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Видання «Мій конспект» — це серія посібників, які ставлять за мету надати допомогу вчителеві в підготовці та проведені уроку. Автор пропонує базову основу конспектів уроків англійської мови на окремих аркушах із використанням додаткових матеріалів та підручника А. М. Несвіт. Узявши за основу посібник, учителю може створити власний конспект уроку.
Для вчителів загальноосвітніх навчальних закладів.

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Серія «Мій конспект»

ЛЮБЧЕНКО Ольга Миколаївна

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<td>Back to School</td>
<td>Library, the IT class, language lab, music room, art studio, science lab, gym, football field, swimming pool, school canteen, snack bar, secretary’s office, Assembly Hall</td>
<td>Your school.</td>
</tr>
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<td>2</td>
<td>Basic Secondary Education in Ukraine</td>
<td>The ninth former, subject teacher, Headmaster, Vice Principal, final exams, education, to take an exam, mark, report card, the Certificate of Basic Secondary Education, the humanities, parent-teacher meeting, Science, Arts, quiz, school uniform, specify, study load, core subject, optional course, current performance</td>
<td>Verb tenses</td>
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<td>3</td>
<td>Discover Yourself</td>
<td>Sociable, courageous, generous, ambitious, intelligent, sensitive, determined, responsible, decent, indifferent, selfish, personality, succeed in, possess, fault, inner world, challenge, unreasonable, be enlarged with</td>
<td>Verb tenses.</td>
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- **Mовний компонент**
  - Лексичний матеріал
  - Граматичний матеріал
  - Аудіювання

- **Читання**
  - Answering the questions; speaking about yourself
  - Speaking about preferences
  - Explaining and arguing the position
  - Expressing agreement or disagreement

- **Письмо**
  - Making up sentences
  - Completing the table
  - Writing an autobiography
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<td>Граматичний матеріал</td>
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<td>13</td>
<td>This Is Our Earth</td>
<td>Environment, to refer, to comprise, to concern, destruction, wildlife, shortage, natural resources, pollution, litter, to influence, to endanger</td>
<td>Compound sentences</td>
<td>Ex. 1, p. 41.</td>
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<td>Spread over, steppe, to occupy, species, shelter, graceful, rare, endangered, crane, mammal</td>
<td>Compounding sentences</td>
<td>Answering the questions.</td>
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<td>Ex. 6, 46.</td>
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<td>15</td>
<td>Welcome to Ascania Nova</td>
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<td>Defining and non-defining Relative Clauses.</td>
<td>Ex. 12, p. 49.</td>
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<td></td>
<td></td>
<td>Relative pronouns: who/what/which/when/where/that</td>
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<td>16</td>
<td>National Parks in the UK</td>
<td>Picturesque, marvelous, enchanting, scenery, to wander through, to feel the warmth, to stroll</td>
<td>Relative pronouns: who/what/which/when/where/that</td>
<td>The quiz.</td>
<td>Ex. 1, p. 50.</td>
<td>Ex. 3, p. 51.</td>
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<td>Ex. 8, p. 55.</td>
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<td>Ex. 2, p. 50.</td>
<td>Ex. 5, p. 54.</td>
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<td>Ex. 5, p. 54.</td>
<td>Ex. 6, p. 54.</td>
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<td>17</td>
<td>National Parks around the World</td>
<td>To be established, to be placed, area, geological feature, ungulates, petrified, coniferous, glacial, rodents, crustacean, glacier, limestone, pine stands, swamp, sedge bog, gull, alder</td>
<td>Relative pronouns: who/what/which/when/where/that</td>
<td>Answering the questions; discussion</td>
<td>The World’s National Parks leaflets.</td>
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<td>Texts Ukrainian National Parks and Reserves</td>
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*Unit 2. NATURE MAGIC: WEB OF LIFE*

- **13** This Is Our Earth
- **14** Welcome to Ascania Nova
- **15** Welcome to Ascania Nova
- **16** National Parks in the UK
- **17** National Parks around the World
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<th>Читання</th>
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**Unit 3. ENVIRONMENTAL AND GREENER LIVING**

