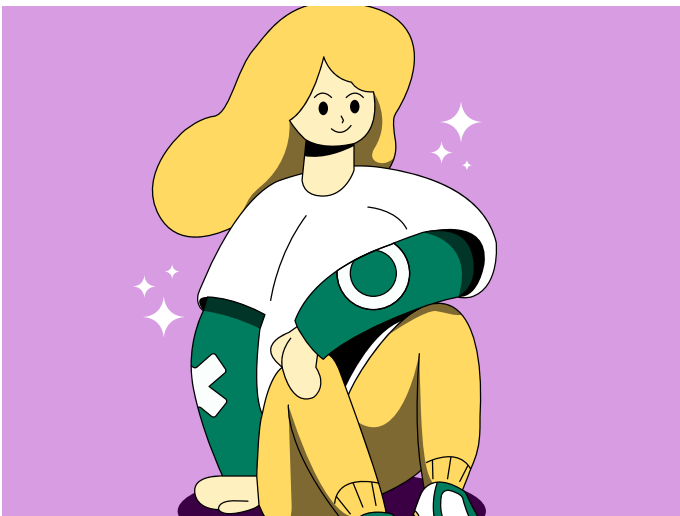
Teenagers have dreams and goals. Some want to go to college, while others want to start working. They are learning about the world and figuring out what they want to do in the future. Teenagers are busy, but they also know how to have fun and enjoy life.

What age range defines teenagers?

What activities do teenagers enjoy doing with their friends?

What are some of the subjects that teenagers study at school?

How do teenagers help their parents at home?



*The only way to do great work  
is to love what you do.*



### Tasks in Wordwall:





# LESSON 2. PRESENT SIMPLE

## PAST SIMPLE

## FUTURE SIMPLE TENSE

*Here's the grammar of this lesson!*

**Present Simple Tense** is used for habits, routines, facts, and general truths.

**Affirmative:** Subject + base form of the verb.

- She reads books every day.

**Negative:** Subject + do / does not + base form of the verb.

- He does not like vegetables.

**Interrogative:** Do / Does + subject + base form of the verb?

- Do they play soccer on weekends?

**Time markers:** every day, always, often, usually, sometimes, rarely, never

- On Mondays / Tuesdays, once a week, twice a month, in the morning / afternoon / evening, at night, every summer / winter, in general, generally.

**Past Simple Tense** is used for actions or events completed in the past.

**Affirmative:** Subject + past form of the verb.

- We visited London last summer.

**Negative:** Subject + did not (didn't) + base form of the verb.

- She didn't finish her homework yesterday.

**Interrogative:** Did + subject + base form of the verb?

- Did they watch a movie yesterday?

**Time markers:** yesterday, last night / week / month / year, two days ago,

- a week ago, in 1995 (or any other specific year), when I was young, the other day, earlier, once, last time.

**Future Simple Tense** is used for actions or events in the future.

**Affirmative:** Subject + will + base form of the verb.

- He will study for the exam tomorrow.

**Negative:** Subject + will not (won't) + base form of the verb.

- They won't come to the party next week.

**Interrogative:** Will + subject + base form of the verb?

- Will she visit her grandparents next month?

**Time markers:** tomorrow, next week / month / year, in two days, soon, in the future.

### Task 1

Fill in the blanks with the correct form of the verb using the Present Simple, Past Simple, and Future Simple tenses.

1. She \_\_\_ (go) to school every day.
2. They usually \_\_\_ (play) soccer after school.
3. I \_\_\_ (call) you tomorrow.
4. They \_\_\_ (travel) to Paris next summer.
5. She \_\_\_ (start) her new job next month.
6. The sun \_\_\_ (rise) in the east.



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7. He always \_\_\_ (drink) coffee in the morning.
8. We \_\_\_ (study) English on Mondays.
9. Yesterday, I \_\_\_ (watch) a movie with my friends.
10. They \_\_\_ (visit) their grandparents last weekend.
11. She \_\_\_ (finish) her homework an hour ago.
12. We \_\_\_ (have) a great time at the party last night.
13. He \_\_\_ (buy) a new phone last week.

## Task 2

Fill in the blanks with the correct form of the verb.

1. What time does she \_\_\_ (start) work every day?
2. How often \_\_\_ (they / visit) their grandparents?
3. Where \_\_\_ (he / live) now?
4. \_\_\_ (you / play) any musical instruments?
5. When \_\_\_ (the train / leave) the station?
6. What \_\_\_ (you / do) last weekend?
7. \_\_\_ (she / see) the new movie yesterday?
8. Where \_\_\_ (they / go) for their vacation last year?
9. How \_\_\_ (he / feel) about the news he received?
10. \_\_\_ (we / meet) at the café last Friday?
11. M: Well done! Let's talk about your experience!



## Task 3

Work in pairs. Read the dialogue.

**Anna:** Hi, Mark! How are you today?

**Mark:** Hi, Anna! I'm good, thanks. I usually start my day with a cup of coffee. What about you?

**Anna:** I always have breakfast before I leave for work. Actually, I just finished a project yesterday.

**Mark:** Oh, that's great! What kind of project was it?

**Anna:** It was a marketing campaign for a new product. We completed it last week, and it went really well. How was your week?

**Mark:** It was busy. I worked on a big report for my boss, and I finally finished it on Friday.

**Anna:** That sounds intense! Do you have any plans for the weekend?

**Mark:** Yes, I'm going to visit my family on Saturday. We'll have a family gathering and catch up. What are your plans?

**Anna:** I'm thinking about going hiking on Sunday. The weather looks nice, so it should be a great day for it.

**Mark:** That sounds fun! I hope you have a great time. I'll be busy next week with a new project at work.

**Anna:** I'm sure it will be interesting. Let's catch up again soon and share how our weeks went.

**Mark:** Definitely! See you next week, Anna.

**Anna:** See you, Mark!

## Tasks in Wordwall:



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# LESSON 3. WHAT ABOUT YOU?

## Task 1

Ask and answer questions about yourself.

1. **Hobby:** What do you enjoy doing in your free time?
2. **Routine:** What is your daily schedule like?
3. **Preference:** What is your favorite type of food?
4. **Interest:** What subjects or activities are you passionate about?
5. **Habit:** What do you usually do every day?

## Task 2

Read the text.

People like to do different activities in their free time. Some activities are hobbies, and some are sports.

Hobbies are things people do for fun. Some popular hobbies are reading books, drawing pictures, and playing music. Many people like to collect things, like stamps or coins. Others enjoy cooking and baking.

Sports are games people play to stay active and healthy. Some popular sports are soccer, basketball, and tennis. People can play sports with friends or in teams. Playing sports helps people stay fit and make new friends.

Some people like to do both hobbies and sports. They might read a book after playing soccer, or draw a picture after a game of basketball.

Everyone has different hobbies and sports they like. It's important to do what makes you happy and have fun.

## Task 3

Decide if the sentences below are **True** or **False**.

1. Hobbies are things people do for work.
2. Reading books is a popular hobby.
3. Soccer and basketball are examples of sports.
4. m and baking are not considered hobbies.
5. People cannot play sports with friends.
6. Hobbies and sports are unrelated activities.
7. Everyone enjoys the same hobbies and sports.
8. It's important to do activities that make you unhappy.
9. Collecting stamps or coins is a hobby.
10. Playing sports helps people stay fit.



*Sometimes later becomes never. Do it now.*

Tasks in Wordwall:



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# LESSON 4. FASHION TRENDS

*Here's the vocabulary of this lesson!*

## TYPES OF CLOTHING

**Casual** — Everyday, comfortable clothing.

**Formal** — Elegant and sophisticated clothing, often worn for special occasions.

**Vintage** — Clothing that is old-fashioned or from a previous era.

**Trendy** — Fashionable and popular at the moment.

**Athletic** — Clothing designed for sports and exercise.

**Designer** — Clothing made by a famous fashion designer.

## CLOTHING ITEMS

**Dress** — A one-piece clothing for women or girls.

**Shirt** — A piece of clothing worn on the upper body.

**Skirt** — A clothing that hangs from the waist and covers the lower part of the body.

**Jeans** — Denim pants that are casual.

**Sweater** — A knitted clothing worn on the upper body for warmth.

**Jacket** — An outer clothing with sleeves, worn outdoors.

## ACCESSORIES

**Hat** — A head covering worn for style or protection from the weather.

**Scarf** — A piece of fabric worn around the neck for warmth or fashion.

**Shoes** — Footwear that protects and comforts the feet.

**Belt** — A strip of leather or fabric worn around the waist to hold up pants or as a fashion accessory.

**Jewellery** — Decorative items worn for personal decoration, such as rings, necklaces, or bracelets.

## Vocabulary

**Elegant** ['ɛlɪɡənt] елегантний

**Sophisticated** [sə'fɪstɪkeɪtɪd] витончений, складний

**Occasions** [ə'keɪzənz] події, випадки, нагоди

**Protection** [prə'tekʃən] захист

**Fashion accessory** ['fæʃən] мода

**Accessory** [ək'sesəri] аксесуар

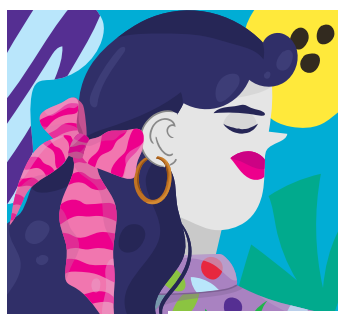
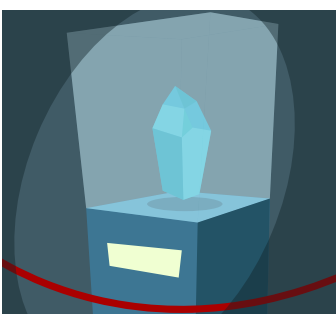
**Personal adornment** ['pɜ:rsənl] [ə'dɔ:rnmənt] особиста прикраса

**Jewellery** ['dʒu:əlri] ювелірні вироби, прикраси

**Necklaces** ['nekləsɪz] намиста, кольє

**Smart clothes** [smɑ:rt kləʊðz] стильний одяг

**Loose-fitting** [lu:s 'fɪtɪŋ] вільного крою, широкий





## Task 1

Read the text.

### FASHION

Fashion is about the clothes and styles that are popular at a certain time. It's how people dress and what they think looks good.

Fashion changes often. One year, certain colours or patterns might be trendy, and the next year, something else might be popular.

People follow fashion trends by wearing clothes that are in style. They might look at magazines, websites, or social media to see what's fashionable.

Fashion isn't just about clothes; it's also about accessories like jewellery, bags, and shoes. These can add to a person's overall look.

Some people like to create their own style, mixing different clothes and accessories to express themselves. Others prefer to follow the latest trends.

Fashion is a way for people to show their personality and creativity through what they wear. It's fun to experiment with different looks and find what makes you feel confident and comfortable.

## Task 2

Decide if the sentence is True or False according to the text.

1. Fashion is only about clothes.
2. Fashion trends never change.
3. People can follow fashion trends by looking at magazines, websites, or social media.
4. Accessories cannot add to a person's overall look
5. Some people like to create their own style by mixing different clothes and accessories.
6. Fashion does not help people show their personality.
7. Only bright and colourful clothes are considered fashionable.
8. People wear fashionable clothes to feel confident and comfortable.
9. Fashion trends are always the same every year.
10. People follow fashion trends by ignoring magazines, websites, and social media.

## Task 3

Discuss the questions in pairs.

1. What is fashion about?
2. How often does fashion change?
3. Where might people look to see what is fashionable?
4. What are some examples of accessories mentioned in the text?
5. Why do some people like to create their own style?
6. How can fashion help people express themselves?
7. Besides clothes, what else is included in fashion?
8. What can add to a person's overall look?
9. How do some people follow fashion trends?
10. What are two reasons people might enjoy fashion?



Tasks in Wordwall:



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# LESSON 5. WOULD YOU MIND ABOUT FASHION

Here's the vocabulary of this lesson!

## ABOUT FASHION

**Style** — The specific way in which someone dresses.

**Outfit** — A set of clothes worn together.

**Trend** — A general direction in which fashion is moving.

**Fashionable** — Popular and stylish at a particular time.

**Pattern** — A repeated decorative design on fabric.

**Fabric** — Material used to make clothing.

### Vocabulary

**Custom-made** ['kʌstəm meɪd] зроблений на замовлення

**Handcrafted** ['hændkræftɪd] ручної роботи

**Prestigious** [pre'stɪdʒəs] престижний

**Unconventional** [ˌʌnkən'venʃənl] нестандартний, нетрадиційний

**Featuring** ['fi:tʃərɪŋ] за участю, з особливістю

**Essential** [ɪ'senʃəl] необхідний, суттєвий

**Previous** ['pri:vɪəs] попередній

**Allow** [ə'laʊ] дозволяти

**Confident** ['kɒnfɪdənt] впевнений

**Haute couture** [əʊt ku:'tuʁ] високий (високої) мода, кутюр

**Avant-garde** [ævɒŋ 'ɡɑ:rd] авангардний

**Come up** [kʌm ʌp] придумати, з'явитися

**Inspired** [ɪn'spaɪəd] натхненний

**Tees** [ti:z] футболки

**Bargains** ['bɑ:rgɪnz] вигідні покупки, знижки



## Task 1

Read about different fashion styles and answer the questions.

**Haute couture:** High-fashion clothing that is custom-made and often handcrafted with high-quality materials, typically produced by prestigious fashion houses.

**Avant-garde:** Innovative or experimental fashion designs that push the boundaries of conventional style and often influence future trends.

**Bohemian:** A style characterised by unconventional clothing, often featuring fabrics, ethnic prints, and eclectic accessories.

**Minimalist:** A fashion style that is about simplicity, clean lines, and a limited colour palette, focusing on essential pieces.

**Streetwear:** Casual clothing inspired by urban culture, often featuring graphic tees, hoodies, sneakers, and accessories influenced by hip-hop and skateboard fashion.

**Vintage:** Clothing and accessories from previous decades, typically ranging from the 1920s to the 1990s.

**Eclectic:** A style characterised by a mix-and-match approach, combining different elements such as patterns, textures, and accessories from various fashion genres.

What is haute couture?

What defines avant-garde fashion?

What are the characteristics of bohemian style?

What does minimalist fashion focus on?



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## Task 2

Work in pairs. Read an interview with a young fashion design student.

**Interviewer:** Hi! Thanks for joining us today. Can you please introduce yourself?

**Fashion Designer:** Hi! Thank you for the invitation. My name is Sarah, and I am a young fashion designer.

**Interviewer:** That's great, Sarah. How did you get started in fashion design?

**Fashion Designer:** I always loved drawing and clothes. When I was a kid, I made outfits for my dolls. Later, I studied fashion at school and started making my own designs.

**Interviewer:** What inspires your designs?

**Fashion Designer:** I get inspiration from many things. Sometimes it's nature, like flowers and trees. Other times, it's people I see on the street or even colours and shapes.

**Interviewer:** Do you have a favourite piece that you've designed?

**Fashion Designer:** Yes, I do. My favourite piece is a dress made from recycled materials. It's special because it's both beautiful and good for the environment.

**Interviewer:** That's wonderful. What materials do you like to use the most?

**Fashion Designer:** I like using different materials, but I love working with cotton and silk. They feel nice and look great.

**Interviewer:** How do you come up with new ideas for your designs?

**Fashion Designer:** I always carry a notebook with me. When I see something interesting, I draw it. Later, I look at my sketches and think about how to turn them into clothes.

**Interviewer:** Do you have any advice for young people who want to become fashion designers?

**Fashion Designer:** Yes! Never give up on your dreams. Practise a lot, and don't be afraid to try new things. Also, learn as much as you can about sewing and fabrics.

**Interviewer:** Thank you so much for your time, Sarah. It was great to talk to you.

**Fashion Designer:** Thank you! It was nice to talk to you too.

## Task 3

Complete the sentences using Word Box.

**Word Box:** styles, creativity, changes, brands.

Fashion clothes come in many different \_\_\_\_\_ and colours. People often wear them to express their personality. Popular items include jeans, t-shirts, dresses, and jackets. Accessories like hats, scarves, and belts. Fashion \_\_\_\_\_ with the seasons, bringing new trends every year. It's fun to mix and match different pieces to create a stylish look. Many people enjoy shopping for clothes and finding bargains on their favourite \_\_\_\_\_. Fashion allows everyone to show their \_\_\_\_\_ and feel confident.

## Tasks in Wordwall:





# LESSON 6. GERUND

## ABOUT TRENDS

*Here's the grammar of this lesson!*

### GERUND

Дієслова, які вживаються тільки з герундієм:

- to enjoy – I enjoy reading novels.
- to finish – She finished studying for the exam.
- to dislike – He dislikes waiting in long lines.
- to give up – They gave up trying to solve the problem.
- can't stand – I can't stand doing the dishes.
- don't mind – I don't mind working late if needed.
- to be worth doing something – The book is worth reading.

Дієслова, які вживаються як з герундієм, так і з інфінітивом (іноді з різними значеннями):

- to begin

Gerund: She began singing at an early age.

Infinitive: She began to sing at an early age.

- to start

Gerund: He started learning French last year.

Infinitive: He started to learn French last year.

- to like

Gerund: She likes painting landscapes.

Infinitive: She likes to paint landscapes.

- to hate

Gerund: I hate waiting in traffic.

Infinitive: I hate to wait in traffic.

- to prefer

Gerund: I prefer hiking to running.

Infinitive: I prefer to hike rather than run.

- to love

Gerund: He loves swimming in the ocean.

Infinitive: He loves to swim in the ocean.

- to stop

Gerund: She stopped smoking last year.

Infinitive: She stopped to smoke a cigarette.

- to continue

Gerund: They continued working despite the rain.

Infinitive: They continued to work despite the rain.

- to go on

Gerund: He went on talking about his vacation.

Infinitive: He went on to talk about his vacation.

- to do something

Gerund: I enjoy doing something creative on weekends.

Infinitive: I like to do something creative on weekends.

- doing something

Gerund: She spent the day doing something productive.

Infinitive: She decided to do something productive.





Герундій вживається після деяких дієслів з прийменниками:

to depend on — залежати від

to rely on — покладатися на

to insist on — наполягати на

to agree to — погоджуватися з

to think of — думати про

to be fond of — захоплюватися

to be sure of — бути впевненим в чомусь

to be pleased at / with — бути задоволеним чимось або кимось

to be surprised at — дивуватися чомусь

to be interested in — цікавитися чимось

to be afraid of — боятися чогось

to look forward to — чекати з нетерпінням



### Task 1

Fill in the sentences with the words from Word Box, and write about your friend's hobbies.

**Word Box:** playing soccer, running, painting, creating, painting, gardening, reading, baking.

1. My friends have many interesting hobbies.
2. John loves \_\_\_\_\_ every weekend.
3. He is very good at \_\_\_\_\_ on the field.
4. Sarah likes \_\_\_\_\_ and often enjoys creating beautiful artwork.
5. She loves using bright colours and \_\_\_\_\_ nature scenes.
6. Tom enjoys \_\_\_\_\_ books, especially mysteries.
7. Emma is passionate about \_\_\_\_\_.
8. Anna loves \_\_\_\_\_.
9. All my friends have hobbies that make them happy and allow them to relax?

*Don't stop when you're tired.  
Stop when you're done.*





## Task 2

Write a few true sentences of what you like and don't like doing about hobbies.

Examples:

1. I like reading books, because it is relaxing.
2. I enjoy listening to music and often sing along.
3. I don't like running because it makes me tired.
4. I dislike cleaning the house, but I do it anyway.

*Wow! Have you ever thought about this!*



## Task 3

Answer the questions.

1. Are you interested in trying new recipes?
2. Do you enjoy attending live music events?
3. Are you satisfied with the quality of your daily commute?
4. Do you like participating in team sports?
5. Are you excited about your upcoming vacation plans?
6. Are you comfortable with the amount of homework you receive?
7. Do you find it easy to balance work and leisure time?
8. Are you happy with the variety of subjects offered at your school?
9. Do you prefer spending your free time indoors or outdoors?
10. Are you motivated by setting personal goals for yourself?

Tasks in Wordwall:





# LESSON 7. NETWORKING

*Here's the vocabulary of this lesson!*

## NETWORKING

**Internet** — A global network connecting millions of computers, allowing them to communicate.

**Website** — A collection of related web pages on the internet.

**Social media** — Websites and apps that allow people to share content and connect with others.

**Profile** — A personal page on a social media site, where someone shares information about themselves.

**Post** — Content that someone shares on a social media site.

**Like** — To show approval or enjoyment of something on social media.

**E-mail** — A method of sending messages electronically over the internet.

**Chat** — An online conversation in real-time.

**Message** — A text sent electronically.

**Video call** — A call where participants can see and hear each other using the internet.

### Vocabulary

**Allow** [ə'laʊ] дозволяти

**Approval** [ə'pru:vəl] схвалення

**Enjoyment** [ɪn'dʒɔɪmənt] задоволення

**Conversation** [ˌkɒnvə'seɪʃən] розмова

**Request** [rɪ'kwest] запит

**To identify** [tu: aɪ'dentɪfaɪ] ідентифікувати, визначати



### Task 1

Name five things about the Internet which are the most important.

- |                   |   |
|-------------------|---|
| 1. Friend Request | A A request to add someone to your social media contacts.                       |
| 2. Follow         | B To subscribe to someone's updates on social media.                            |
| 3. Connection     | C A link with another person on social networking sites.                        |
| 4. Tag            | D To identify someone in a social media post.                                   |
| 5. Social Media   | E Websites and apps that allow people to share content and connect with others. |

### Task 2

Discuss five things about the Internet which are most important. Add your own ideas.

**Information:** The Internet provides access to a gigantic amount of information on any topic.

**Communication:** It allows people to connect and talk with others around the world easily.

**Shopping:** You can buy products and services online without leaving your home.

**Education:** The Internet offers many online courses and educational resources for learning.

**Entertainment:** It provides various forms of entertainment, such as videos, music, and games.



### Task 3

Read the dialogue. Act it out in pairs.

Alex: Hi, Sam! Do you use the Internet a lot?

Sam: Hi, Alex! Yes, I use it every day. How about you?

Alex: Me too. What do you usually do online?

Sam: I like reading news and chatting with friends. I also watch a lot of videos. What about you?

Alex: I enjoy shopping online and learning new things. There are so many interesting websites.

Sam: True! I also use the Internet for studying. There are great resources for my homework.

Alex: Yes, the Internet is very helpful for school. Do you play games online?

Sam: Sometimes. I prefer watching movies and listening to music more.

Alex: That's cool. The Internet is good for entertainment too.

Sam: Definitely. It's amazing how much we can do online.

Alex: I agree. It makes life easier and more fun.

Sam: Absolutely! Well, I have to go now. Talk to you later, Alex.

Alex: Bye, Sam! Have a good day.



*It's going to be hard, but hard does not mean impossible.*

Tasks in Wordwall:



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# LESSON 8. ABOUT INTERNET

*Here's the vocabulary of this lesson!*

## INTERNET SAFETY

**Privacy** — Keeping personal information safe and secure online.

**Password** — A secret word or phrase used to access an account.

**Cyberbullying** — Bullying that takes place over digital devices like cell phones, computers, and tablets.

**Secure** — Safe from harm or danger.

### Vocabulary

**To access** [tə 'æk.sɛs] отримати доступ

**Bullying** ['bʊl.i.ɪŋ] цькування

**Harm** [hɑrm] шкода

**Devices** [di'vaɪsɪz] пристрої

**Trust** [trʌst] довіра

**Distracted** [dɪ'stræktɪd] відволікати

**Completely** [kəm'pli:tli] повністю

**Apps updated** [ænd æps 'ʌp.deɪ.tɪd] програми оновлені

**Scam** [skæm] шахрайство

**Unsure** [ʌn'ʃʊr] невпевнений

**Crack** [kræk] вирішити

**Wireless connection** ['waɪərləs kə'neɪkʃən] бездротове з'єднання

**Upload** ['ʌploʊd] завантажити



### Task 1

Reading the dialogue and discussing in pairs both the positive and negative aspects of using the internet for children.

**Emma:** Hi, Liam! Do you use the Internet a lot?

**Liam:** Hi, Emma! Yes, I use it every day. There are many good things about it.

**Emma:** Like what?

**Liam:** I like finding information quickly and talking to my friends. It also helps with schoolwork.

**Emma:** That's true. I enjoy watching movies and listening to music online.

**Liam:** Yes, it's great for fun. But there are some negative things too.

**Emma:** What do you mean?

**Liam:** Sometimes, I spend too much time online and get distracted.  
It can be hard to stop.

**Emma:** I know what you mean. And some websites have false information.

**Liam:** Yes, and it's important to be careful with personal information.  
It can be dangerous.

**Emma:** That's right. We should always think before sharing things online.

**Liam:** Absolutely. So, the Internet has both good and bad sides.

**Emma:** Yes, we just need to use it wisely.

**Liam:** Agreed. Well, I have to go now. See you later, Emma!

**Emma:** Bye, Liam! Take care.



## Task 2

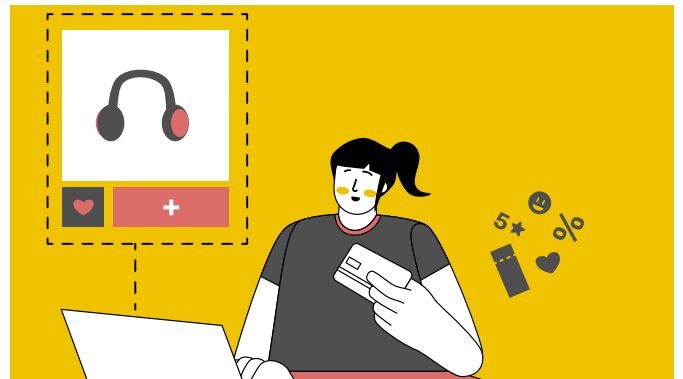
Answer the questions.

1. What should you do if you see something online that makes you feel uncomfortable?
2. How can you create a strong password for your accounts?
3. Why is it important not to share your personal information online?
4. What should you do if someone you don't know tries to contact you online?
5. How can you tell if a website is safe to use?
6. Why is it important to keep your software and apps updated?
7. What are some signs that an email or message might be a scam?
8. How can you make sure your social media accounts are secure?

## Task 3

Read the statements about internet usage. Choose whether the statement is True or False.

1. You should only share your personal information with trusted people online.
2. It's okay to use the same password for all your online accounts.
3. It's important to ask an adult if you're unsure about something you see online.
4. You can trust everyone who messages you online.
5. Not all websites are safe, so you should check if a website is secure before using it.
6. It's safe to click on any link you see in an email or message.
7. «Keeping your apps and devices updated helps protect you from online threats.
8. Once something is posted online, you can always delete it completely.



*The key to success is to focus on goals, not obstacles.*

Tasks in Wordwall:





# LESSON 9. DEFINING & NON-DEFINING RELATIVE CLAUSES

*Here's the grammar of this lesson!*

## Defining relative clause (Обмежувальне означальне речення)

My sister who lives in England has a pet kangaroo.  
Промовець може мати багато сестер, тому він повинен сказати слухачеві про яку саме сестру він говорить.

## Non-defining relative clause (Описове означальне речення)

My sister, who lives in England, has a pet kangaroo.  
Промовець має лише одну сестру і подає слухачеві певну додаткову інформацію стосовно неї.

### Defining Relative Clauses

- It was a girl who spoke Japanese.
- Liz looked at the man whose hair was long.
- That was the time when I got bad marks at school.

### Non-Defining Relative Clauses

- Bill, who never watches TV, likes reading books.
- London television, which has broadcast since 1936, is one of the oldest.
- Mary, whose family lives very far, lives in London now.
- In London, where he studies, he has spent 3 years already.

### Defining Relative Clauses

Інформація в обмежувальному означальному реченні є необхідною.

- A school is a place where you study. A school is a place.

Обмежувальні означальні речення ніколи не виділяють комами.

- The book which I bought yesterday is excellent.
- The lady who just left the shop had a monkey in her bag.
- The man that is waiting for you has a pleasant smile on his face.

Використовуйте відносні займенники.

People > who, whose, that

Places > where, that

Things > which, whose, that.

### Non-Defining Relative Clauses

Вони надають додаткову, не суттєву інформацію про іменник.

Якщо їх прибрати, основне значення речення залишиться зрозумілим.

People> who, whose

Places> where

Things> which, whose

- My brother, who lives in New York, is visiting us next week.
- The Eiffel Tower, which is in Paris, is a famous landmark.
- Jane, whose car is parked outside, is waiting for you.



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### Task 1

Fill in the sentences with who, which or that.

1. The cat \_\_\_\_\_ lives next door often visits our garden.
2. Sarah, \_\_\_\_\_ is my best friend, loves to bake delicious cakes.
3. The book \_\_\_\_\_ I borrowed from the library was very informative.
4. The restaurant \_\_\_\_\_ we visited last night had excellent service.
5. The laptop \_\_\_\_\_ I bought last month is much faster than my old one.
6. The teacher \_\_\_\_\_ teaches math is also the school's basketball coach.
7. The company \_\_\_\_\_ I work for is planning to develop its operations internationally.

### Task 2

Fill in the sentences with whose, where or when.

1. Sarah, \_\_\_\_\_ birthday is next week, is planning a big celebration.
2. We visited a museum \_\_\_\_\_ we learned about ancient civilizations.
3. Do you remember the day \_\_\_\_\_ we first met each other?
4. The girl, \_\_\_\_\_ dog ran away, was very upset.
5. He showed us the house \_\_\_\_\_ he grew up.
6. Do you know anyone \_\_\_\_\_ can help us with our math homework?
7. The school dance, \_\_\_\_\_ we all had a great time, was held last Saturday.



### Task 3

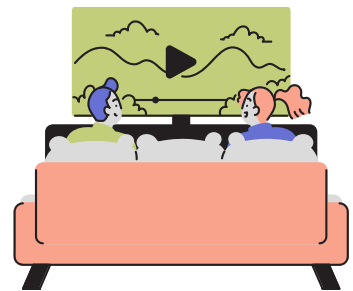
Change defining relative clauses to non-defining relative clauses using the example.

Example:

Defining relative clause: The book that I borrowed from the library is really interesting.

Non-defining relative clause: The book, which I borrowed from the library, is really interesting.

1. The teacher who helped me with my project is very kind.
2. The movie that we watched last night was fantastic.
3. The restaurant where we had dinner last week has great food.
4. The teacher who helped me with my project is very kind.
5. The movie that we watched last night was fantastic.



*Believe in your dreams, no matter how impossible they may seem.*

Tasks in Wordwall:



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# LESSON 10. ASKING FOR PREFERENCE

*Here's the vocabulary of this lesson!*

## ASKING FOR PREFERENCE

Preference is liking one thing better than another.

The expressions of asking for and stating preferences may be divided into **formal** and those used with friends (**informal**). Here are some helpful phrases:

- **Which do you prefer / like better, football or tennis?** — Well, I'm not all that keen, actually.
- **What would you prefer, to watch news or a quiz show?** — I'd prefer to watch a quiz show.
- **Do you feel like watching drama?** — No, not really. Oh, I don't mind watching dramas.
- **Well, I must say I don't really have any preferences here. I must say both sound equally good to me.**
- **I don't mind asking, but do you prefer coffee or tea?**
- **I don't mind if you tell me, which type of music do you prefer listening to?**
- **I don't mind the answer, would you rather go hiking or stay at home on weekends?**

### Task 1

Ask and answer the questions below.

**Food:** What is your favourite type of cuisine, and why do you like it?

**Music:** Do you prefer listening to music with lyrics or instrumental music? Why?

**Movies:** Do you enjoy watching movies at home or in the cinema? Which do you prefer and why?

**Books:** Do you prefer reading fiction or non-fiction books?

**Travel:** Would you rather travel to the mountains or the beach for a vacation?

**Sports:** Do you feel like playing sports or watching them? Which sport is your favourite and why?

**Hobbies:** Do you prefer indoor activities like reading or outdoor activities like hiking? Why?

**Seasons:** Do you prefer summer or winter? What do you enjoy most about your preferred season?

**Technology:** Do you feel like using a laptop or a tablet for your daily tasks?

**Fashion:** Do you prefer wearing casual clothes or formal style? Why?



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## Task 2

Read the text.

### MY PREFERENCES

I like some things more than others. For example, I prefer chocolate ice cream over vanilla ice cream. I enjoy playing soccer, but I don't like playing basketball as much. When it comes to movies, I prefer comedies, because they make me laugh, instead of action movies which are too intense for me.

I like reading books about adventures because they are exciting. I also enjoy listening to music that is calm and relaxing, rather than loud and fast.

In my free time, I prefer spending time with friends rather than sitting alone. I enjoy outdoor activities, like going to the park or hiking, more than staying indoors all day.

These are some of my preferences. They help me choose what makes me happy and how I spend my time.

What type of ice cream does the author prefer?

Which sport does the author enjoy more: soccer or basketball?

What genre of movies does the author prefer and why?

What kind of books does the author like to read?

How does the author prefer to spend their free time?

## Task 3

Complete the sentences using Word Box.

**Word Box:** playing sports, mountains, cuisine, summer, instrumental, cinema, casual.

1. My favourite type of \_\_\_\_\_s Italian because I love the rich flavours of pasta and pizza.
2. I prefer listening to \_\_\_\_\_ music, because it helps me focus while I study.
3. Watching movies in the \_\_\_\_\_ is more exciting, because of the big screen and surround sound.
4. For a vacation, I would rather travel to the \_\_\_\_\_, because I love hiking and exploring nature.
5. I enjoy \_\_\_\_\_ more than watching them, because it keeps me active and engaged.
6. My favourite season is \_\_\_\_\_, because I love the warm weather and spending time at the beach.
7. I prefer wearing \_\_\_\_\_ clothes, because they are more comfortable and allow me to move freely.

*You have the power to create  
your own future.*

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# LESSON 11. CAREER CHOICE

*Here's the vocabulary of this lesson!*

## CAREER CHOICE

**Career** — A job or series of jobs that someone does for a long period of their life.

**Job** — Work that someone does to earn money.

**Occupation** — Another word for a job or profession.

**Profession** — A type of job that needs special education or training.

**Employee** — A person who works for someone else.

**Employer** — A person or company that hires people to work.

**Resume** — A document that lists your education, skills, and work experience.

**Interview** — A meeting where someone asks you questions to see if you are right for a job.

### Vocabulary

**Consider** [kən'sɪdə] розглянути

**Occupation** [ˌɒk.jə'peɪ.ʃən] професія

**Employer** [ɪm'plɔɪər] роботодавець

**Employee** [ɪm'plɔɪi:] працівник

**An accountant** [ən ə'kaʊntənt] бухгалтер

**Training** ['treɪ.nɪŋ] навчання

**Decision** [dɪ'sɪʒ.ən] рішення



### Task 1

Read the article about choosing a career.

Picking a job you want to do is a big choice. Start by thinking about what you like and what you're good at. For example, if you like helping people, you might want to be a teacher or nurse. If you like fixing things, you might think about being a mechanic or engineer.

It's a good idea to learn about different jobs. You can talk to people who have jobs you're interested in. Ask them what their job is like and if they enjoy it.

Think about what you are good at. If you are good with numbers, you might like being an accountant. If you are good at drawing or writing, maybe you could be an artist or writer.

Also, think about where you want to work. Do you want to work inside or outside? Do you like working alone or with other people? These things can help you choose the right job for you.

Finally, you may need to get special training or go to school for some jobs. Find out what you need to do and make a plan to get it.

Choosing a job you like is important, because it can make you happy and excited to go to work.



## Task 2

Decide if the statements are **True** or **False** according to the text.

1. Choosing a career is an important decision.
2. You should only think about what others want you to do.
3. Talking to people who have different jobs can help you learn more about them.
4. It doesn't matter what you are good at when choosing a career.
5. You should consider if you prefer working inside or outside when choosing a job.
6. You don't need any special training or education for most jobs.
7. Your interests and skills can help you pick the right career.
8. It's not important to plan for the qualifications or degrees you might need.

## Task 3

Ask and answer the questions in pairs.

1. What do you enjoy doing the most?
2. What are you good at?
3. Have you talked to people who work in jobs you're interested in?
4. Do you prefer working alone or with other people?
5. Would you like to work inside or outside?
6. Do you need special training or education for the job you want?
7. What are some jobs that match your interests and skills?
8. How can talking to people in different jobs help you choose a career?



*Go do what you were created to do.*

Tasks in Wordwall:



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# LESSON 12. RELATIVE PRONOUNS

*Here's the grammar of this lesson!*

## RELATIVE PRONOUNS

**Who** — refers to people.

**Whom** — also refers to people, typically used in formal writing or speech as the object of a verb or preposition.

**Whose** — can refer to people, animals, or things.

**Which** — refers to animals and things.

**That** — Can refer to people, animals, or things in defining clauses.

### Vocabulary

**Refers** [rɪ'fɜːz] посилається

**Choice** [tʃɔɪs] вибір

**Training** ['treɪ.nɪŋ] навчання

**Encourages** [ɪn'kʊrɪdʒɪz] заохочує

**Satisfied** ['sætɪsfaɪd] задоволений



### Task 1

Read the text and answer the questions.

Choosing a career is a big choice. It is important to think about what you like to do and what you are good at. If you like helping people, a job as a nurse could be great for you.

I agree with the idea that it's important to choose a job based on what you like. When you do something you enjoy, you will be happier and work better. If you choose a job just for the money, you might not feel satisfied.

It's also true that talking to people who work in different jobs can help you understand what those jobs are like. By asking them questions, you can learn if a job is right for you before you decide.

Another important point is that many jobs require special training or education. For instance, to be a doctor, you need to go to medical school. This is why it's good to find out what kind of training you need for the career you want.

In summary, choosing a career is about knowing what you enjoy, learning about different jobs, and understanding the training you need. This will help you find a job that you will enjoy and be good at.

1. Why is it important to think about what you like to do when choosing a career?
2. What might happen if you choose a job only for financial reasons?
3. How can talking to people who work in different jobs benefit you?
4. What example does the text provide to illustrate the need for specific training or education?
5. What are the key factors to consider when choosing a career, according to the summary?



## Task 2

Complete the sentences with **who**, **which**, **whose** or **where**. One of the pronouns is used twice.

1. A good teacher is someone \_\_\_\_\_ helps students understand new things and encourages them to do their best.
2. A nurse is a professional \_\_\_\_\_ main job is to take care of patients and help them get better.
3. The office \_\_\_\_\_ people work on computers and manage files is called an administrative office.
4. When you choose a career \_\_\_\_\_ fits your interests and skills, you are more likely to be satisfied with your job.
5. A chef is a person \_\_\_\_\_ works in a kitchen and prepares delicious meals for customers.

## Task 3

Complete the following sentences with **who** or **which**.

1. The teacher \_\_\_\_\_ helped me with my homework is very kind.
2. The book, \_\_\_\_\_ is on the table, is very interesting.
3. The car, \_\_\_\_\_ is new, is very fast.
4. The friend \_\_\_\_\_ gave me advice is very wise.
5. The bakery, \_\_\_\_\_ sells fresh bread, and is very popular.
6. The dog, \_\_\_\_\_ barks loudly, is very friendly.



*Go do what you were created to do.*

Tasks in Wordwall:





# LESSON 13. INVENTIONS AND DISCOVERIES

Here's the vocabulary of this lesson!

## INVENTIONS AND DISCOVERIES

**Invention** — A new device, method, or process that has been created.

**Discovery** — Finding or learning something for the first time.

**Inventor** — A person who creates a new invention.

**Scientist** — A person who studies or practices science.

**Innovation** — A new idea or method.

### Vocabulary

**Invention** [ɪn'venʃən] винахід

**Discovery** [dɪs'kʌvəri] відкриття

**Inventor** [ɪn'ventər] винахідник

**м** ['saɪəntɪst] вчений

**Innovation** [ˌɪnə'veɪʃən] інновація



### Task 1

Match the words with their definitions.

- |                   |  |
|-------------------|--|
| 1. Penicillin     | A A machine that lets you talk to people far away.                     |
| 2. Telephone      | B A system that connects computers and lets people communicate online. |
| 3. Internet       | C A process that helps prevent diseases by giving people shots.        |
| 4. Printing press | D A device that helps people travel long distances in the air.         |
| 5. Airplane       | E A discovery that helps treat infections and save lives.              |
| 6. Vaccination    | F A machine that helps print books and share information.              |

*You don't have to be perfect  
to be amazing.*



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## Task 2

Read the story.

Inventions and discoveries are important because they help us in many ways.

**Inventions** are new things that people create. For example, the telephone was invented a long time ago. It helps people talk to each other even if they are far apart. Another invention is the airplane, which lets people travel quickly from one place to another.

**Discoveries** are new things that people find out about. For example, discovering penicillin helped doctors treat infections and save lives. The printing press was a discovery that made it easier to print books and share information.

These inventions and discoveries change the way we live and make our lives better.

## Task 3

Work in pairs to answer the questions according to the text.

- 1.
2. What does the telephone help people do?
3. How does the airplane help people?
4. What was discovered that helps doctors treat infections?
5. What did the printing press make easier?
6. Why are inventions and discoveries important?



*Go do what you were created to do.*

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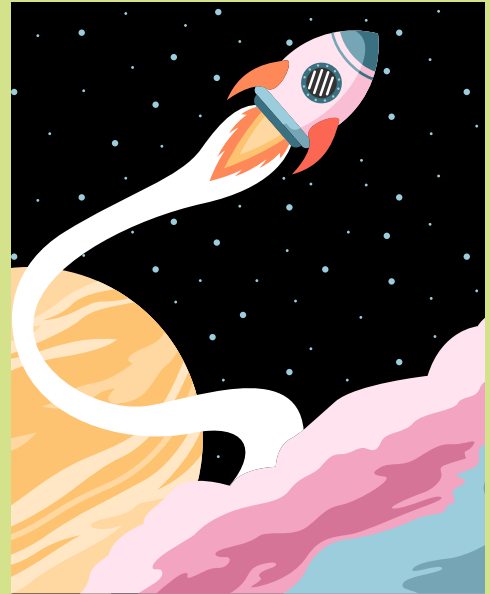


# LESSON 14. SCIENCE

Here's the vocabulary of this lesson!

## Vocabulary

Hypothesis [haɪ'pɒθɪsɪs] гіпотеза  
Theory ['θiəri] теорія  
Experiment [ɪk'sperɪmənt] експеримент  
Observation [ˌɒbzə'veɪʃən] спостереження  
Data ['deɪtə] дані  
Variable ['væəriəbl] мінна  
Including [ɪn'kluːdɪŋ] включаючи  
Distribution [ˌdɪstrɪ'bjuːʃən] розподіл  
Branch [bræntʃ] галузь  
Composition [kəm'pɒzɪʃən] склад  
Interactions [ˌɪntə'rækʃənz] взаємодії  
Universe ['juːnɪvɜːrs] всесвіт  
Conduct [kən'dʌkt] проводити, здійснювати  
Naked ['neɪkɪd] голий, непокритий  
Concern [kən'sɜːn] стурбованість



## Task 1

Match the sciences with their definitions.

- |              |   |
|--------------|---|
| 1. Biology   | A The study of substances and how they interact, combine, and change, focusing on elements and compounds. |
| 2. Chemistry | B The study of living things, such as plants, animals, and how they grow and function.                    |
| 3. Physics   | C The study of space, including stars, planets, and other objects beyond Earth.                           |
| 4. Geology   | D The study of matter and energy, including forces, motion, and how things work in the physical world.    |
| 5. Astronomy | E The study of the Earth, including its rocks, minerals, and how its surface changes over time.           |



*Difficult roads often lead to beautiful destinations.*





## Task 2

Read the text.

Science helps us understand the world around us. It is about asking questions and finding answers. Scientists do experiments to learn new things and solve problems. They study everything from tiny bugs to big planets.

In science, we learn about different subjects like biology, which is the study of living things, and physics, which is about how things move and work. Chemistry helps us understand how different substances mix together.

Science is important because it helps us make new discoveries and improve our lives. For example, science has given us medicines to cure diseases and technology to communicate with people far away.

By learning science, we can better understand nature and find ways to make our world a better place.

## Task 3

Decide if the sentences are True or False according to the text.

1. Science helps us understand how the world works.
2. Science only studies things that are visible with the naked eye.
3. Scientists conduct experiments to learn new things.
4. Biology is the study of how machines work.
5. Chemistry is about how different substances mix together.
6. Physics is only concerned with studying animals.
7. Science has led to many important discoveries and improvements in medicine.
8. Learning science is not important for understanding nature.



*Well done! Let's talk about your experience!*



Tasks in Wordwall:



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# LESSON 15. PRESENT PASSIVE TENSE

*Here's the grammar of this lesson!*

## ACTIVE AND PASSIVE VOICES (АКТИВНИЙ І ПАСИВНИЙ СТАН)

The tense forms of the verbs can be used in **Active Voice**:

- We divide books into two main groups. (Present Simple Active)

or in **Passive Voice**:

- Books are divided into two main groups. (Present Simple Passive).

We often prefer Passive Form when it is not so important who or what does the action:

- Millions of books are published every year.

When you want to say who does the action or what causes the action.

**Passive Voice:**

- Fairy tales are read by children with pleasure.
- The website is visited by lots of people.

For Present Simple Passive use the correct form of 'be' (am/is/are) + the 3rd form of the verb: am done, is done, are done.

Додаток речення активного стану стає підметом у реченні пасивного стану.  
У реченні пасивного стану повідомляємо про те, що відбувається із підметом.

The Science Museum is visited by hundreds of tourists every day.  
(Passive Voice)

Hundreds of tourists visit the ScienceMuseum every day. (Active Voice)



### Task 1

Complete the following sentences with the right form of the Present Simple Passive.

1. The book (read) by many people in schools.
2. The cake (bake) by my mother every Sunday.
3. The letters (deliver) by the mail carrier each morning.
4. The house (not clean) by a team of workers every week.
5. The movie (not watch) by families on weekends.
6. The homework (check) by the teacher after class.
7. The food (cook) by the chef in the restaurant.
8. The questions ( not answer) by the assistant at the help desk.



## Task 2

Transform sentences from Active to Passive voice.

1. The chef doesn't cook the meal.
2. The teacher explains the lesson.
3. The company makes new phones.
4. The artist paints a picture.
5. The kids play soccer in the park.
6. The mechanic doesn't fix the car.
7. The writer writes a book
8. The gardener doesn't water the plants.



## Task 3

Write the questions and answer in active and passive form.

1. Question: \_\_\_\_ wrote the report?  
Active Form: The researcher wrote the report.
2. Question: \_\_\_\_ the chef prepare the meal?  
Active Form: Yes, the chef prepared the meal.
3. Question: \_\_\_\_ will announce the results?  
Active Form: The manager will announce the results.
4. Question: \_\_\_\_ they finished the project?  
Active Form: Yes, they have finished the project.
5. Question: \_\_\_\_ the team build the new playground?  
Active Form: Yes, the team built the new playground.

*Well done! Let's talk about your experience!*



Tasks in Wordwall:



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# LESSON 16. PAST PASSIVE TENSE

## PAST PASSIVE TENSE

Past Simple Passive is formed with 'was'/'were' + 3rd form of the verb:

- His music was performed at the concert yesterday.
- All the albums were recorded in the 1960s.
- This song was written by Paul McCartney.

PAST PASSIVE was/were + the past participle

The theory of relativity was developed by Albert Einstein.

Radium and polonium were discovered by Marie Curie.



### Task 1

Complete sentences with the Past Simple Passive form.

1. The letter \_\_\_\_\_ (send) by the office yesterday.
2. The cake \_\_\_\_\_ (not eat) by the guests at the party.
3. \_\_\_\_\_ the movie (watch) by the whole family last night?
4. The book \_\_\_\_\_ (not finish) by the student before the exam.
5. \_\_\_\_\_ the house (clean) by the cleaning service last week?
6. The car \_\_\_\_\_ (not repair) by the mechanic on Monday.

### Task 2

Change sentences from Present Simple Passive to Past Simple Passive.

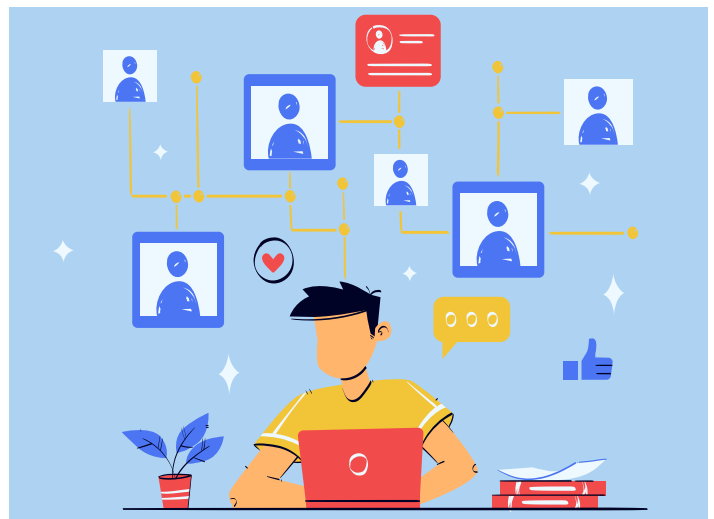
1. The letter is not sent by the office.
2. The cake is eaten by the guests.
3. The book is not read by the student
4. The house is cleaned by the team.
5. The report is not written by the assistant.

### Task 3

Think about any famous invention, discuss its pairs using the following questions and Past Simple Passive.

1. What was an invention?
2. Can you name an important invention and say why it was useful?
3. What was a discovery?

Tasks in Wordwall:





# LESSON 17. PRESENT TENSES

## REVISION

*Here's the grammar of this lesson!*

### Present Simple

To describe habits, routines, or general truths.

For actions that happen regularly or facts that are always true.

**Affirmative:** Subject + base form of the verb (s / es for third person singular)

- She reads books every day.

**Negative:** Subject + **do / does + not** + base form of the verb.

- They do not (don't) play soccer on weekends.

**Question:** **Do / Does** + subject + base form of the verb?

- Do you like ice cream?

**Time markers:** always, usually, often, sometimes, every day/week/month/year, never.

### Present Continuous

To describe actions happening right now or around the present time.

For ongoing actions or temporary situations.

**Affirmative:** Subject + **am / is / are + verb + -ing.**

- She is reading a book now.

**Negative:** Subject + **am / is / are + not + verb + -ing.**

- They are not playing soccer right now.

**Question:** **Am / Is / Are** + subject + verb + **-ing?**

- Are you watching TV?

**Time markers:** now, right now, at the moment, currently, these days.

### Present Perfect

To describe actions that have occurred at an unspecified time before now.

To indicate that an action has **happened to** the present moment.

**Affirmative:** Subject + **has / have + past participle** of the verb.

- She has read that book before.

**Negative:** Subject + **has / have + not + past participle** of the verb.

- They have not (haven't) visited the museum.

**Question:** **Has / Have** + subject + **past participle** of the verb?

- Have you finished your homework?

**Time markers:** ever, never, already, just, yet, so far, recently.

### Task 1

Complete the sentences with the correct form of the verb.

1. He \_\_\_\_\_ (write) emails every day.
2. I \_\_\_\_\_ (not eat) meat, but I eat vegetables.
3. The children \_\_\_\_\_ (play) outside right now.
4. She already \_\_\_\_\_ (finish) her homework this evening.
5. The train \_\_\_\_\_ (arrive) at the station every day.
6. My friends \_\_\_\_\_ (play) on vacation at the moment.
7. He never \_\_\_\_\_ (see) a movie in the cinema before.
8. They \_\_\_\_\_ (talk) to each other on the phone right now.
9. I \_\_\_\_\_ (visit) my grandparents every summer.



Save the Children



НАВЧАЙ  
ДЛЯ  
УКРАЇНИ



## Task 2

Read text and complete the sentences in correct form.

Discoveries are exciting, because they help us learn new things.

Today, scientists \_\_\_\_\_ (work) on new discoveries in many fields. They explore the ocean depths and outer space.

Recently, many important discoveries \_\_\_\_\_ (change) the way we live. For example, penicillin \_\_\_\_\_ (save) many lives since it was discovered.

Every year, researchers and inventors \_\_\_\_ (make) new discoveries.. They find new ways to improve our health, our environment, and our technology.

Many people are excited \_\_\_\_\_ (be) excited about the future because they believe that new discoveries \_\_\_\_\_ (bring) even more amazing changes.

So far, scientists \_\_\_\_\_ (learn) a lot, but there is still so much more to discover. Each discovery \_\_\_\_\_ (show) us how much we have yet to learn.

## Task 3

Work in pairs. Read the dialogue and talk about your activities.

Sara: Hey, Mark! How are you?

Mark: Hi, Sara! I'm good, thanks. What about you?

Sara: I'm doing well. I hear you play the guitar. Is that true?

Mark: Yes, I play the guitar every day. It's my favourite hobby.

Sara: That's awesome! Are you practising any new songs right now?

Mark: Yes, I'm learning a new song by Ed Sheeran. It's a bit challenging, but I'm getting better.

Sara: That's great! Have you played in any concerts before?

Mark: Yes, I've played in a few school concerts. It's always so much fun.

Sara: Wow, I've never played an instrument, but I've always wanted to learn. Maybe I should start.

Mark: You should! It's never too late to start learning something new.

Sara: True. By the way, are you doing anything interesting this weekend?

Mark: I'm going to my cousin's birthday party on Saturday. What about you?

Sara: I'm just relaxing at home. I've had a busy week, so I need some rest.

Mark: Sounds like a good plan. Have you watched any good movies lately?

Sara: Yes, I've just watched a new action movie. It was really exciting!

Mark: Cool, I'll have to check it out.



*The future belongs to those who believe in the beauty of their dreams.*

## Tasks in Wordwall:



Save the Children





# LESSON 18. NATURE AND THE ENVIRONMENT

*Here's the vocabulary of this lesson!*

## **Vocabulary**

**Pollution** [pəˈluːʃən] забруднення

**Deforestation** [diːfɔːrɪˈsteɪʃən] вирубка лісів

**Global warming** [ˈɡləʊbəl ˈwɔːrmɪŋ] глобальне потепління

**Habitat destruction** [ˈhæbɪtæt dɪˈstrʌkʃən] знищення середовища

**Harmed** [hɑːrmd] завданий шкоди

**Surroundings** [səˈraʊndɪŋz] навколишнє середовище

**Recycle** [riːˈsaɪkl] переробляти

**Concerned** [kənˈsɜːnd] стурбований

**Consequences** [kɒnsɪkwənsɪz] наслідки

**Dump** [dʌmp] звалище

**Exhaust fumes** [ɪgˈzɔːst fjuːmz] вихлопні гази

**Reduce waste** [riˈdjuːs weɪst] зменшити відходи

**Litter** [ˈlɪtər] сміття (на вулиці)

**Impact** [ˈɪmpækt] вплив



## **Task 1**

Read the text.

### **NATURE AND THE ENVIRONMENT**

Nature is all around us. It includes everything we see outside, like trees, rivers, mountains, and animals. Nature provides us with many things we need, such as clean air, water, and food.

The environment is the surroundings in which we live. It includes the land, the air, and the water. We need to take care of our environment to keep it healthy.

Today, many people are working to protect the environment. They recycle plastic and paper, plant trees, and clean up pollution.

In the past, some actions have harmed the environment. For example, pollution makes the air and water dirty.

To help nature, everyone can do simple things. We can save energy by turning off lights when we leave a room and can use less plastic.

By taking care of nature, we make sure a better future for ourselves and for the animals and plants that share our planet.



Save the Children





## Task 2

Decide if the sentences are True or False according to the text.

1. Nature includes everything we see outside, such as trees and animals.
2. The environment includes only the land and not the air or water.
3. Many people are currently working to protect the environment by recycling and planting trees.
4. In the past, pollution has helped clean the air and water.
5. To help nature, we can save energy by turning off lights and using less plastic.
6. By taking care of nature, we ensure a worse future for ourselves and other living things.

## Task 3

Work in pairs. Read a dialogue. Act it out.

**Anna:** Hi, Tom! What do you think we can do to help the environment?

**Tom:** Hi, Anna! I think we can start by recycling more. It helps reduce waste.

**Anna:** That's a great idea! We should also try to save energy. For example, turning off lights when we leave a room can make a big difference.

**Tom:** Yes, and we can also use less plastic. Maybe we can bring our own bags when we go shopping.

**Anna:** Absolutely! Another thing we can do is plant trees. Trees help clean the air and provide homes for animals.

**Tom:** I agree. And we should remember to clean up any litter we see. Keeping our parks and streets clean is important for everyone.

**Anna:** Definitely. By doing these things, we can make sure that nature stays beautiful and healthy.

**Tom:** Exactly! Small actions can have a big impact on our environment.

**Anna:** Thanks for the chat, Tom. I feel more motivated to do my part!

**Tom:** You're welcome, Anna! Let's keep working to protect our planet.

*Well done! Let's talk about your experience!*



## Tasks in Wordwall:





# LESSON 19. FIRST CONDITIONAL

*Here's the grammar of this lesson!*

## УМОВНІ РЕЧЕННЯ 1-РО ТИПУ (CONDITIONAL I)

У цьому типі речень виражається умова, за якої може відбутися реальна дія в майбутньому.

Уживаємо **if + present simple + will** або **won't**.

- If people pollute the seas and the air they will become ill.
- If we don't kill animals we'll give them a chance to survive.
- We'll give animals a chance to survive if we don't kill them.

Після **IF** ми не вживаємо **WILL** (future simple)

- If it will start raining... = **WRONG!**
- If it starts raining... = **RIGHT**

### Task 1

Read the text and answer the question.

Nature is full of beautiful things like trees, rivers, and animals. We can help nature by taking care of the environment. If we recycle more, we will reduce waste and keep our surroundings clean.

If we plant more trees, they will provide fresh air and homes for animals. Trees are very important for a healthy environment.

If everyone uses less plastic, we can keep our oceans and parks clean. Plastic waste can harm wildlife, so it's important to make better choices.

If we save energy by turning off lights when we are not using them, we will help reduce pollution and fight climate change.

By doing these things, we will make sure that nature stays beautiful and healthy for everyone to enjoy.

1. What are some examples of beautiful things in nature mentioned in the text?
2. How can recycling help us take care of the environment according to the text?
3. What benefits do trees provide if we plant more of them?
4. Why is it important to use less plastic according to the text?
5. How can saving energy by turning off lights contribute to fighting climate change?
6. What is the overall message of the text regarding the relationship between human actions and the health of nature?

*You are capable of amazing things.*





## Task 2

Complete the following sentences using the First Conditional.

1. If you \_\_\_\_\_ (help) me, I \_\_\_\_\_ (finish) the project on time.
2. If they \_\_\_\_\_ (arrive) early, we \_\_\_\_\_ (start) the meeting at 9 AM.
3. If the weather \_\_\_\_\_ (be) nice, we \_\_\_\_\_ (go) to the beach this weekend.
4. If you \_\_\_\_\_ (not water) the plants, they \_\_\_\_\_ (die).
5. If he \_\_\_\_\_ (find) a good job, he \_\_\_\_\_ (move) to the city.

## Task 3

Write two sentences using the First Conditional.

1. Think about what you will do if you finish your homework early.
2. Imagine what you will do if you win a prize.
3. Think about what you will do if it rains tomorrow.
4. Imagine what you will do if you take a vacation to celebrate.
5. Say what you will do if you clean the kitchen afterwards.
6. Say what you will do if you buy the new shoes I've been wanting.



*Don't watch the clock;  
do what it does. Keep going.*



## Tasks in Wordwall:





# LESSON 20. THE UK TODAY

*Here's the vocabulary of this lesson!*

## GEOGRAPHY AND REGIONS

The UK consists of four parts: England, Scotland, Wales, Northern Ireland

- **England:** Largest country, with London as its capital.
- **Scotland:** Located to the north, with Edinburgh as its capital.
- **Wales:** To the west, known for its mountains, and Celtic culture.
- **Northern Ireland:** Located on the island of Ireland, sharing a border with the Republic of Ireland.

**Language:** English is the official language.

**Major Cities:**

**London** is the capital and largest city, a global financial and cultural centre.

**Edinburgh:** Capital of Scotland, known for its historic architecture and festivals.

**Cardiff:** Capital of Wales, cultural and economic hub.

**Belfast:** Capital of Northern Ireland.

### Vocabulary

**Distinct** [dɪ'stɪŋkt] відмінний, окремий, чіткий

**Heritage** ['hɛrɪtɪdʒ] спадщина

**Includes diverse** [ɪn'kluːdz daɪ'vɜːrs] включає різноманітні

**Coastline** ['kəʊstˌlaɪn] збережжя, берегова лінія

**Deadline** ['dɛdˌlaɪn] крайній термін, дедлайн.

**By:** Agent or means, deadline. **We travelled by train.**

**To:** Direction, purpose, relationship. **Send this letter to John.**

**Of:** Possession, part of a whole. **The colour of the car is red.**

**Off:** Separation, distance. **The cat jumped off the table.**

## Task 1

Choose the correct word from Word Box.

**Word Box:** Big Ben, London, umbrella, Oxford University, the UK, Edinburgh.

1. If you visit \_\_\_\_\_, you will see the iconic \_\_\_\_\_.
2. If it rains tomorrow, we will need an \_\_\_\_\_ for our walk in the park.
3. If they travel to \_\_\_\_\_, they will explore the beautiful countryside.
4. If you go to \_\_\_\_\_ in August, you will experience the famous Fringe Festival.
5. If she studies at \_\_\_\_\_, she will receive a world-class education.



## Task 2

Fill in the gaps with the prepositions: **by, to, of, off**.

1. The Tower \_\_\_\_\_ London is one \_\_\_\_\_ the most famous landmarks in the UK.
2. The British Museum is home \_\_\_\_\_ a big collection \_\_\_\_\_ art and artefacts.
3. Many tourists travel \_\_\_\_\_ the UK to see the changing \_\_\_\_\_ guard at Buckingham Palace.
4. The Lake District is known \_\_\_\_\_ its impressive scenery and is a popular destination \_\_\_\_\_ hikers.
5. Stonehenge is located \_\_\_\_\_ the county \_\_\_\_\_ Wiltshire and is visited (of, to, by, off) thousands \_\_\_\_\_ tourists every year.

## Task 3

Decide if the statements below are True or False.

1. London is the capital city of the UK.
2. The UK consists of four parts: England, Scotland, Wales, and Ireland.
3. The official language of the UK is English.
4. The UK is part of the European Union.
5. The currency used in the UK is the Euro.
6. The UK is known for its different and multicultural society.
7. Big Ben is the name of the bell in the Elizabeth Tower in London.
8. The UK is located in the Southern Hemisphere.



*Don't watch the clock;  
do what it does. Keep going.*



Tasks in Wordwall:



Save the Children





# LESSON 21. PAST SIMPLE TENSE PAST PERFECT TENSE

*Here's the grammar of this lesson!*

## SIMPLE PAST TENSE

To describe completed actions or events that happened at a specific time in the past. Form: Verb + -ed (for regular verbs) or irregular verb forms

Time Markers:

- Yesterday: She walked to the park yesterday.
- Last week/month/year: He went to the store last month.
- In (a specific year): They traveled to France in 2019.
- Two days ago: I met her two days ago.
- At (a specific time): The meeting started at 3 PM.

## PAST PERFECT TENSE

To describe an action that was completed before another action or time in the past. Form: had + past participle

Time Markers:

- By (a specific time): She had walked to the park by the time it started raining.
- Before (another past action): They had finished dinner before the guests arrived.
- Already: He had already left when I called him.
- By the time (another past action): By the time the movie started, we had arrived.
- Earlier: I had met him earlier in the day.

### Task 1

Which sentences use the Simple Past and Past Perfect tenses in negative, affirmative, and interrogative forms?

Simple Past  
Past Perfect

Did you **see** the movie last night?  
She **had already eaten** by the time we arrived.  
Had they **left** before the meeting started?  
He **traveled** to Japan last year.  
She finished her homework and then watched TV.  
She **had already eaten** by the time we arrived.  
We **didn't buy** any souvenirs during our trip.  
She had left before he arrived.  
By the time we got to the theater, the movie had started.  
She **did not finish** her homework before dinner.  
They **had not visited** the museum before it closed.



## Task 2

Combine these sentences using Simple Past and Past Perfect.

Example:

She finished her homework. She watched TV.

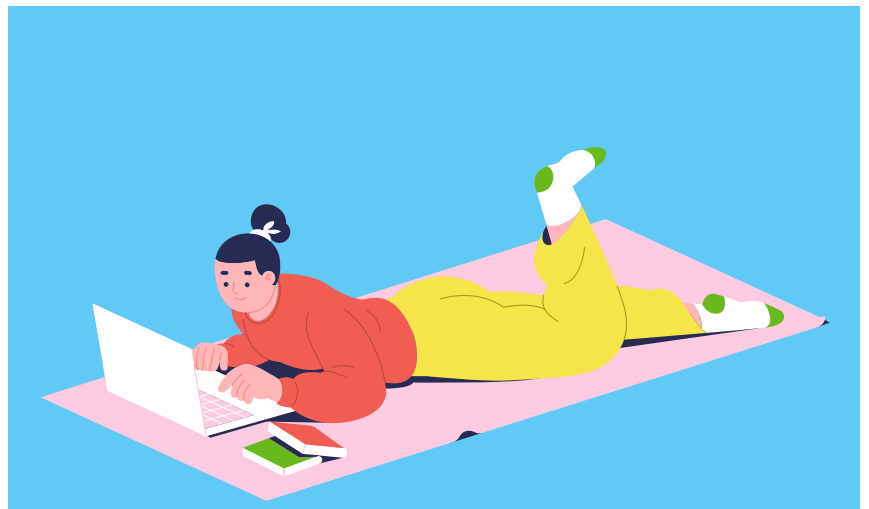
Answer: **She had finished** her homework before she watched TV.

1. He lost his keys. He found them under the sofa.
2. They left the house. It started raining.
3. I studied hard for the test. I passed it with a good grade.
4. She baked a cake. She invited her friends over.

## Task 3

Complete the sentences with **Past Simple** or **Past Perfect**.

1. She \_\_\_\_\_ (finish) her work before she \_\_\_\_\_ (leave) the office.
2. By the time we \_\_\_\_\_ (arrive), the party \_\_\_\_\_ (start).
3. He \_\_\_\_\_ (realize) he \_\_\_\_\_ (forget) his keys after he \_\_\_\_\_ (lock) the door.
4. They \_\_\_\_\_ (already / buy) the tickets when we \_\_\_\_\_ (arrive) at the cinema.
5. I \_\_\_\_\_ (read) the book that she \_\_\_\_\_ (recommend) to me.
6. After they \_\_\_\_\_ (eat) dinner, they \_\_\_\_\_ (go) for a walk.
7. She \_\_\_\_\_ (never / see) that movie before I \_\_\_\_\_ (show) it to her.
8. By the time he \_\_\_\_\_ (get) to the station, the train \_\_\_\_\_ (already/leave).
9. I \_\_\_\_\_ (just / finish) my homework when the phone \_\_\_\_\_ (ring).



*You are never too young  
to dream big.*



Tasks in Wordwall:



Save the Children





# LESSON 22. EXPRESSING FUTURE: “WILL”, “TO BE GOING TO”

*Here's the grammar of this lesson!*

## “WILL”

**will + основна форма дієслова.**

Часто використовується для спонтанних рішень, пропозицій, обіцянок або прогнозів, заснованих на особистій думці чи досвіді.

I will call you later. (спонтанне рішення — «Я подзвоню тобі пізніше».)

She will be here by 5 PM. (прогноз на основі думки — «Вона буде тут до 17:00».)

**Time Markers:**

- **Tomorrow:** She will walk to the park tomorrow.
- **Next week/month/year:** We will start the project next month.
- **In the future:** They will move to a new house in the future.
- **Soon:** The train will arrive soon.

## “TO BE GOING TO”

**Subject + am/is/are + going to + основна форма дієслова.**

Зазвичай використовується для планів чи намірів, які були вирішені до моменту мовлення, або для прогнозів, заснованих на наявних свідченнях.

I am going to start a new hobby. (план — «Я збираюся розпочати нове хобі».)

Look at those clouds. It is going to rain soon. (прогноз на основі наявних свідчень — «Подивись на ці хмари. Скоро піде дощ».)

**Time Markers:**

- **Tonight:** I am going to study tonight.
- **Tomorrow:** She is going to visit her grandmother tomorrow.
- **Next week/month/year:** We are going to start a new project next week.
- **In (a period of time):** They are going to move in two months.

### Task 1

Complete the sentences with “will” or “to be going to”.

1. I think I \_\_\_\_\_ (call) her tomorrow to check on her.
2. We \_\_\_\_\_ (visit) our grandparents this weekend; we already made plans.
3. She \_\_\_\_\_ (probably finish) her project by next Monday.
4. They \_\_\_\_\_ (not attend) the concert tonight; they have other plans.
5. Watch out! You \_\_\_\_\_ (spill) your drink if you're not careful.
6. I \_\_\_\_\_ (buy) a new laptop next week. I've saved enough money.



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ДЛЯ  
УКРАЇНИ



## Task 2

Work in pairs. Give the answer.

1. What will you do tomorrow?
2. Are you going to watch a movie tonight?
3. Will it rain this weekend?
4. Are they going to move to a new house next month?
5. Will you help me with my homework?
6. Is she going to visit her grandparents next week?
7. Will we have a meeting on Friday?
8. Are they going to launch the new product next year?

## Task 3

Complete the sentences with “will” or “to be going to”.

1. I \_\_\_\_ call you as soon as I finish my meeting.
2. They \_\_\_\_ start their vacation next week.
3. She \_\_\_\_ (not) visit her parents next weekend.
4. We \_\_\_\_ (not) have dinner at that new restaurant tonight.
5. He \_\_\_\_ complete the project by the end of this month.
6. They \_\_\_\_ buy a new car next year.
7. I \_\_\_\_ (not) send you the details once I receive them.
8. Tomorrow they \_\_\_\_ meet with their clients in the morning.
9. She \_\_\_\_ join the gym to get in shape.
10. By next summer, we \_\_\_\_ (not) move to a bigger house.

*Your attitude, not your aptitude,  
will determine your altitude.*

Tasks in Wordwall:



Save the Children



НАВЧАЙ  
ДЛЯ  
УКРАЇНИ



# LESSON 23. CITIES OF THE UNITED KINGDOM

*Here's the vocabulary of this lesson!*

## MAJOR CITIES:

London is the capital and largest city, famous as a global financial and cultural centre.

Edinburgh, Cardiff, and Belfast are capitals of Scotland, Wales, and Northern Ireland respectively.

## Vocabulary

Respectively [rɪˈspektɪvli] відповідно

Considered [kənˈsɪdərd] вважається

Unique [juːˈniːk] унікальний

Diversity enriches [daɪˈvɜːrsɪti ɪnˈrɪtʃɪz] різноманітність збагачує

Spanning ['spænɪŋ] охоплюючи, що простягається

Millennia [mɪˈleniə] тисячоліття

Influence ['ɪnfluəns] вплив

Annually ['ænjuəli] щорічно

World-renowned [wɜːld rɪˈnaʊnd] всесвітньо відомий

Bustling ['bʌslɪŋ] метушливий, жвавий

Boasts [boʊsts] пишається, має

Providing [prəˈvaɪdɪŋ] надаючи, забезпечуючи

Contribute [kənˈtrɪbjʊːt] сприяти, робити внесок

Residents ['rezɪdənts] мешканці, жителі

## Task 1

Read the text.

## WHY IS LONDON A UNIQUE CITY?

London is a unique city for several reasons:

London is incredibly diverse, with a mix of cultures, languages, and traditions from around the world. This diversity enriches the city's cultural scene, cuisine, and community life.

London has a rich history spanning over two millennia, from its Roman origins to its growth as a global powerhouse during the British Empire. Historical landmarks like the Tower of London, Buckingham Palace, and Westminster Abbey highlight its significance.

As the capital of the United Kingdom, London holds significant global influence in areas such as finance, politics, education, and the arts. It is a major centre for international business and diplomacy.

The city is home to iconic landmarks such as Big Ben, the London Eye, and the Shard, which attract millions of tourists annually. These landmarks contribute to London's unique skyline and cultural identity.

London is a hub for creativity and innovation, with world-renowned institutions like the British Museum, Tate Modern, and West End theatres. It is also a leading centre for fashion, music, literature, and film.

London boasts numerous parks and green spaces like Hyde Park, Regent's Park, and Kew Gardens, providing residents and visitors with places to relax.



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НАВЧАЙ  
ДЛЯ  
УКРАЇНИ



## Task 2

Choose the correct sentences. Say True or False.

1. London is known for its rich history, which spans over three millennia.
2. The city has a mix of cultures, languages, and traditions that enrich its cultural scene.
3. London is the capital of the United Kingdom and holds significant global influence in areas such as finance and politics.
4. The Eiffel Tower is one of the iconic landmarks in London that attracts millions of tourists.
5. London is home to famous institutions like the British Museum and Tate Modern.
6. Hyde Park, Regent's Park, and Kew Gardens are examples of London's numerous beaches.
7. London's unique skyline includes landmarks like Big Ben, the London Eye, and the Shard.

## Task 3

Answer the question.

1. What makes London a unique city according to the text?
2. How does the diversity in London impact the city's cultural scene?
3. What historical landmarks are mentioned in the text as highlighting London's significance?
4. In which areas does London hold significant global influence?
5. What are some of the iconic landmarks in London that attract millions of tourists annually?
6. Which world-renowned institutions and sectors are mentioned as part of London's creative and innovative hub?
7. What are some of the parks and green spaces in London that provide places for relaxation?



*The only way to achieve the impossible is to believe it is possible.*

Tasks in Wordwall:



Save the Children





# LESSON 24. COME BACK TO UKRAINE

*Here's the story of this lesson!*

**Capital:** The capital city of Ukraine is Kyiv.

**Population:** Ukraine has a population of over 40 million people.

**Language:** Ukrainian is the official language of Ukraine.

## **Vocabulary**

**Captivates** ['kæptɪ,verts] захоплює, привертає увагу

**Well-preserved** [wel prɪ'zɜ:rvd] добре збережених

**Charming** ['tʃɑ:rmɪŋ] чарівний

**Cobblestone** ['kɒblstəʊn] бруківка

**Bustling** ['bʌslɪŋ] метушливий, жвавий

**Cosy** ['kəʊzi] затишний

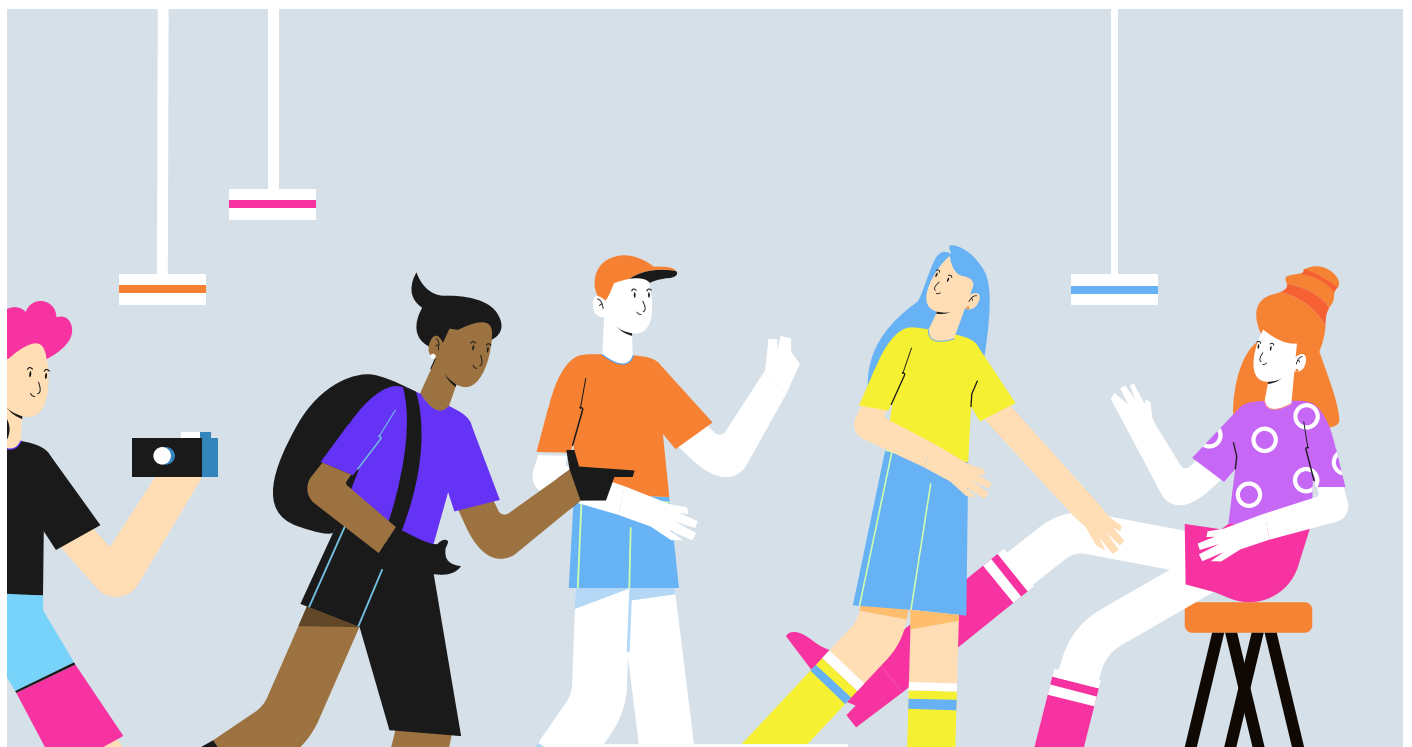
**Harbour** ['hɑ:rbər] порт, гавань

**Recognized** [rɛkəɡnaɪzd] визнаний, розпізнаний

## **Task 1**

Guess the names of these Ukrainian cities: Kyiv, Lviv, Odessa, Kharkiv, Dnipro, Zaporizhzhya

1. \_\_\_\_ is known for its rich history, architecture, and as the political and cultural heart of Ukraine.
2. \_\_\_\_ is known for its blend of historical and modern influences and its cultural scene.
3. \_\_\_\_ is known for its seaside, historic architecture, and lively port atmosphere.
4. \_\_\_\_ is known for its significant educational institutions and vibrant industrial and cultural life.
5. \_\_\_\_ is known for its role as a major industrial centre and its beautiful riverfront.
6. \_\_\_\_ is known for its rich Cossack history and as a key industrial city in Ukraine.





## Task 2

Read the text about wonderful cities of Ukraine.

Ukraine is home to many wonderful cities, each with its own charm and history. Here are a few highlights:

**Kyiv** is the capital city of Ukraine and one of the oldest cities in Europe. It is known for its beautiful churches, such as St. Sophia's Cathedral and Kyiv Pechersk Lavra. The Dnipro River runs through the city, offering views and relaxing boat rides.

**Lviv** is a city in western Ukraine known for its rich culture. The city centre, with its cobblestone streets and historic buildings, is a UNESCO World Heritage Site. Lviv is famous for its coffee culture and many cosy cafes.

**Odesa** is a port city on the Black Sea, known for its sunny beaches and nightlife. The city has a famous opera house and the Potemkin Stairs, which offer a great view of the harbour. Odessa's warm climate and seaside location make it a popular tourist destination.

**Kharkiv** is the second-largest city in Ukraine and a major educational centre. The city is known for its many universities and research institutions. Kharkiv has beautiful parks, like Gorky Park, and impressive architecture, such as the Derzhprom building.

**Dnipro** is an important industrial city in central Ukraine. It is located on the Dnipro River and has many green spaces, like Shevchenko Park. The city is known for its aerospace industry and modern bridges.

**Chernihiv** is one of the oldest cities in Ukraine, with a history dating back to the 7th century. It is known for its ancient churches, such as the Transfiguration Cathedral, and beautiful parks. Chernihiv's peaceful atmosphere makes it a great place to visit.

**Vinnitsia** is a charming city in central Ukraine, famous for its fountains. The Roshen Fountain, located on the Southern Bug River, is one of the largest fountains in Europe. There are many museums and cultural events.

These cities, each with their own unique features, show the rich history, culture, and beauty of Ukraine.

## Task 3

Work in pairs. Answer the questions.

1. What is the capital city of Ukraine?
2. Which Ukrainian city is known for its historic churches, such as St. Sophia's Cathedral?
3. Which city in Ukraine is famous for its coffee culture and cobblestone streets?
4. What Ukrainian port city is known for its sunny beaches and vibrant nightlife?
5. What city in Ukraine has a historic old town and is a UNESCO World Heritage Site?
6. Which city is known for its ancient churches, such as the Transfiguration Cathedral?
7. Which Ukrainian city has a significant aerospace industry and modern bridges over the Dnipro River?

## Tasks in Wordwall:



Save the Children





# ВИХІДНИЙ ТЕСТ З АНГЛІЙСЬКОЇ МОВИ ДЛЯ УЧНІВ 9 КЛАСУ

Виконай завдання 1–25. Вибери ОДНУ правильну відповідь з-поміж ТРЬОХ варіантів. Познач цю відповідь у бланку відповідей.

1. What tense is used to describe habitual actions in the present?

- A Present Continuous
- B Present Simple
- C Future Simple

2. What is the Future Simple tense form for “I am...”?

- A I am being
- B I will be
- C I was

3. Which of the following sentences is in the Present Simple tense?

- A She will travel to Paris next month.
- B They are studying for their exams now.
- C He reads a book every evening.

4. Which of these sentences uses a Gerund?

- A I like swimming in the ocean.
- B He has swum in the pool.
- C She will swim tomorrow.

5. What is the correct way to ask someone about their opinion on fashion?

- A Would you like fashion?
- B What do you think about fashion?
- C Do you mind about fashion?

6. Albert Einstein \_\_\_\_\_ the theory of relativity.

- A develops
- B developed
- C had developed

7. What is the main purpose of networking?

- A To create random connections
- B To establish professional relationships
- C To improve technical skills

8. How do you typically ask for someone's preference?

- A What do you prefer?
- B What do you like?
- C Do you like it?

9. Science \_\_\_\_\_ us understand the world better.

- A helps
- B helped
- C had helped





10. Which sentence uses the Present Passive tense?

- A The cake is baked by the chef.
- B The chef bakes the cake.
- C The cake was baked by the chef.

11. What is a significant environmental issue mentioned in relation to nature?

- A Increased urban development
- B Recycling waste
- C Climate change

12. Marie Curie \_\_\_\_\_ radium and polonium.

- A had discovered
- B discovers
- C discovered

13. Which of the following is a major city in the United Kingdom?

- A Berlin
- B Paris
- C London

14. How do you form the Past Perfect tense?

- A Use «had» + past participle
- B Use «has» + past participle
- C Use «will» + base form

15. Which city is known for its historical landmarks like Big Ben and the London Eye?

- A Paris
- B London
- C New York

16. What does the term «networking» primarily refer to?

- A Building social connections
- B Creating websites
- C Managing computer systems

17. Which sentence contains a defining relative clause?

- A The car, which I bought last year, is very fast.
- B The book that you lent me was interesting.
- C My friend, who lives in London, is coming to visit.

18. Which sentence uses a non-defining relative clause?

- A The restaurant where we had dinner was amazing.
- B My sister, who is a doctor, works at a hospital.
- C The movie that we watched last night was thrilling.

19. Which of the following sentences demonstrates the use of the Past Perfect tense to show an action completed before another past action?

- A After he had left, I went to the store.
- B She left the house before I had arrived.
- C They had been waiting for an hour when the train arrived.



20. Which sentence is in the Present Simple tense?
- A She will be cooking dinner tonight.
  - B They are watching TV now.
  - C He writes emails every day.
21. Which sentence correctly uses the First Conditional?
- A If it rains, we will cancel the picnic.
  - B If it rained, we would cancel the picnic.
  - C If it rain, we canceled the picnic.
22. How do you form a negative sentence in the Present Simple tense for “he”?
- A He does not goes
  - B He do not go
  - C He does not go
23. Which sentence correctly uses the Past Simple tense?
- A She has finished her homework yesterday.
  - B They finish their project last week.
  - C He finished his book last night.
24. Which sentence is in the Past Perfect tense?
- A By the time we arrived, the movie had started.
  - B I was starting to read the book when she called.
  - C He starts the work before the meeting.
25. Choose the sentence that correctly uses both the Past Simple and Past Perfect tenses.
- A She had eaten breakfast before she went to school.
  - B They went to the park after they have finished their homework.
  - C I was reading a book when I had heard the news.



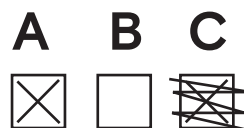
# БЛАНК ВІДПОВІДЕЙ

Познач у бланку відповіді так, щоб було зрозуміло,  
яким є твій варіант відповіді на завдання.

**Правильну** відповідь на кожне завдання позначають тільки так:



**Неправильну** відповідь можна виправити, замалювавши  
попередню позначку та поставивши нову:



	A	B	C
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
21.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# МАТЕРІАЛИ ДЛЯ ФАСИЛІТАТОРА



# LESSON 1. ABOUT MYSELF

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про себе, свої здорові звички та спорт. Розвиток навичок читання.

Учень називає терміни, що стосуються здорової їжі, здорових звичок та спорту англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про себе, свої здорові звички та спорт англійською (healthy food, sport).

*Here's the vocabulary of this lesson!*

## ABOUT MYSELF

**Passionate about** — deeply interested in something

**Hobbies** — activities done regularly for enjoyment

**Ambitious** — having a strong desire to achieve something

**Creative** — having the ability to think of new ideas

**Outgoing** — friendly and sociable, enjoying the company of others

**Introverted** — more comfortable spending time alone or with a few friends

**Sporty** — enjoying and being good at sports

**Responsible** — able to take care of things or people

**Optimistic** — having a positive outlook on life

**Music lover** — someone who really enjoys listening to or playing music

**Artistic** — having a natural talent for or interest in art

**Friendly** — kind and pleasant towards others

**Social** — enjoying spending time with other people

**Independent** — able to do things on your own without much help

### Task 1

Speak about yourself using the example below.

1. My name is \_\_\_\_\_.
2. I am from \_\_\_\_\_.
3. My favourite hobby is \_\_\_\_\_.
4. I am passionate about \_\_\_\_\_.
5. One thing I love about my school is \_\_\_\_\_.
6. Feel free to give me the specific sentences you want to complete, or provide more information about yourself.

### Task 2

Work in groups. After everyone has completed their sentences, take turns sharing your answers with the group. Discuss any common interests or surprising differences you find.

**Example.**

**Name:** My name is Sarah.

**Pets:** I have two cats named Whiskers and Mittens.



Save the Children



НАВЧАЙ  
ДЛЯ  
УКРАЇНИ



**Nationality:** I am from Ukraine.

**Likes:** One thing I like is playing basketball.

**Favourite Music:** My favourite type of music is pop.

**Birth Sign:** My birth sign is Leo.

**Favourite Colour:** My favourite colour is blue.

**Brothers and Sisters:** I have one brother and one sister.

**Age:** I am 16 years old.

**Dislikes:** One thing I dislike is waking up early.

**Interests:** I am interested in painting and hiking.

### Task 3

Read the text and answer the questions.

#### ABOUT TEENAGERS

Teenagers are young people between 13 and 19 years old. They go to school and study many subjects. Teenagers like spending time with friends. They enjoy playing sports, listening to music, and using their phones. Many teenagers also like watching movies and playing video games.

Teenagers often help their parents at home. They might clean their rooms, do the dishes, or take out the trash. Some teenagers have part-time jobs to earn money. They can work in stores, restaurants, or babysit.

Teenagers have dreams and goals. Some want to go to college, while others want to start working. They are learning about the world and figuring out what they want to do in the future. Teenagers are busy, but they also know how to have fun and enjoy life.

1. What age range defines teenagers?
2. What activities do teenagers enjoy doing with their friends?
3. What are some of the subjects that teenagers study at school?
4. How do teenagers help their parents at home?



## LESSON 2. PRESENT SIMPLE PAST SIMPLE FUTURE SIMPLE TENSE

**Важливо:** Відпрацювання граматичного матеріалу щодо теперішнього, минулого та майбутнього простих часів

Учень називає правильно допоміжні дієслова при теперішньому, минулому та майбутньому простих часах.

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.



Учень пояснює, розповідає про події, застосовуючи теперішній, минулий та майбутній простий час.

### *Here's the grammar of this lesson!*

**Present Simple Tense** is used for habits, routines, facts, and general truths.

**Affirmative:** Subject + base form of the verb.

- She reads books every day.

**Negative:** Subject + do / does not + base form of the verb.

- He does not like vegetables.

**Interrogative:** Do / Does + subject + base form of the verb?

- Do they play soccer on weekends?

**Time markers:** every day, always, often, usually, sometimes, rarely, never

- On Mondays / Tuesdays, once a week, twice a month, in the morning / afternoon / evening, at night, every summer / winter, in general, generally.

**Past Simple Tense** is used for actions or events completed in the past.

**Affirmative:** Subject + past form of the verb.

- We visited London last summer.

**Negative:** Subject + did not (didn't) + base form of the verb.

- She didn't finish her homework yesterday.

**Interrogative:** Did + subject + base form of the verb?

- Did they watch a movie yesterday?

**Time markers:** yesterday, last night / week / month / year, two days ago,

- a week ago, in 1995 (or any other specific year), when I was young, the other day, earlier, once, last time.

**Future Simple Tense** is used for actions or events in the future.

**Affirmative:** Subject + will + base form of the verb.

- He will study for the exam tomorrow.

**Negative:** Subject + will not (won't) + base form of the verb.

- They won't come to the party next week.

**Interrogative:** Will + subject + base form of the verb?

- Will she visit her grandparents next month?

**Time markers:** tomorrow, next week / month / year, in two days, soon, in the future.

### **Task 1**

Fill in the blanks with the correct form of the verb using Present Simple tense.

1. She plays tennis every Saturday.
2. He watches cartoons in the morning.
3. They like to eat pizza.
4. My mom works in a hospital.
5. We study English at school.
6. The cat sleeps in the sun.
7. Tom and Jerry are good friends.
8. The bus arrives at 8 AM every day.
9. Birds sing in the morning.
10. I go to bed early.



## Task 2

Fill in the blanks with the correct form of the verb.

1. She visited her grandparents last weekend.
2. He played soccer with his friends yesterday.
3. They watched a movie last night.
4. My sister finished her homework before dinner.
5. We went to the beach last summer.
6. The cat slept all afternoon.
7. Tom liked chocolate cake.
8. The sun shone brightly yesterday.
9. The students read a book in class.
10. I cooked dinner for my family.

## Task 3

Work in pairs. Read the dialogue.

**Anna:** Hi, Mark! How are you today?

**Mark:** Hi, Anna! I'm good, thanks. I usually start my day with a cup of coffee. What about you?

**Anna:** I always have breakfast before I leave for work. Actually, I just finished a project yesterday.

**Mark:** Oh, that's great! What kind of project was it?

**Anna:** It was a marketing campaign for a new product. We completed it last week, and it went really well. How was your week?

**Mark:** It was busy. I worked on a big report for my boss, and I finally finished it on Friday.

**Anna:** That sounds intense! Do you have any plans for the weekend?

**Mark:** Yes, I'm going to visit my family on Saturday. We'll have a family gathering and catch up. What are your plans?

**Anna:** I'm thinking about going hiking on Sunday. The weather looks nice, so it should be a great day for it.

**Mark:** That sounds fun! I hope you have a great time. I'll be busy next week with a new project at work.

**Anna:** I'm sure it will be interesting. Let's catch up again soon and share how our weeks went.

**Mark:** Definitely! See you next week, Anna.

**Anna:** See you, Mark!





## LESSON 3. WHAT ABOUT YOU?

**Важливо:** Розвиток навичок зорового сприймання. Продовження відпрацювання лексичного мінімуму про себе, свої звички та свій спосіб життя. Розвиток навичок читання.

**Учень** про себе, свої навички та свій спосіб життя англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

**Учень застосовує** набуті знання для усного продукування, писемного мовлення, активного слухання.

**Учень пояснює, розповідає, використовує** базовий словниковий запас про себе, свої навички та свій спосіб життя англійською (**What about you?**).

### Task 1

Ask and answer questions about yourself.

1. **Hobby:** What do you enjoy doing in your free time?
2. **Routine:** What is your daily schedule like?
3. **Preference:** What is your favorite type of food?
4. **Interest:** What subjects or activities are you passionate about?
5. **Habit:** What do you usually do every day?

### Task 2

Read the text.

People like to do different activities in their free time. Some activities are hobbies, and some are sports.

Hobbies are things people do for fun. Some popular hobbies are reading books, drawing pictures, and playing music. Many people like to collect things, like stamps or coins. Others enjoy cooking and baking.

Sports are games people play to stay active and healthy. Some popular sports are soccer, basketball, and tennis. People can play sports with friends or in teams. Playing sports helps people stay fit and make new friends.

Some people like to do both hobbies and sports. They might read a book after playing soccer, or draw a picture after a game of basketball.

Everyone has different hobbies and sports they like. It's important to do what makes you happy and have fun.

### Task 3

Decide if the sentences below are **True** or **False**.

1. Hobbies are things people do for work. **False**  
Hobbies are things people do for fun.
2. Reading books is a popular hobby. **True**  
Soccer and basketball are examples of sports. **True**
3. Cooking and baking are not considered hobbies. **False**  
Cooking and baking are considered hobbies.
4. People cannot play sports with friends. **False**
5. Hobbies and sports are unrelated activities. **False**  
Hobbies and sports are related activities.
6. Everyone enjoys the same hobbies and sports. **False**  
Everyone has different hobbies and sports they like.
7. It's important to do activities that make you unhappy. **False**





- It's important to do activities that make you happy.
8. Collecting stamps or coins is a hobby. True
  9. Playing sports helps people stay fit. True



## LESSON 4. FASHION TRENDS. CLOTHES

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про тренди в моді, модні тенденції. Розвиток навичок читання.

Учень називає терміни, що стосуються моди та трендів англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про тренди та моду англійською (fashion trends).

*Here's the vocabulary of this lesson!*

### TYPES OF CLOTHING

**Casual** — Everyday, comfortable clothing.

**Formal** — Elegant and sophisticated clothing, often worn for special occasions.

**Vintage** — Clothing that is old-fashioned or from a previous era.

**Trendy** — Fashionable and popular at the moment.

**Athletic** — Clothing designed for sports and exercise.

**Designer** — Clothing made by a famous fashion designer.

### CLOTHING ITEMS

**Dress** — A one-piece clothing for women or girls.

**Shirt** — A piece of clothing worn on the upper body.

**Skirt** — A clothing that hangs from the waist and covers the lower part of the body.

**Jeans** — Denim pants that are casual.

**Sweater** — A knitted clothing worn on the upper body for warmth.

**Jacket** — An outer clothing with sleeves, worn outdoors.

### ACCESSORIES

**Hat** — A head covering worn for style or protection from the weather.

**Scarf** — A piece of fabric worn around the neck for warmth or fashion.

**Shoes** — Footwear that protects and comforts the feet.

**Belt** — A strip of leather or fabric worn around the waist to hold up pants or as a fashion accessory.

**Jewellery** — Decorative items worn for personal decoration, such as rings, necklaces, or bracelets.



## Vocabulary

**Elegant** ['ɛlɪɡənt] елегантний

**Sophisticated** [sə'fɪstɪkeɪtɪd] витончений, складний

**Occasions** [ə'keɪzənz] події, випадки, нагоди

**Protection** [prə'tekʃən] захист

**Fashion accessory** ['fæʃən] мода

**Accessory** [ək'sesəri] аксесуар

**Personal adornment** ['pɜ:rsənəl] [ə'dɔ:nmənt] особиста прикраса

**Jewellery** ['dʒu:əlri] ювелірні вироби, прикраси

**Necklaces** ['nekləsɪz] намиста, кольє

**Smart clothes** [smɑ:rt kləʊðz] стильний одяг

**Loose-fitting** [lu:s 'fɪtɪŋ] вільного крою, широкий

## Task 1

Read the text.

### FASHION

Fashion is about the clothes and styles that are popular at a certain time. It's how people dress and what they think looks good.

Fashion changes often. One year, certain colours or patterns might be trendy, and the next year, something else might be popular.

People follow fashion trends by wearing clothes that are in style. They might look at magazines, websites, or social media to see what's fashionable.

Fashion isn't just about clothes; it's also about accessories like jewellery, bags, and shoes. These can add to a person's overall look.

Some people like to create their own style, mixing different clothes and accessories to express themselves. Others prefer to follow the latest trends.

Fashion is a way for people to show their personality and creativity through what they wear. It's fun to experiment with different looks and find what makes you feel confident and comfortable.

## Task 2

Decide if the sentence is True or False according to the text.

1. Fashion is only about clothes. **False**  
Fashion is about the clothes and styles.
2. Fashion trends never change. **False**  
Fashion changes often.
3. People can follow fashion trends by looking at magazines, websites, or social media. **True**
4. Accessories cannot add to a person's overall look. **False**  
Accessories can add to a person's overall look.
5. Some people like to create their own style by mixing different clothes and accessories. **True**
6. Fashion does not help people show their personality. **False**  
Fashion does help people show their personality.
7. Only bright and colourful clothes are considered fashionable. **False**  
Only bright and colourful clothes aren't considered fashionable.
8. People wear fashionable clothes to feel confident and comfortable. **True**
9. Fashion trends are always the same every year. **False**  
Fashion trends aren't always the same every year.
10. People follow fashion trends by ignoring magazines, websites, and social media. **False**  
People prefer to follow the latest trends.





### Task 3

Discuss the questions in pairs:

1. What is fashion about?
2. How often does fashion change?
3. Where might people look to see what is fashionable?
4. What are some examples of accessories mentioned in the text?
5. Why do some people like to create their own style?
6. How can fashion help people express themselves?
7. Besides clothes, what else is included in fashion?
8. What can add to a person's overall look?
9. How do some people follow fashion trends?
10. What are two reasons people might enjoy fashion?



## LESSON 5. WOULD YOU MIND ABOUT FASHION

**Важливо:** Розвиток навичок зорового сприймання. Продовження відпрацювання лексичного мінімуму про стилі, модний одяг. Розвиток навичок читання.

Учень називає тренди в моді та музиці англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про сучасну моду та сучасну музику англійською (fashion trends).

*Here's the vocabulary of this lesson!*

### ABOUT FASHION

**Style** — The specific way in which someone dresses.

**Outfit** — A set of clothes worn together.

**Trend** — A general direction in which fashion is moving.

**Fashionable** — Popular and stylish at a particular time.

**Pattern** — A repeated decorative design on fabric.

**Fabric** — Material used to make clothing.

### Vocabulary

**Custom-made** ['kʌstəm meɪd] зроблений на замовлення

**Handcrafted** ['hændkræftɪd] ручної роботи

**Prestigious** [pre'stɪdʒəs] престижний

**Unconventional** [ˌʌnkən'venʃənl] нестандартний, нетрадиційний

**Featuring** ['fi:tʃərɪŋ] за участю, з особливістю

**Essential** [ɪ'senʃəl] необхідний, суттєвий

**Previous** ['pri:vɪəs] попередній



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Allow [ə'laʊ] дозволяти  
Confident ['kɒnfɪdənt] впевнений  
Haute couture [əʊt ku:'tu] високий (високої) мода, кутюр  
Avant-garde [ævɒŋ 'gɑ:rd] авангардний  
Come up [kʌm ʌp] придумати, з'явитися  
Inspired [ɪn'spaɪərd] натхненний  
Tees [ti:z] футболки  
Bargains ['bɑ:rgɪnz] вигідні покупки, знижки

### Task 1

Read about different fashion styles and answer the questions..

**Haute couture:** High-fashion clothing that is custom-made and often handcrafted with high-quality materials, typically produced by prestigious fashion houses.

**Avant-garde:** Innovative or experimental fashion designs that push the boundaries of conventional style and often influence future trends.

**Bohemian:** A style characterised by unconventional clothing, often featuring fabrics, ethnic prints, and eclectic accessories.

**Minimalist:** A fashion style that is about simplicity, clean lines, and a limited colour palette, focusing on essential pieces.

**Streetwear:** Casual clothing inspired by urban culture, often featuring graphic tees, hoodies, sneakers, and accessories influenced by hip-hop and skateboard fashion.

**Vintage:** Clothing and accessories from previous decades, typically ranging from the 1920s to the 1990s.

**Eclectic:** A style characterised by a mix-and-match approach, combining different elements such as patterns, textures, and accessories from various fashion genres.

1. What is haute couture?
2. What defines avant-garde fashion?
3. What are the characteristics of bohemian style?
4. What does minimalist fashion focus on?

### Task 2

Work in pairs. Read an interview with a young fashion design student.

**Interviewer:** Hi! Thanks for joining us today. Can you please introduce yourself?

**Fashion Designer:** Hi! Thank you for the invitation. My name is Sarah, and I am a young fashion designer.

**Interviewer:** That's great, Sarah. How did you get started in fashion design?

**Fashion Designer:** I always loved drawing and clothes. When I was a kid, I used to make outfits for my dolls. Later, I studied fashion at school and started making my own designs.

**Interviewer:** What inspires your designs?

**Fashion Designer:** I get inspiration from many things. Sometimes it's nature, like flowers and trees. Other times, it's people I see on the street or even colours and shapes.

**Interviewer:** Do you have a favourite piece that you've designed?

**Fashion Designer:** Yes, I do. My favourite piece is a dress made from recycled materials. It's special because it's both beautiful and good for the environment.

**Interviewer:** That's wonderful. What materials do you like to use the most?

**Fashion Designer:** I like using different materials, but I love working with cotton and silk. They feel nice and look great.

**Interviewer:** How do you come up with new ideas for your designs?



**Fashion Designer:** I always carry a notebook with me. When I see something interesting, I draw it. Later, I look at my sketches and think about how to turn them into clothes.

**Interviewer:** Do you have any advice for young people who want to become fashion designers?

**Fashion Designer:** Yes! Never give up on your dreams. Practise a lot, and don't be afraid to try new things. Also, learn as much as you can about sewing and fabrics.

**Interviewer:** Thank you so much for your time, Sarah. It was great to talk to you.

**Fashion Designer:** Thank you! It was nice to talk to you too.

### Task 3

Complete the sentences using Word Box.

**Word Box:** styles, creativity, changes, brands.

Fashion clothes come in many different **styles** and colours. People often wear them to express their personality. Popular items include jeans, t-shirts, dresses, and jackets. Accessories like hats, scarves, and belts can add a unique touch. Fashion **changes** with the seasons, bringing new trends every year. It's fun to mix and match different pieces to create a stylish look. Many people enjoy shopping for clothes and finding bargains on their favourite **brands**. Fashion allows everyone to show their **creativity** and feel confident.



## LESSON 6. GERUND

**Важливо:** Продовження відпрацювання лексичного мінімуму про тренди в моді та музиці, модний одяг. Розвиток навичок читання. Відпрацювання граматичного матеріалу, що пов'язані з герундієм.

**Учень називає** тренди в моді та музиці англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), пов'язані з герундієм, розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**), правильно неособову форму дієслова, що має властивості дієслова та іменника, вживає герундій після деяких дієслів з прийменниками.

**Учень застосовує** набуті знання для усного продукування, писемного мовлення, активного слухання.

**Учень пояснює, розповідає** про події, застосовуючи герундій.

*Here's the grammar of this lesson!*



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## GERUND

Дієслова, які вживаються тільки з герундієм:

- to enjoy – I enjoy reading novels.
- to finish – She finished studying for the exam.
- to dislike – He dislikes waiting in long lines.
- to give up – They gave up trying to solve the problem.
- can't stand – I can't stand doing the dishes.
- don't mind – I don't mind working late if needed.
- to be worth doing something – The book is worth reading.

Дієслова, які вживаються як з герундієм, так і з інфінітивом (іноді з різними значеннями):

- to begin

Gerund: She began singing at an early age.

Infinitive: She began to sing at an early age.

- to start

Gerund: He started learning French last year.

Infinitive: He started to learn French last year.

- to like

Gerund: She likes painting landscapes.

Infinitive: She likes to paint landscapes.

- to hate

Gerund: I hate waiting in traffic.

Infinitive: I hate to wait in traffic.

- to prefer

Gerund: I prefer hiking to running.

Infinitive: I prefer to hike rather than run.

- to love

Gerund: He loves swimming in the ocean.

Infinitive: He loves to swim in the ocean.

- to stop

Gerund: She stopped smoking last year.

Infinitive: She stopped to smoke a cigarette.

- to continue

Gerund: They continued working despite the rain.

Infinitive: They continued to work despite the rain.

- to go on

Gerund: He went on talking about his vacation.

Infinitive: He went on to talk about his vacation.

- to do something

Gerund: I enjoy doing something creative on weekends.

Infinitive: I like to do something creative on weekends.

- doing something

Gerund: She spent the day doing something productive.

Infinitive: She decided to do something productive.

Герундій вживається після деяких дієслів з прийменниками:

to depend on — залежати від

to rely on — покладатися на

to insist on — наполягати на

to agree to — погоджуватися з

to think of — думати про

to be fond of — захоплюватися



to be sure of — бути впевненим в чомусь  
to be pleased at / with — бути задоволеним чимось або кимось  
to be surprised at — дивуватися чомусь  
to be interested in — цікавитися чимось  
to be afraid of — боятися чогось  
to look forward to — чекати з нетерпінням

### Task 1

Fill in the sentences with the words from Word Box, and write about your friend's hobbies.

**Word Box:** playing soccer, running, painting, creating, painting, gardening, reading, baking.

1. My friends have many interesting hobbies.
2. John loves \_\_\_\_every weekend.
3. He is very good at \_\_\_\_on the field.
4. Sarah likes \_\_\_\_and often enjoys \_\_\_\_beautiful artwork.
5. She loves using bright colours and \_\_\_\_ nature scenes.
6. Tom enjoys \_\_\_\_books, especially mysteries.
7. Emma is passionate about \_\_\_\_.
8. Anna loves \_\_\_\_.
9. All my friends have hobbies that make them happy and allow them to relax.

### Task 2

Write a few true sentences of what you like and don't like doing about hobbies.

**Examples:**

1. I like reading books, because it is relaxing.
2. I enjoy listening to music and often sing along.
3. I don't like running because it makes me tired.
4. I dislike cleaning the house, but I do it anyway.

### Task 3

Answer the questions.

1. Are you interested in trying new recipes?
2. Do you enjoy attending live music events?
3. Are you satisfied with the quality of your daily commute?
4. Do you like participating in team sports?
5. Are you excited about your upcoming vacation plans?
6. Are you comfortable with the amount of homework you receive?
7. Do you find it easy to balance work and leisure time?
8. Are you happy with the variety of subjects offered at your school?
9. Do you prefer spending your free time indoors or outdoors?
10. Are you motivated by setting personal goals for yourself?





## LESSON 7. NETWORKING

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про спілкування та комунікацію в інтернеті. Розвиток навичок читання.

Учень називає звички спілкування англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**)

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про спілкування, комунікацію в інтернеті англійською (**networking**).

*Here's the vocabulary of this lesson!*

### NETWORKING

**Internet** — A global network connecting millions of computers, allowing them to communicate.

**Website** — A collection of related web pages on the internet.

**Social media** — Websites and apps that allow people to share content and connect with others.

**Profile** — A personal page on a social media site, where someone shares information about themselves.

**Post** — Content that someone shares on a social media site.

**Like** — To show approval or enjoyment of something on social media.

**E-mail** — A method of sending messages electronically over the internet.

**Chat** — An online conversation in real-time.

**Message** — A text sent electronically.

**Video call** — A call where participants can see and hear each other using the internet.

### Vocabulary

**Allow** [ə'laʊ] дозволяти

**Approval** [ə'pru:vəl] схвалення

**Enjoyment** [In'dʒɔɪmənt] задоволення

**Conversation** [ˌkɒnvə'seɪʃən] розмова

**Request** [rɪ'kwest] запит

**To identify** [tu: aɪ'dentɪfaɪ] ідентифікувати, визначати

### Task 1

Match the words in the left column with their meaning in the right column.

Friend Request

Follow

Connection

Tag

Social Media

- A A request to add someone to your social media contacts.
- B To subscribe to someone's updates on social media.
- C A link with another person on social networking sites.
- D To identify someone in a social media post.
- E Websites and apps that allow people to share content and connect with others.



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## Task 2

Discuss five things about the Internet which are most important. Add your own ideas.

**Information:** The Internet provides access to a gigantic amount of information on any topic.

**Communication:** It allows people to connect and talk with others around the world easily.

**Shopping:** You can buy products and services online without leaving your home.

**Education:** The Internet offers many online courses and educational resources for learning.

**Entertainment:** It provides various forms of entertainment, such as videos, music, and games.

## Task 3

Read the dialogue. Act it out in pairs.

**Alex:** Hi, Sam! Do you use the Internet a lot?

**Sam:** Hi, Alex! Yes, I use it every day. How about you?

**Alex:** Me too. What do you usually do online?

**Sam:** I like reading news and chatting with friends. I also watch a lot of videos. What about you?

**Alex:** I enjoy shopping online and learning new things. There are so many interesting websites.

**Sam:** True! I also use the Internet for studying. There are great resources for my homework.

**Alex:** Yes, the Internet is very helpful for school. Do you play games online?

**Sam:** Sometimes. I prefer watching movies and listening to music more.

**Alex:** That's cool. The Internet is good for entertainment too.

**Sam:** Definitely. It's amazing how much we can do online.

**Alex:** I agree. It makes life easier and more fun.

**Sam:** Absolutely! Well, I have to go now. Talk to you later, Alex.

**Alex:** Bye, Sam! Have a good day.



## LESSON 8. ABOUT INTERNET

**Важливо:** Розвиток навичок зорового сприймання. Продовження відпрацювання лексичного мінімуму про інтернет, користування сайтами, дотримання безпеки в інтернеті, безпечного спілкування. Розвиток навичок читання.

Учень називає терміни що стосуються інтернету, безпеки в інтернеті англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про інтернет, безпеку в інтернеті англійською (internet safety).

*Here's the vocabulary of this lesson!*



## INTERNET SAFETY

**Privacy** — Keeping personal information safe and secure online.

**Password** — A secret word or phrase used to access an account.

**Cyberbullying** — Bullying that takes place over digital devices like cell phones, computers, and tablets.

**Secure** — Safe from harm or danger.

### Vocabulary

**To access** [tə 'æk.ses] отримати доступ

**Bullying** ['bʊl.i.ɪŋ] цькування

**Harm** [hɑrm] шкода

**Devices** [di'vaɪsɪz] пристрої

**Trust** [trʌst] довіра

**Distracted** [dɪ'stræktɪd] відволікати

**Completely** [kəm'pli:tli] повністю

**Apps updated** [ænd æps 'ʌp.deɪ.tɪd] програми оновлені

**Scam** [skæm] шахрайство

**Unsure** [ʌn'ʃʊr] невпевнений

**Crack** [kræk] вирішити

**Wireless connection** ['waɪərləs kə'nekʃən] бездротове з'єднання

**Upload** ['ʌploʊd] завантажити

### Task 1

Reading the dialogue and discussing in pairs both the positive and negative aspects of using the internet for children.

**Emma:** Hi, Liam! Do you use the Internet a lot?

**Liam:** Hi, Emma! Yes, I use it every day. There are many good things about it.

**Emma:** Like what?

**Liam:** I like finding information quickly and talking to my friends. It also helps with schoolwork.

**Emma:** That's true. I enjoy watching movies and listening to music online.

**Liam:** Yes, it's great for fun. But there are some negative things too.

**Emma:** What do you mean?

**Liam:** Sometimes, I spend too much time online and get distracted.

It can be hard to stop.

**Emma:** I know what you mean. And some websites have false information.

**Liam:** Yes, and it's important to be careful with personal information.

It can be dangerous.

**Emma:** That's right. We should always think before sharing things online.

**Liam:** Absolutely. So, the Internet has both good and bad sides.

**Emma:** Yes, we just need to use it wisely.

**Liam:** Agreed. Well, I have to go now. See you later, Emma!

**Emma:** Bye, Liam! Take care.



## Task 2

Answer the questions.

1. What should you do if you see something online that makes you feel uncomfortable?
2. How can you create a strong password for your accounts?
3. Why is it important not to share your personal information online?
4. What should you do if someone you don't know tries to contact you online?
5. How can you tell if a website is safe to use?
6. Why is it important to keep your software and apps updated?
7. What are some signs that an email or message might be a scam?
8. How can you make sure your social media accounts are secure?

## Task 3

Read the statements about internet usage. Choose whether the statement is True or False.

1. True: You should only share your personal information with trusted people online.
2. False: It's okay to use the same password for all your online accounts.
3. True: It's important to ask an adult if you're unsure about something you see online.
4. False: You can trust everyone who messages you online.
5. True: Not all websites are safe, so you should check if a website is secure before using it.
6. False: It's safe to click on any link you see in an email or message.
7. True: Keeping your apps and devices updated helps protect you from online risks.
8. False: Once something is posted online, you can always delete it completely.



## LESSON 9. DEFINING & NON-DEFINING RELATIVE CLAUSES

**Важливо:** Відпрацювання граматичного матеріалу про обмежувальне та описове означальне речення.

Учень називає правильно будує обмежувальне та описове означальне речення.

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає про події, з використанням обмежувального та описового означального речення.

*Here's the grammar of this lesson!*





### (Обмежувальне означальне речення)

My sister who lives in England has a pet kangaroo.

Промовець може мати багато сестер, тому він повинен сказати слухачеві про яку саме сестру він говорить.

### Non-defining relative clause (Описове означальне речення)

My sister, who lives in England, has a pet kangaroo.

Промовець має лише одну сестру і подає слухачеві певну додаткову інформацію стосовно неї.

### Defining Relative Clauses

- It was a girl who spoke Japanese.
- Liz looked at the man whose hair was long.
- That was the time when I got bad marks at school.

### Non-Defining Relative Clauses

- Bill, who never watches TV, likes reading books.
- London television, which has broadcast since 1936, is one of the oldest.
- Mary, whose family lives very far, lives in London now.
- In London, where he studies, he has spent 3 years already.

### Defining Relative Clauses

Інформація в обмежувальному означальному реченні є необхідною.

- A school is a place where you study. A school is a place.

Обмежувальні означальні речення ніколи не виділяють комами.

- The book which I bought yesterday is excellent.
- The lady who just left the shop had a monkey in her bag.
- The man that is waiting for you has a pleasant smile on his face.

Використовуйте відносні займенники.

People > who, whose, that

Places > where, that

Things > which, whose, that.

### Non-Defining Relative Clauses

Вони надають додаткову, не суттєву інформацію про іменник.

Якщо їх прибрати, основне значення речення залишиться зрозумілим.

People > who, whose

Places > where

Things > which, whose

- My brother, who lives in New York, is visiting us next week.
- The Eiffel Tower, which is in Paris, is a famous landmark.
- Jane, whose car is parked outside, is waiting for you.

### Task 1

Fill in the sentences with **who**, **which** or **that**.

1. The cat **that** lives next door often visits our garden.
2. Sarah, **who** is my best friend, loves to bake delicious cakes.
3. The book **that** / **which** I borrowed from the library was very informative.
4. The restaurant **that** / **which** we visited last night had excellent service.
5. The laptop **that** / **which** I bought last month is much faster than my old one.
6. The teacher **who** teaches math is also the school's basketball coach.
7. The company **that** I work for is planning to develop its operations internationally.



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## Task 2

Fill in the sentences with whose, where or when.

1. Sarah, whose birthday is next week, is planning a big celebration.
2. We visited a museum where we learned about ancient civilizations.
3. Do you remember the day when we first met each other?
4. The girl, whose dog ran away, was very upset.
5. He showed us the house where he grew up.
6. Do you know anyone who can help us with our math homework?
7. The school dance, where we all had a great time, was held last Saturday.

## Task 3

Change defining relative clauses to non-defining relative clauses using the example.

**Example.**

Defining relative clause: The book that I borrowed from the library is really interesting.

Non-defining relative clause: The book, which I borrowed from the library, is really interesting.

1. **Defining Relative Clause:** The teacher who helped me with my project is very kind.
2. **Non-Defining Relative Clause:** The teacher, who helped me with my project, is very kind.
3. **Defining Relative Clause:** The movie that we watched last night was fantastic.
4. **Non-Defining Relative Clause:** The movie, which we watched last night, was fantastic.
5. **Defining Relative Clause:** The restaurant where we had dinner last week has great food.
6. **Non-Defining Relative Clause:** The restaurant, where we had dinner last week, has great food.
7. **Defining relative clause:** The teacher who helped me with my project is very kind.
8. **Non-defining relative clause:** The teacher, who helped me with my project, is very kind.
9. **Defining relative clause:** The movie that we watched last night was fantastic.
10. **Non-defining relative clause:** The movie, which we watched last night, was fantastic.



## LESSON 10. ASKING FOR PREFERENCE

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про уподобання, улюблені речі, предмети.

Учень називає свої уподобання у музиці, творчості, літературі англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає про свої уподобання в музиці, творчості, літературі,



використовує базовий словниковий запас про свої інтереси, уподобання англійською (preference).

*Here's the vocabulary of this lesson!*

### ASKING FOR PREFERENCE

Preference is liking one thing better than another.

The expressions of asking for and stating preferences may be divided into **formal** and those used with friends (**informal**). Here are some helpful phrases:

- **Which do you prefer / like better, football or tennis?** — Well, I'm not all that keen, actually.
- **What would you prefer, to watch news or a quiz show?** — I'd prefer to watch a quiz show.
- **Do you feel like watching drama?** — No, not really. Oh, I don't mind watching dramas.
- **Well, I must say I don't really have any preferences here. I must say both sound equally good to me.**
- **I don't mind asking, but do you prefer coffee or tea?**
- **I don't mind if you tell me, which type of music do you prefer listening to?**
- **I don't mind the answer, would you rather go hiking or stay at home on weekends?**

### Task 1

Ask and answer the questions below.

**Food:** What is your favourite type of cuisine, and why do you like it?

**Music:** Do you prefer listening to music with lyrics or instrumental music? Why?

**Movies:** Do you enjoy watching movies at home or in the cinema? Which do you prefer and why?

**Books:** Do you prefer reading fiction or non-fiction books?

**Travel:** Would you rather travel to the mountains or the beach for a vacation?

**Sports:** Do you feel like playing sports or watching them? Which sport is your favourite and why?

**Hobbies:** Do you prefer indoor activities like reading or outdoor activities like hiking? Why?

**Seasons:** Do you prefer summer or winter? What do you enjoy most about your preferred season?

**Technology:** Do you feel like using a laptop or a tablet for your daily tasks?

**Fashion:** Do you prefer wearing casual clothes or formal style? Why?

### Task 2

Read the text.

### MY PREFERENCES

I like some things more than others. For example, I prefer chocolate ice cream over vanilla ice cream. I enjoy playing soccer, but I don't like playing basketball as much. When it comes to movies, I prefer comedies, because they make me laugh, instead of action movies which are too intense for me.

I like reading books about adventures because they are exciting. I also enjoy listening to music that is calm and relaxing, rather than loud and fast.

In my free time, I prefer spending time with friends rather than sitting alone. I enjoy outdoor activities, like going to the park or hiking, more than staying indoors all day.

These are some of my preferences. They help me choose what makes me happy and how I





spend my time.

1. What type of ice cream does the author prefer?
2. Which sport does the author enjoy more: soccer or basketball?
3. What genre of movies does the author prefer and why?
4. What kind of books does the author like to read?
5. How does the author prefer to spend their free time?

### Task 3

Complete the sentences using Word Box.

**Word Box:** playing sports, mountains, cuisine, summer, instrumental, cinema, casual.

1. My favourite type of **cuisine** is Italian, because I love the rich flavours of pasta and pizza.
2. I prefer listening to **instrumental** music, because it helps me focus while I study.
3. Watching movies in the **cinema** is more exciting, because of the big screen and surround sound.
4. For a vacation, I would rather travel to the **mountains**, because I love hiking and exploring nature.
5. I enjoy **playing sports** more than watching them, because it keeps me active and engaged.
6. My favourite season is **summer**, because I love the warm weather and spending time at the beach.
7. I prefer wearing **casual** clothes, because they are more comfortable and allow me to move freely.



## LESSON 11. CAREER CHOICE

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про кар'єрний вибір, майбутню професію. Розвиток навичок читання.

Учень називає улюблені та цікаві професії англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про кар'єру, цікаві професії англійською (career choice, profession).

*Here's the vocabulary of this lesson!*



## CAREER CHOICE

**Career** — A job or series of jobs that someone does for a long period of their life.

**Job** — Work that someone does to earn money.

**Occupation** — Another word for a job or profession.

**Profession** — A type of job that needs special education or training.

**Employee** — A person who works for someone else.

**Employer** — A person or company that hires people to work.

**Resume** — A document that lists your education, skills, and work experience.

**Interview** — A meeting where someone asks you questions to see if you are right for a job.

### Vocabulary

**Consider** [kən'sɪdə] розглянути

**Occupation** [ˌɒk.jə'peɪ.ʃən] професія

**Employer** [ɪm'plɔɪər] роботодавець

**Employee** [ɪm'plɔɪi:] працівник

**An accountant** [ən ə'kaʊntənt] бухгалтер

**Training** [ˈtreɪ.nɪŋ] навчання

**Decision** [dɪ'sɪʒ.ən] рішення

### Task 1

Read the article about choosing a career.

Picking a job you want to do is a big choice. Start by thinking about what you like and what you're good at. For example, if you like helping people, you might want to be a teacher or nurse. If you like fixing things, you might think about being a mechanic or engineer.

It's a good idea to learn about different jobs. You can talk to people who have jobs you're interested in. Ask them what their job is like and if they enjoy it.

Think about what you are good at. If you are good with numbers, you might like being an accountant. If you are good at drawing or writing, maybe you could be an artist or writer.

Also, think about where you want to work. Do you want to work inside or outside? Do you like working alone or with other people? These things can help you choose the right job for you.

Finally, you may need to get special training or go to school for some jobs. Find out what you need to do and make a plan to get it.

Choosing a job you like is important, because it can make you happy and excited to go to work.

### Task 2

Decide if the statements are **True** or **False** according to the text.

1. **True:** Choosing a career is an important decision.
2. **False:** You should only think about what others want you to do.  
Start by thinking about what you like and what you're good at
3. **True:** Talking to people who have different jobs can help you learn more about them.
4. **False:** It doesn't matter what you are good at when choosing a career.  
It is important what you are good at when choosing a career.
5. **True:** You should consider if you prefer working inside or outside when choosing a job.





6. **False:** You don't need any special training or education for most jobs.  
You need special training or education for most jobs.
7. **True:** Your interests and skills can help you pick the right career.
8. **False:** It's not important to plan for the qualifications or degrees you might need.  
It's important to plan for the qualifications or degrees you might need.

### Task 3

Ask and answer the questions in pairs.

1. What do you enjoy doing the most?
2. What are you good at?
3. Have you talked to people who work in jobs you're interested in?
4. Do you prefer working alone or with other people?
5. Would you like to work inside or outside?
6. Do you need special training or education for the job you want?
7. What are some jobs that match your interests and skills?
8. How can talking to people in different jobs help you choose a career?

## LESSON 12. RELATIVE PRONOUNS

**Важливо:** Відпрацювання граматичного матеріалу щодо відносних займенників, а саме запитань: хто, що, який, де, коли.

**Учень запитує** про події, коли відбуваються, питає про предмети, людей.

**Учень застосовує** набуті знання для усного продукування, писемного мовлення, активного слухання.

**Учень пояснює, розповідає, використовує** у запитаннях англійською відносні займенники (which, who, when, where, whose).

### RELATIVE PRONOUNS

**Who** — refers to people.

**Whom** — also refers to people, typically used in formal writing or speech as the object of a verb or preposition.

**Whose** — can refer to people, animals, or things.

**Which** — refers to animals and things.

**That** — Can refer to people, animals, or things in defining clauses.





### Vocabulary

Refers [rɪ'fɜːz] посилається

Choice [tʃɔɪs] вибір

Training ['treɪ.nɪŋ] навчання

Encourages [ɪn'kʌrɪdʒɪz] заохочує

Satisfied ['sætɪsfaid] задоволений

### Task 1

Read the text and answer the questions.

Choosing a career is a big choice. It is important to think about what you like to do and what you are good at. If you like helping people, a job as a nurse could be great for you.

I agree with the idea that it's important to choose a job based on what you like. When you do something you enjoy, you will be happier and work better. If you choose a job just for the money, you might not feel satisfied.

It's also true that talking to people who work in different jobs can help you understand what those jobs are like. By asking them questions, you can learn if a job is right for you before you decide.

Another important point is that many jobs require special training or education. For instance, to be a doctor, you need to go to medical school. This is why it's good to find out what kind of training you need for the career you want.

In summary, choosing a career is about knowing what you enjoy, learning about different jobs, and understanding the training you need. This will help you find a job that you will enjoy and be good at.

1. Why is it important to think about what you like to do when choosing a career?
2. What might happen if you choose a job only for financial reasons?
3. How can talking to people who work in different jobs benefit you?
4. What example does the text provide to illustrate the need for specific training or education?
5. What are the key factors to consider when choosing a career, according to the summary?

### Task 2

Complete the sentences with **who**, **which**, **whose** or **where**.

One of the pronouns is used twice.

1. A good teacher is someone **who** helps students understand new things and encourages them to do their best.
2. A nurse is a professional **whose** main job is to take care of patients and help them get better.
3. The office **where** people work on computers and manage files is called an administrative office.
4. When you choose a career **which** fits your interests and skills, you are more likely to be satisfied with your job.
5. A chef is a person **who** works in a kitchen and prepares delicious meals for customers.



### Task 3

Complete the following sentences with **who** or **which**.

1. The teacher **who** helped me with my homework is very kind.
2. The book, **which** is on the table, is very interesting.
3. The car, **which** is new, is very fast.
4. The friend **who** gave me advice is very wise.
5. The bakery, **which** sells fresh bread, is very popular.
6. The dog, **which** barks loudly, is very friendly.



## LESSON 13. INVENTIONS AND DISCOVERIES

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про відкриття та дослідження. Розвиток навичок читання.

Учень називає відомих дослідників і великі відкриття англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про відкриття, дослідження в науці, відомих дослідників англійською (**inventions, discoveries**).

*Here's the vocabulary of this lesson!*

### INVENTIONS AND DISCOVERIES

**Invention** — A new device, method, or process that has been created.

**Discovery** — Finding or learning something for the first time.

**Inventor** — A person who creates a new invention.

**Scientist** — A person who studies or practices science.

**Innovation** — A new idea or method.

#### *Vocabulary*

**Invention** [In'venʃən] винахід

**Discovery** [dis'klʌvəri] відкриття

**Inventor** [In'ventər] винахідник

**Scientist** ['saɪəntɪst] вчений

**Innovation** [ˌɪnə'veɪʃən] інновація





### Task 1

Match the words with their definitions.

- |                   |  |
|-------------------|--|
| 1. Penicillin     | A A machine that lets you talk to people far away.                     |
| 2. Telephone      | B A system that connects computers and lets people communicate online. |
| 3. Internet       | C A process that helps prevent diseases by giving people shots.        |
| 4. Printing press | D A device that helps people travel long distances in the air.         |
| 5. Airplane       | E A discovery that helps treat infections and save lives.              |
| 6. Vaccination    | F A machine that helps print books and share information.              |

Penicillin — E. A discovery that helps treat infections and save lives.

Telephone — A. A machine that lets you talk to people far away.

Internet — B. A system that connects computers and lets people communicate online.

Printing press — F. A machine that helps print books and share information.

Airplane — D. A device that helps people travel long distances in the air.

Vaccination — C. A process that helps prevent diseases by giving people shots.

### Task 2

Read the story.

Inventions and discoveries are important because they help us in many ways.

**Inventions** are new things that people create. For example, the telephone was invented a long time ago. It helps people talk to each other even if they are far apart. Another invention is the airplane, which lets people travel quickly from one place to another.

**Discoveries** are new things that people find out about. For example, discovering penicillin helped doctors treat infections and save lives. The printing press was a discovery that made it easier to print books and share information.

These inventions and discoveries change the way we live and make our lives better.

### Task 3

Work in pairs to answer the questions according to the text.

1. **What does the telephone help people do?** It helps people talk to each other even if they are far apart.
2. **How does the airplane help people?** It lets people travel quickly from one place to another.
3. **What was discovered that helps doctors treat infections?** Penicillin was discovered to help treat infections.
4. **What did the printing press make easier?** It made it easier to print books and share information.
5. **Why are inventions and discoveries important?** They change the way we live and make our lives better.





## LESSON 14. SCIENCE

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про наукові дослідження. Розвиток навичок читання.

Учень називає відомих дослідників та науковці англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про відкриття, дослідження в науці, відомих дослідників англійською (inventions, discoveries, science).

*Here's the vocabulary of this lesson!*

### **Vocabulary**

**Hypothesis** [haɪ'pɒθɪsɪs] гіпотеза

**Theory** ['θiəri] теорія

**Experiment** [ɪk'spɛrɪmənt] експеримент

**Observation** [ˌɒbzə'veɪʃən] спостереження

**Data** ['deɪtə] дані

**Variable** ['vɛəriəbl] мінна

**Including** [ɪn'kluːdɪŋ] включаючи

**Distribution** [ˌdɪstrɪ'bjuːʃən] розподіл

**Branch** [bræntʃ] галузь

**Composition** [kəmˈpɒzɪʃən] склад

**Interactions** [ˌɪntə'rækʃənz] взаємодії

**Universe** ['juːnɪvɜːrs] всесвіт

**Conduct** [kən'dʌkt] проводити, здійснювати

**Naked** ['neɪkɪd] голий, непокритий

**Concern** [kən'sɜːn] стурбованість

### **Task 1**

Match the sciences with their definitions.

1. **Biology:** The study of living things, such as plants, animals, and how they grow and function.
2. **Chemistry:** The study of substances and how they interact, combine, and change, focusing on elements and compounds.
3. **Physics:** The study of matter and energy, including forces, motion, and how things work in the physical world.
4. **Geology:** The study of the Earth, including its rocks, minerals, and how its surface changes over time.
5. **Astronomy:** The study of space, including stars, planets, and other objects beyond Earth.

### **Task 2**

Read the text.

Science helps us understand the world around us. It is about asking questions and finding answers. Scientists do experiments to learn new things and solve problems. They study everything from tiny bugs to big planets.



In science, we learn about different subjects like biology, which is the study of living things, and physics, which is about how things move and work. Chemistry helps us understand how different substances mix together.

Science is important because it helps us make new discoveries and improve our lives. For example, science has given us medicines to cure diseases and technology to communicate with people far away.

By learning science, we can better understand nature and find ways to make our world a better place.

### Task 3

Decide if the sentences are True or False according to the text.

1. **True:** Science helps us understand how the world works.
2. **False:** Science only studies things that are visible with the naked eye. Science studies everything from tiny bugs to big planets.
3. **True:** Scientists conduct experiments to learn new things.
4. **False:** Biology is the study of how machines work. Biology is the study of living things, and physics
5. **True:** Chemistry is about how different substances mix together.
6. **False:** Physics concerns with studying animals. Physics concerns things move and work
7. **True:** Science has led to many important discoveries and improvements in medicine.
8. **False:** Learning science is not important for understanding nature.  
Learning science is important for understanding nature.



## LESSON 15. PRESENT PASSIVE TENSE

**Важливо:** Відпрацювання граматичного матеріалу щодо теперішнього часу активного та пасивного стану.

Учень називає правильно допоміжні слова при теперішньому простому часі у активному та пасивному стані.

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає про події, які відбуваються у теперішньому часі, використовуючи активну і пасивну форму при побудові речень.

*Here's the grammar of this lesson!*



## ACTIVE AND PASSIVE VOICES (АКТИВНИЙ І ПАСИВНИЙ СТАН)

The tense forms of the verbs can be used in **Active Voice**:

- We divide books into two main groups. (Present Simple Active)

or in **Passive Voice**:

- Books are divided into two main groups. (Present Simple Passive).

We often prefer Passive Form when it is not so important who or what does the action:

- Millions of books are published every year.

When you want to say who does the action or what causes the action.

**Passive Voice:**

- Fairy tales are read by children with pleasure.
- The website is visited by lots of people.

For Present Simple Passive use the correct form of 'be' (am/is/are) + the 3rd form of the verb: am done, is done, are done.

Додаток речення активного стану стає підметом у реченні пасивного стану.  
У реченні пасивного стану повідомляємо про те, що відбувається із підметом.

The Science Museum is visited by hundreds of tourists every day.  
(Passive Voice)

Hundreds of tourists visit the ScienceMuseum every day. (Active Voice)

### Task 1

Complete the following sentences with the right form of the Present Simple Passive.

1. The book **is read** by many people in schools.
2. The cake **is baked** by my mother every Sunday.
3. The letters **are delivered** by the mail carrier each morning.
4. The house **isn't cleaned** by a team of workers every week.
5. The movie **isn't watched** by families on weekends.
6. The homework **is checked** by the teacher after class.
7. The food **is cooked** by the chef in the restaurant.
8. The questions **aren't answered** by the assistant at the help desk.

### Task 2

Transform sentences from Active to Passive voice.

1. **Active:** The chef doesn't cook the meal.  
**Passive:** The meal isn't cooked by the chef.
2. **Active:** The teacher explains the lesson.  
**Passive:** The lesson is explained by the teacher.
3. **Active:** The company makes new phones.  
**Passive:** New phones are made by the company.
4. **Active:** The artist paints a picture.  
**Passive:** A picture is painted by the artist.
5. **Active:** The kids play soccer in the park  
**Passive:** Soccer is played by the kids in the park.
6. **Active:** The mechanic doesn't fix the car.





**Passive:** The car isn't fixed by the mechanic.

7. **Active:** The writer writes a book.

**Passive:** A book is written by the writer.

8. **Active:** The gardener doesn't water the plants.

**Passive:** The plants are not watered by the gardener.

### Task 3

Write the questions and answer in active and passive form.

1. **Question:** Who wrote the report?

**Active Form:** The researcher wrote the report.

**Passive Form:** The report was written by the researcher.

2. **Question:** Did the chef prepare the meal?

**Active Form:** Yes, the chef prepared the meal.

**Passive Form:** Yes, the meal was prepared by the chef.

3. **Question:** Who will announce the results?

**Active Form:** The manager will announce the results.

**Passive Form:** The results will be announced by the manager.

4. **Question:** Have they finished the project?

**Active Form:** Yes, they have finished the project.

**Passive Form:** Yes, the project has been finished by them.

5. **Question:** Did the team build the new playground?

**Active Form:** Yes, the team built the new playground.

**Passive Form:** Yes, the new playground was built by the team.

## LESSON 16. PAST PASSIVE TENSE

**Важливо:** Відпрацювання граматичного матеріалу щодо минулого часу пасивного стану.

Учень називає правильно допоміжні слова при минулому простому часі у пасивному стані.

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає про події, які відбуваються у минулому часі, використовуючи пасивну форму при побудові речень.

*Here's the grammar of this lesson!*

### PAST PASSIVE TENSE

Past Simple Passive is formed with 'was'/'were' + 3rd form of the verb:

- His music was performed at the concert yesterday.
- All the albums were recorded in the 1960s.
- This song was written by Paul McCartney.

PAST PASSIVE was/were + the past participle

The theory of relativity was developed by Albert Einstein.

Radium and polonium were discovered by Marie Curie.



Save the Children



НАВЧАЙ  
ДЛЯ  
УКРАЇНИ



Complete sentences with the Past Simple Passive form.

1. The letter was sent by the office yesterday.
2. The cake was not eaten by the guests at the party.
3. Was the movie watched by the whole family last night?
4. The book was not finished by the student before the exam.
5. Was the house cleaned by the cleaning service last week?
6. The car was not repaired by the mechanic on Monday.

## Task 2

Change sentences from Present Simple Passive to Past Simple Passive.

1. **Present Passive:** The letter is not sent by the office.  
**Past Passive:** The letter was not sent by the office.
2. **Present Passive:** The cake is eaten by the guests.  
**Past Passive:** The cake was eaten by the guests.
3. **Present Passive:** The book is not read by the student.  
**Past Passive:** The book was not read by the student.
4. **Present Passive:** The house is cleaned by the team.  
**Past Passive:** The house was cleaned by the team.
5. **Present Passive:** The report is not written by the assistant.  
**Past Passive:** The report was not written by the assistant.

## Task 3

Think about any famous invention, discuss its pairs using the following questions and Past Simple Passive.

1. **When was the invention created?** An invention was something new that people create to solve a problem or make life easier.
2. **Can you name an important invention and say why it iwas useful?** The telephone was an important invention because it helps people talk to each other even if they are far apart.
3. **What was a discovery?** A discovery was finding out something new that was not known before.





## LESSON 17. PRESENT TENSES REVISION

**Важливо:** Відпрацювання граматичного матеріалу про теперішній простий, теперішній доконаний час та теперішній тривалий час.

Учень називає правильно допоміжні слова при теперішньому доконаному часі, теперішньому простому та теперішньому тривалому часі, ставить запитання, буде заперечну форму, читає про події, які відбуваються у теперішньому часі, які тривають зараз у даний момент та про подію, які відбулася, і учень розповідає про неї зараз.

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає про події, які відбуваються у теперішньому доконаному часі, теперішньому простому та теперішньому тривалому часі.

*Here's the grammar of this lesson!*

### Present Simple

To describe habits, routines, or general truths.

For actions that happen regularly or facts that are always true.

**Affirmative:** Subject + base form of the verb (s / es for third person singular)

- She reads books every day.

**Negative:** Subject + do / does + not + base form of the verb.

- They do not (don't) play soccer on weekends.

**Question:** Do / Does + subject + base form of the verb?

- Do you like ice cream?

**Time markers:** always, usually, often, sometimes, every day/week/month/year, never.

### Present Continuous

To describe actions happening right now or around the present time.

For ongoing actions or temporary situations.

**Affirmative:** Subject + am / is / are + verb + -ing.

- She is reading a book now.

**Negative:** Subject + am / is / are + not + verb + -ing.

- They are not playing soccer right now.

**Question:** Am / Is / Are + subject + verb + -ing?

- Are you watching TV?

**Time markers:** now, right now, at the moment, currently, these days.

### Present Perfect

To describe actions that have occurred at an unspecified time before now.

To indicate that an action has happened to the present moment.

**Affirmative:** Subject + has / have + past participle of the verb.

- She has read that book before.

**Negative:** Subject + has / have + not + past participle of the verb.

- They have not (haven't) visited the museum.

**Question:** Has / Have + subject + past participle of the verb?

- Have you finished your homework?

**Time markers:** ever, never, already, just, yet, so far, recently.





### Task 1

Complete the sentences with the correct form of the verb.

1. He **writes** emails every day.
2. I **do not eat** meat, but I eat vegetables.
3. The children **are playing** outside right now.
4. She **has already finished** her homework this evening.
5. The train **arrives** at the station every day.
6. My friends **are playing** on vacation at the moment.
7. He **has never seen** a movie in the cinema before.
8. They **are talking** to each other on the phone right now.
9. I **visit** my grandparents every summer.

### Task 2

Read text and complete the sentences in correct present form

Discoveries are exciting, because they help us learn new things.

Today, scientists are working on new discoveries in many fields. They explore the ocean depths and outer space.

Recently, many important discoveries have changed the way we live. For example, penicillin has saved many lives since it was discovered.

Every year, researchers and inventors make new discoveries. They find new ways to improve our health, our environment, and our technology.

Many people are excited about the future because they believe that new discoveries bring even more amazing changes.

So far, scientists have learned a lot, but there is still so much more to discover.

Each discovery shows us how much we have yet to learn. Complete the sentences with the correct form of the verb.

### Task 3

Work in pairs. Read the dialogue and talk about your activities.

Sara: Hey, Mark! How are you?

Mark: Hi, Sara! I'm good, thanks. What about you?

Sara: I'm doing well. I hear you play the guitar. Is that true?

Mark: Yes, I play the guitar every day. It's my favourite hobby.

Sara: That's awesome! Are you practising any new songs right now?

Mark: Yes, I'm learning a new song by Ed Sheeran. It's a bit challenging, but I'm getting better.

Sara: That's great! Have you played in any concerts before?

Mark: Yes, I've played in a few school concerts. It's always so much fun.

Sara: Wow, I've never played an instrument, but I've always wanted to learn. Maybe I should start.

Mark: You should! It's never too late to start learning something new.

Sara: True. By the way, are you doing anything interesting this weekend?

Mark: I'm going to my cousin's birthday party on Saturday. What about you?

Sara: I'm just relaxing at home. I've had a busy week, so I need some rest.

Mark: Sounds like a good plan. Have you watched any good movies lately?

Sara: Yes, I've just watched a new action movie. It was really exciting!

Mark: Cool, I'll have to check it out.



## LESSON 18. NATURE AND THE ENVIRONMENT

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про природу, охорону навколишнього середовища, захист довкілля. Розвиток навичок читання.

Учень називає терміни, пов'язані з природою, охороною навколишнього середовища та екологією англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**) розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про природу, охорону навколишнього середовища, захист довкілля англійською (nature, environment).

*Here's the vocabulary of this lesson!*

### **Vocabulary**

**Pollution** [pəˈluːʃən] забруднення

**Deforestation** [diːˌfɔːrɪˈsteɪʃən] вирубка лісів

**Global warming** ['glɔʊbəl ˈwɔːrmɪŋ] глобальне потепління

**Habitat destruction** ['hæbɪtæt dɪˈstrʌkʃən] знищення середовища

**Harmed** [hɑːrmd] завданий шкоди

**Surroundings** [səˈraʊndɪŋz] навколишнє середовище

**Recycle** [riːˈsaɪkl] переробляти

**Concerned** [kənˈsɜːnd] стурбований

**Consequences** [kɒnsɪkwənzɪz] наслідки

**Dump** [dʌmp] звалище

**Exhaust fumes** [ɪgˈzɔːst fjuːmz] вихлопні гази

**Reduce waste** [riˈdjuːs weɪst] зменшити відходи

**Litter** ['lɪtər] сміття (на вулиці)

**Impact** ['ɪmpækt] вплив

### **Task 1**

Read the text.

#### **NATURE AND THE ENVIRONMENT**

Nature is all around us. It includes everything we see outside, like trees, rivers, mountains, and animals. Nature provides us with many things we need, such as clean air, water, and food.

The environment is the surroundings in which we live. It includes the land, the air, and the water. We need to take care of our environment to keep it healthy.

Today, many people are working to protect the environment. They recycle plastic and paper, plant trees, and clean up pollution.

In the past, some actions have harmed the environment. For example, pollution makes the air and water dirty.

To help nature, everyone can do simple things. We can save energy by turning off lights when we leave a room and can use less plastic.

By taking care of nature, we make sure a better future for ourselves and for the animals and plants that share our planet.

### **Task 2**

Decide if the sentences are True or False according to the text.



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НАВЧАЙ  
ДЛЯ  
УКРАЇНИ



1. Nature includes everything we see outside, such as trees and animals. **True**
2. The environment includes only the land and not the air or water. **False**  
The environment includes the land, the air or water.
3. Many people are currently working to protect the environment by recycling and planting trees. **True**
4. In the past, pollution has helped clean the air and water. **False**  
In the past, pollution has not helped clean the air and water
5. To help nature, we can save energy by turning off lights and using less plastic. **True**
6. By taking care of nature, we make sure a worse future for ourselves and other living things. **False**  
We make sure a better future for ourselves and for the animals and plants that share our planet.

### Task 3

Work in pairs. Read a dialogue. Act it out.

**Anna:** Hi, Tom! What do you think we can do to help the environment?

**Tom:** Hi, Anna! I think we can start by recycling more. It helps reduce waste.

**Anna:** That's a great idea! We should also try to save energy. For example, turning off lights when we leave a room can make a big difference.

**Tom:** Yes, and we can also use less plastic. Maybe we can bring our own bags when we go shopping.

**Anna:** Absolutely! Another thing we can do is plant trees. Trees help clean the air and provide homes for animals.

**Tom:** I agree. And we should remember to clean up any litter we see. Keeping our parks and streets clean is important for everyone.

**Anna:** Definitely. By doing these things, we can make sure that nature stays beautiful and healthy.

**Tom:** Exactly! Small actions can have a big impact on our environment.

**Anna:** Thanks for the chat, Tom. I feel more motivated to do my part!

**Tom:** You're welcome, Anna! Let's keep working to protect our planet.



## LESSON 19. FIRST CONDITIONAL

**Важливо:** Відпрацювання граматичного матеріалу про теперішній події, де виражається умова, за якої може відбутись майбутня реальна подія.

Учень називає правильно допоміжні слова, де виражається умова, за якої може відбутись майбутня реальна подія, ставить запитання, будує заперечну форму.

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає про теперішні події, де виражається умова, за якої може відбутись майбутня реальна подія.



Save the Children



НАВЧАЙ  
ДЛЯ  
УКРАЇНИ



### УМОВНІ РЕЧЕННЯ 1-РО ТИПУ (CONDITIONAL I)

У цьому типі речень виражається умова, за якої може відбутися реальна дія в майбутньому.

Уживаємо **if + present simple + will або won't**.

- If people pollute the seas and the air they will become ill.
- If we don't kill animals we'll give them a chance to survive.
- We'll give animals a chance to survive if we don't kill them.

Після **IF** ми не вживаємо **WILL** (future simple)

- If it will start raining... = **WRONG!**
- If it starts raining... = **RIGHT**

#### Task 1

Read the text and answer the question.

Nature is full of beautiful things like trees, rivers, and animals. We can help nature by taking care of the environment. If we recycle more, we will reduce waste and keep our surroundings clean.

If we plant more trees, they will provide fresh air and homes for animals. Trees are very important for a healthy environment.

If everyone uses less plastic, we can keep our oceans and parks clean. Plastic waste can harm wildlife, so it's important to make better choices.

If we save energy by turning off lights when we are not using them, we will help reduce pollution and fight climate change.

By doing these things, we will make sure that nature stays beautiful and healthy for everyone to enjoy.

1. What are some examples of beautiful things in nature mentioned in the text?
2. How can recycling help us take care of the environment according to the text?
3. What benefits do trees provide if we plant more of them?
4. Why is it important to use less plastic according to the text?
5. How can saving energy by turning off lights contribute to fighting climate change?
6. What is the overall message of the text regarding the relationship between human actions and the health of nature?

#### Task 2

Complete the following sentences using the First Conditional.

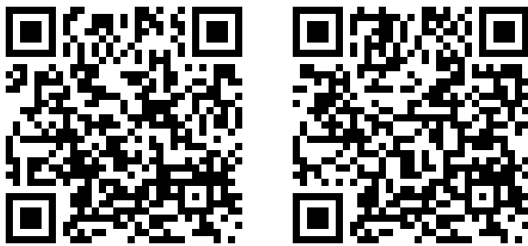
1. If you help me, I will finish the project on time.
2. If they arrive early, we will start the meeting at 9 AM.
3. If the weather is nice, we will go to the beach this weekend.
4. If you do not water the plants, they will die.
5. If he finds a good job, he will move to the city.



### Task 3

Write two sentences using the First Conditional.

1. Think about what you will do if you finish your homework early.
2. If I finish my homework early, I will watch a movie.
3. Imagine what you will do if you win a prize.
4. If I win a prize, I will share it with my family.
5. If it rains tomorrow, we will stay indoors and play board games.
6. If I get a promotion at work, I will take a vacation to celebrate.
7. If she studies hard for the exam, she will pass with flying colors.
8. If we leave now, we will avoid the traffic jam.
9. If they invite us to the party, we will definitely attend.
10. If you cook dinner tonight, I will clean the kitchen afterwards.
11. If the store has a sale, I will buy the new shoes I've been wanting.



## LESSON 20. THE UK TODAY

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про Великобританію сьогодні. Розвиток навичок читання. Повторення граматичного матеріалу вживання прийменників *by, to, of, off*.

Учень називає географічне місце, клімат, частини та особливості Великобританії англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про географічне місце, клімат, частини та особливості Великобританії англійською (**The UK today**), вживає прийменники *by, to, of, off*.

*Here's the vocabulary of this lesson!*

### GEOGRAPHY AND REGIONS

The UK consists of four parts: England, Scotland, Wales, Northern Ireland

- **England:** Largest country, with London as its capital.
- **Scotland:** Located to the north, with Edinburgh as its capital.
- **Wales:** To the west, known for its mountains, and Celtic culture.
- **Northern Ireland:** Located on the island of Ireland, sharing a border with the Republic of Ireland.

**Language:** English is the official language.

**Major Cities:**

**London** is the capital and largest city, a global financial and cultural centre.



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**Edinburgh:** Capital of Scotland, known for its historic architecture and festivals.

**Cardiff:** Capital of Wales, cultural and economic hub.

**Belfast:** Capital of Northern Ireland.

### Vocabulary

**Distinct** [dɪ'stɪŋkt] відмінний, окремий, чіткий

**Heritage** ['hɛrɪtɪdʒ] спадщина

**Includes diverse** [ɪn'kluːdʒ daɪ'vɜːrs] включає різноманітні

**Coastline** ['kəʊstˌlaɪn] збережжя, берегова лінія

**Deadline** ['dɛdˌlaɪn] крайній термін, дедлайн.

**By:** Agent or means, deadline. **We travelled by train.**

**To:** Direction, purpose, relationship. **Send this letter to John.**

**Of:** Possession, part of a whole. **The colour of the car is red.**

**Off:** Separation, distance. **The cat jumped off the table.**

### Task 1

Choose the correct word from Word Box.

**Word Box:** Big Ben, London, umbrella, Oxford University, the UK, Edinburgh.

1. If you visit London, you will see the iconic **Big Ben**.
2. If it rains tomorrow, we will need an **umbrella** for our walk in the park.
3. If they travel to **the UK**, they will explore the beautiful countryside.
4. If you go to **Edinburgh** in August, you will experience the famous Fringe Festival.
5. If she studies at **Oxford University**, she will receive a world-class education.

### Task 2

Fill in the gaps with the prepositions: **by, to, of, off**.

- 1.
2. The Tower **of** London is one **of** the most famous landmarks in the UK.
3. The British Museum is home **to** a big collection **of** art and artefacts.
4. Many tourists travel **to** the UK to see the changing **of** the guard at Buckingham Palace.
5. The Lake District is known **for** its impressive scenery and is a popular destination **for** hikers.
6. Stonehenge is located in the county **of** Wiltshire and is visited by thousands **of** tourists every year.

### Task 3

Decide if the statements below are True or False.

1. London is the capital city of the UK. **True**
2. The UK consists of four parts: England, Scotland, Wales, and Ireland. **False** (The correct countries are England, Scotland, Wales, and Northern Ireland.)
3. The official language of the UK is English. **True**
4. The UK is part of the European Union. **False** (The UK left the European Union in January 2020.)
5. The currency used in the UK is the Euro. **False** (The currency used in the UK is the British Pound Sterling.)



6. The UK is known for its different and multicultural society. True
7. Big Ben is the name of the bell in the Elizabeth Tower in London. True
8. The UK is located in the Southern Hemisphere. False  
(The UK is located in the Northern Hemisphere).



## LESSON 21. PAST SIMPLE TENSE PAST PERFECT TENSE

**Важливо:** Відпрацювання граматичного матеріалу про минулий простий та минулий доконаний час.

**Учень називає** правильно допоміжні слова при минулому доконаному часі та минулому простому часі, ставить запитання, будує заперечну форму.

**Учень застосовує** набуті знання для усного продукування, писемного мовлення, активного слухання.

**Учень пояснює, розповідає** про події, які відбувалися у минулому доконаному часі та в минулому простому.

*Here's the grammar of this lesson!*

### SIMPLE PAST TENSE

To describe completed actions or events that happened at a specific time in the past. **Form:** Verb + -ed (for regular verbs) or irregular verb forms

**Time Markers:**

- Yesterday: She walked to the park yesterday.
- Last week/month/year: He went to the store last month.
- In (a specific year): They traveled to France in 2019.
- Two days ago: I met her two days ago.
- At (a specific time): The meeting started at 3 PM.

### PAST PERFECT TENSE

To describe an action that was completed before another action or time in the past. **Form:** had + past participle

**Time Markers:**

- By (a specific time): She had walked to the park by the time it started raining.
- Before (another past action): They had finished dinner before the guests arrived.
- Already: He had already left when I called him.
- By the time (another past action): By the time the movie started, we had arrived.
- Earlier: I had met him earlier in the day.

### Task 1

Which sentences use the Simple Past and Past Perfect tenses in negative, affirmative, and interrogative forms?





### Past Simple:

1. Did you see the movie last night? (Interrogative)
2. He traveled to Japan last year. (Affirmative)
3. She finished her homework and then watched TV. (Affirmative)
4. We didn't buy any souvenirs during our trip. (Negative)
5. She did not finish her homework before dinner. (Negative)

### Past Perfect:

1. She had already eaten by the time we arrived. (Affirmative)
2. Had they left before the meeting started? (Interrogative)
3. She had left before he arrived. (Affirmative)
4. By the time we got to the theater, the movie had started. (Affirmative)
5. They had not visited the museum before it closed. (Negative)
6. Wow! Have you ever thought about this!

### Task 2

Combine these sentences using Simple Past and Past Perfect.

**Example:** She finished her homework. She watched TV.

**Answer:** She had finished her homework before she watched TV.

1. He had lost his keys before he found them under the sofa.
2. They had left the house when it started raining.
3. I had studied hard for the test, so I passed it with a good grade.
4. She had baked a cake before she invited her friends over.

### Task 3

Complete the sentences with Past Simple or Past Perfect.

1. She had finished her work before she left the office.
2. By the time we arrived, the party had started.
3. He realized he had forgotten his keys after he locked the door.
4. They had already bought the tickets when we arrived at the cinema.
5. I read the book that she had recommended to me.
6. After they had eaten dinner, they went for a walk.
7. She had never seen that movie before I showed it to her.
8. By the time he got to the station, the train had already left.
9. I had just finished my homework when the phone rang.





## LESSON 22. EXPRESSING FUTURE: “WILL”, “TO BE GOING TO”

**Важливо:** Відпрацювання граматичного матеріалу про майбутній простий час та “to be going to”.

Учень називає правильно допоміжні слова у майбутньому простому часі та “to be going to”, ставить запитання, будує заперечну форму, про події, які будуть відбуватися і плануються.

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає про події, які відбудуться у майбутньому часі, використовуючи will і to be going to.

*Here's the grammar of this lesson!*

### “WILL”

**will + основна форма дієслова.**

Часто використовується для спонтанних рішень, пропозицій, обіцянок або прогнозів, заснованих на особистій думці чи досвіді.

I will call you later. (спонтанне рішення — «Я подзвоню тобі пізніше».)

She will be here by 5 PM. (прогноз на основі думки — «Вона буде тут до 17:00».)

**Time Markers:**

- **Tomorrow:** She will walk to the park tomorrow.
- **Next week/month/year:** We will start the project next month.
- **In the future:** They will move to a new house in the future.
- **Soon:** The train will arrive soon.

### “TO BE GOING TO”

**Subject + am/is/are + going to + основна форма дієслова.**

Зазвичай використовується для планів чи намірів, які були вирішені до моменту мовлення, або для прогнозів, заснованих на наявних свідченнях.

I am going to start a new hobby. (план — «Я збираюся розпочати нове хобі».)

Look at those clouds. It is going to rain soon. (прогноз на основі наявних свідчень — «Подивись на ці хмари. Скоро піде дощ».)

**Time Markers:**

- **Tonight:** I am going to study tonight.
- **Tomorrow:** She is going to visit her grandmother tomorrow.
- **Next week/month/year:** We are going to start a new project next week.
- **In (a period of time):** They are going to move in two months.

### Task 1

Complete the sentences with “will” or “to be going to”.

1. I think I will call her tomorrow to check on her.
2. We are going to visit our grandparents this weekend; we already made plans.
3. She will probably finish her project by next Monday.
4. They are not going to attend the concert tonight; they have other plans.
5. Watch out! You are going to spill your drink if you're not careful.
6. I am going to buy a new laptop next week. I've saved enough money.





## Task 2

Work in pairs. Give the answer.

1. What will you do tomorrow?
2. Answer: I will go to the gym tomorrow.
3. Are you going to watch a movie tonight?
4. Answer: Yes, I am going to watch a movie tonight.
5. Will it rain this weekend?
6. Answer: No, I don't think it will rain this weekend.
7. Are they going to move to a new house next month?
8. Answer: Yes, they are going to move to a new house next month.
9. Will you help me with my homework?
10. Answer: Of course, I will help you with your homework.
11. Is she going to visit her grandparents next week?
12. Answer: Yes, she is going to visit them next week.
13. Will we have a meeting on Friday?
14. Answer: Yes, we will have a meeting on Friday.
15. Are they going to launch the new product next year?
16. Answer: Yes, they are going to launch it next year.
17. Well done! Let's talk about your experience!

## Task 3

Complete the sentences with "will" or "to be going to".

1. I will call you as soon as I finish my meeting.
2. They are going to start their vacation next week.
3. She will not visit her parents next weekend.
4. We are not going to have dinner at that new restaurant tonight.
5. He will complete the project by the end of this month.
6. They are going to buy a new car next year.
7. I will not send you the details once I receive them.
8. Tomorrow they are going to meet with their clients in the morning.
9. She will join the gym to get in shape.
10. By next summer, we are not going to move to a bigger house.



# LESSON 23. CITIES OF THE UNITED KINGDOM

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про міста Великобританії. Розвиток навичок читання.

Учень називає міста та головні центри Великобританії англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про міста Великобританії англійською (cities of the UK).

*Here's the vocabulary of this lesson!*



Save the Children



НАВЧАЙ  
ДЛЯ  
УКРАЇНИ



### MAJOR CITIES:

London is the capital and largest city, famous as a global financial and cultural centre.

Edinburgh, Cardiff, and Belfast are capitals of Scotland, Wales, and Northern Ireland respectively.

#### Vocabulary

Respectively [rɪˈspektɪvli] відповідно

Considered [kənˈsɪdərd] вважається

Unique [juːˈniːk] унікальний

Diversity enriches [daɪˈvɜːsɪti ɪnˈrɪtʃɪz] різноманітність збагачує

Spanning [ˈspænɪŋ] охоплюючи, що простягається

Millennia [mɪˈleniə] тисячоліття

Influence [ˈɪnfluəns] вплив

Annually [ˈænjuəli] щорічно

World-renowned [wɜːld rɪˈnaʊnd] всесвітньо відомий

Bustling [ˈbʌslɪŋ] метушливий, жвавий

Boasts [boʊsts] пишається, має

Providing [prəˈvaɪdɪŋ] надаючи, забезпечуючи

Contribute [kənˈtrɪbjʊːt] сприяти, робити внесок

Residents [ˈrezɪdənts] мешканці, жителі

### Task 1

Read the text.

#### WHY IS LONDON A UNIQUE CITY?

London is a unique city for several reasons:

London is incredibly diverse, with a mix of cultures, languages, and traditions from around the world. This diversity enriches the city's cultural scene, cuisine, and community life.

London has a rich history spanning over two millennia, from its Roman origins to its growth as a global powerhouse during the British Empire. Historical landmarks like the Tower of London, Buckingham Palace, and Westminster Abbey highlight its significance.

As the capital of the United Kingdom, London holds significant global influence in areas such as finance, politics, education, and the arts. It is a major centre for international business and diplomacy.

The city is home to iconic landmarks such as Big Ben, the London Eye, and the Shard, which attract millions of tourists annually. These landmarks contribute to London's unique skyline and cultural identity.

London is a hub for creativity and innovation, with world-renowned institutions like the British Museum, Tate Modern, and West End theatres. It is also a leading centre for fashion, music, literature, and film.

London boasts numerous parks and green spaces like Hyde Park, Regent's Park, and Kew Gardens, providing residents and visitors with places to relax.

### Task 2

Choose the correct sentences. Say True or False.

1. London is known for its rich history, which spans over three millennia. (False)
2. The city has a mix of cultures, languages, and traditions that enrich its cultural scene. (True)
3. London is the capital of the United Kingdom and holds significant global influence in areas



such as finance and politics. (True)

4. The Eiffel Tower is one of the iconic landmarks in London that attracts millions of tourists. (False)
5. London is home to famous institutions like the British Museum and Tate Modern. (True)
6. Hyde Park, Regent's Park, and Kew Gardens are examples of London's numerous beaches. (False)
7. London's unique skyline includes landmarks like Big Ben, the London Eye, and the Shard. (True)

### Task 3

Answer the question.

1. What makes London a unique city according to the text?
2. How does the diversity in London impact the city's cultural scene?
3. What historical landmarks are mentioned in the text as highlighting London's significance?
4. In which areas does London hold significant global influence?
5. What are some of the iconic landmarks in London that attract millions of tourists annually?
6. Which world-renowned institutions and sectors are mentioned as part of London's creative and innovative hub?
7. What are some of the parks and green spaces in London that provide places for relaxation?



## LESSON 24. COME BACK TO UKRAINE

**Важливо:** Розвиток навичок зорового сприймання. Відпрацювання нового лексичного мінімуму про рідну країну, Україну, найбільші міста. Розвиток навичок читання.

Учень називає найбільші міста України англійською мовою, використовуючи базовий словниковий запас (**Vocabulary**), розвиває навички зорового сприймання (**Reading & Writing**), граматичні навички (**Grammar**), розвиває навички аудіювання (**Listening**), розвиток мовленнєвих навичок (**Speaking**).

Учень застосовує набуті знання для усного продукування, писемного мовлення, активного слухання.

Учень пояснює, розповідає, використовує базовий словниковий запас про рідну країну та найбільші міста України англійською (Ukraine).

*Here's the story of this lesson!*





**Capital:** The capital city of Ukraine is Kyiv.  
**Population:** Ukraine has a population of over 40 million people.  
**Language:** Ukrainian is the official language of Ukraine.

### *Vocabulary*

**Captivates** ['kæptɪˌveɪts] захоплює, привертає увагу  
**Well-preserved** [wəl prɪˈzɜːrvd] добре збережений  
**Charming** ['tʃɑːrmɪŋ] чарівний  
**Cobblestone** ['kɒblstəʊn] бруківка  
**Bustling** ['bʌslɪŋ] метушливий, жвавий  
**Cosy** ['kəʊzi] затишний  
**Harbour** ['hɑːrbər] порт, гавань  
**Recognized** [rɛkəɡnaɪzd] визнаний, розпізнаний

### **Task 1**

Guess the names of these Ukrainian cities: **Kyiv, Lviv, Odesa, Kharkiv, Dnipro, Zaporizhzhya.**

1. **Kyiv** is known for its rich history, architecture, and as the political and cultural heart of Ukraine.
2. **Lviv** is known for its blend of historical and modern influences and its cultural scene.
3. **Odesa** is known for its seaside, historic architecture, and lively port atmosphere.
4. **Kharkiv** is known for its significant educational institutions and vibrant industrial and cultural life.
5. **Dnipro** is known for its role as a major industrial centre and its beautiful riverfront.
6. **Zaporizhzhia** is known for its rich Cossack history and as a key industrial city in Ukraine.

### **Task 2**

Read the text about wonderful cities of Ukraine.

Ukraine is home to many wonderful cities, each with its own charm and history. Here are a few highlights:

**Kyiv** is the capital city of Ukraine and one of the oldest cities in Europe. It is known for its beautiful churches, such as St. Sophia's Cathedral and Kyiv Pechersk Lavra. The Dnipro River runs through the city, offering views and relaxing boat rides.

**Lviv** is a city in western Ukraine known for its rich culture. The city centre, with its cobblestone streets and historic buildings, is a UNESCO World Heritage Site. Lviv is famous for its coffee culture and many cosy cafes.

**Odesa** is a port city on the Black Sea, known for its sunny beaches and nightlife. The city has a famous opera house and the Potemkin Stairs, which offer a great view of the harbour. Odessa's warm climate and seaside location make it a popular tourist destination.

**Kharkiv** is the second-largest city in Ukraine and a major educational centre. The city is known for its many universities and research institutions. Kharkiv has beautiful parks, like Gorky Park, and impressive architecture, such as the Derzhprom building.

**Dnipro** is an important industrial city in central Ukraine. It is located on the Dnipro River and has many green spaces, like Shevchenko Park. The city is known for its aerospace industry and modern bridges.

**Chernihiv** is one of the oldest cities in Ukraine, with a history dating back to the 7th century. It is known for its ancient churches, such as the Transfiguration Cathedral, and beautiful parks. Chernihiv's peaceful atmosphere makes it a great place to visit.

**Vinnytsia** is a charming city in central Ukraine, famous for its fountains. The Roshen



Fountain, located on the Southern Bug River, is one of the largest fountains in Europe. There are many museums and cultural events.

These cities, each with their own unique features, show the rich history, culture, and beauty of Ukraine.

### Task 3

Work in pairs. Answer the questions.

1. What is the capital city of Ukraine?
2. Which Ukrainian city is known for its historic churches, such as St. Sophia's Cathedral?
3. Which city in Ukraine is famous for its coffee culture and cobblestone streets?
4. What Ukrainian port city is known for its sunny beaches and vibrant nightlife?
5. What city in Ukraine has a historic old town and is a UNESCO World Heritage Site?
6. Which city is known for its ancient churches, such as the Transfiguration Cathedral?
7. Which Ukrainian city has a significant aerospace industry and modern bridges over the Dnipro River?





# ROADMAP\_9TH GRADE

## UNIT 1. WHO ARE YOU?

### LESSON 1. ABOUT MYSELF

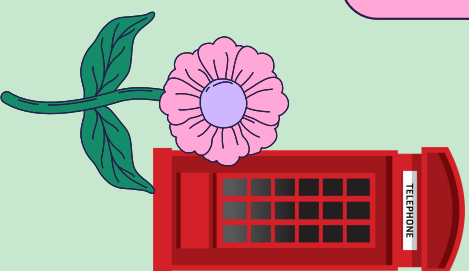
1. VIDEO TO  
LESSON 1



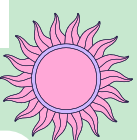
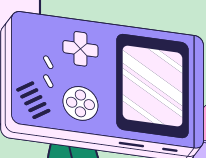
2. LESSON 1



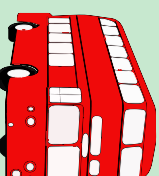
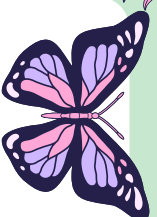
4.  
INTERACTIVE  
EXERCISES



3. REFLECTION  
SMILE



surprise:)



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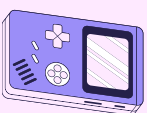
НАВЧАЙ  
ДЛЯ  
УКРАЇНИ



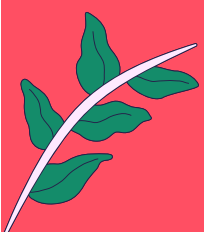
**ROADMAP\_9TH GRADE**

**UNIT 4. WHY NOT TAKE A CLOSER LOOK?**

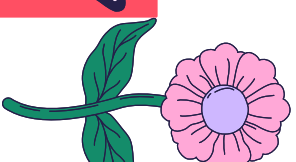
**LESSON 24. COME BACK TO UKRAINE**



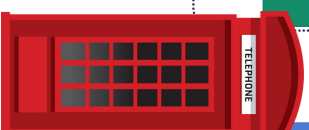
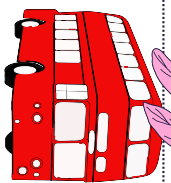
**1. VIDEO TO LESSON 24**



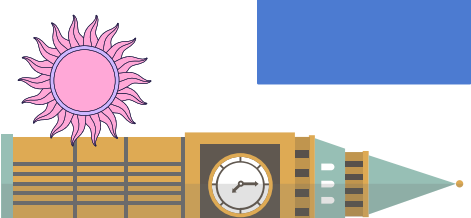
**SURPRISE:)**



**2. LESSON 24**



**3. INTERACTIVE  
EXERCISES**





# Відповіді

## Вхідний тест з англійської мови

1. A
2. A
3. B
4. C
5. C
6. A
7. C
8. A
9. B
10. A
11. B
12. A
13. A
14. A
15. B

## Вихідний тест з англійської мови

- |       |       |
|-------|-------|
| 1. B  | 16. A |
| 2. B  | 17. B |
| 3. C  | 18. B |
| 4. A  | 19. A |
| 5. B  | 20. C |
| 6. B  | 21. A |
| 7. B  | 22. C |
| 8. A  | 23. C |
| 9. A  | 24. A |
| 10. A | 25. A |
| 11. C |       |
| 12. C |       |
| 13. C |       |
| 14. A |       |
| 15. B |       |





## МИ У СОЦМЕРЕЖАХ

ГО «Навчай для України»

 Instagram

[instagram.com/teach4ukraine/](https://www.instagram.com/teach4ukraine/)

 Facebook

[facebook.com/teach4ukraine/](https://www.facebook.com/teach4ukraine/)

Програма «Освітній Суп»

 Instagram

[instagram.com/osvitniy.soup.ndu/](https://www.instagram.com/osvitniy.soup.ndu/)

 Facebook

[facebook.com/osvitniy.soup.ndu](https://www.facebook.com/osvitniy.soup.ndu)

Програма фінансується міжнародною гуманітарною організацією Save the Children. Save the Children необов'язково поділяє погляди, викладені в матеріалі.

**Save the Children у соцмережах**

 Instagram

[instagram.com/savethechildren\\_ukraine/](https://www.instagram.com/savethechildren_ukraine/)

 Facebook

[facebook.com/savethechildrenresponseinukraine/](https://www.facebook.com/savethechildrenresponseinukraine/)



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