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<td>20</td>
<td>Environmental Protection</td>
<td>Rubbish, to end up, landfill, homegrown foods, charity, to cut smth down, the urban development, crop</td>
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<td>Ex. 6, p. 65</td>
<td>Ex. 1, p. 63. Ex. 2, p. 63. Answering the questions; discussion</td>
<td>Ex. 3, p. 64. Ex. 7, p. 65</td>
<td>Ex. 5, p. 65</td>
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<td>21</td>
<td>What is Fly-tipping</td>
<td>Illegal, to dump, bulky item, taxpayer, to clear smth away, to commit a crime, vehicle, identifiable, prosecution, trial, to seize, waste, disposal site, to dispose, hazardous substance, to disturb, to take measures</td>
<td>Relative defining and non-defining clauses</td>
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<td>Лексичний матеріал</td>
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II семестр
Unit 4. SCIENCE MAGIC

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- Лексичний матеріал
- Граматичний матеріал

Мовленнєвий компонент:
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- Говоріння
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- Письмо

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- Ex. 2, p. 87 rewriting sentences
- Ex. 2, p. 87 rewriting sentences
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- Ex. 2, p. 87 rewriting sentences
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<td>34</td>
<td>Keep In Touch</td>
<td>Ex. 4, p. 98</td>
<td>Passive Voice</td>
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<tr>
<td>39</td>
<td>Working on the Computer</td>
<td>Hazards, chilled out, it sounds, looking forward to seeing, cracker, hacker, royalties, security, criminal gain, phishing, Spam, Gmail</td>
<td>Prepositions, Reported Speech</td>
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<tr>
<td>41</td>
<td>Test Your Skills</td>
<td>Passive and Active. Relative Clauses. Ex. 3, p. 113</td>
<td>The riddles</td>
</tr>
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<td>44</td>
<td>Capital Cities</td>
<td>Vocabulary File, p. 120</td>
<td>Text “The UK part”</td>
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<td></td>
<td>burgh</td>
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<tr>
<td>46</td>
<td>Old and new towns of Edin-</td>
<td>Asking for directions; Gerund. Gerund or Infini-</td>
<td>The UK Quiz</td>
</tr>
<tr>
<td></td>
<td>burgh</td>
<td>direction; Giving directions; overpass, underpass, zebra crossing, pedestrian crossing, tunnel, main road</td>
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Unit 5. AMAZING BRITAIN
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<thead>
<tr>
<th>№</th>
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<td>Граматичний матеріал</td>
</tr>
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<td>47</td>
<td>The Giant’s Causeway</td>
<td>Ex. 3, p. 131. Vocabulary File</td>
<td>Ex. 7, p. 133. Gerund or Infinitive</td>
</tr>
<tr>
<td>49</td>
<td>The wonders of Great Britain</td>
<td>Corporal punishment, destinations, birthplace, Hadrian’s Wall, accommodation, campgrounds, fish and chips, rentals, GBP, daily budget, backyard, changing of the guards, Beefeater guards, spectacular, Celts, heritage</td>
<td></td>
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</table>

Unit 6. INFORMATION MAGIC: RADIO AND TV
<table>
<thead>
<tr>
<th>№</th>
<th>Тема уроку</th>
<th>Лексичний матеріал</th>
<th>Граматичний матеріал</th>
<th>Аудіювання</th>
<th>Говоріння</th>
<th>Читання</th>
<th>Письмо</th>
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<tbody>
<tr>
<td>55</td>
<td>A School Radio Programme</td>
<td>Text “Radio stations”</td>
<td>Ex. 1, p. 159. Discussion. Ex. 2, p. 159. Expressing opinion</td>
<td>Matching the words. Ex. 1, p. 159</td>
<td>Making a question list; doing a survey; writing a project</td>
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### Unit 7. CAREER MAGIC
<table>
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<tbody>
<tr>
<td>59</td>
<td>A Day in the Life of...</td>
<td>Ex. 2 a, p. 170.</td>
<td>Wisdom Quotes p. 164;</td>
<td>Ex. 1, p. 169.</td>
</tr>
<tr>
<td></td>
<td>Vocabulary File.</td>
<td>Ex. 4, p. 171</td>
<td>Ex. 2 b, p. 170. Expressing</td>
<td>Ex. 3 b, p. 170.</td>
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<td></td>
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<td>opinion</td>
<td>Ex. 5, p. 171.</td>
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<td>Grammar chart, p. 172.</td>
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<td>Making notes</td>
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<td>Modal Verbs Ex. 11, p. 173</td>
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<td>60</td>
<td>A Day in the Life of...</td>
<td>Modal Verbs</td>
<td>Talking about occupation;</td>
<td>Ex. 3, p. 135</td>
</tr>
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<td></td>
<td></td>
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<td>expressing opinion; discussion</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>Career Prospects</td>
<td>Vocabulary File, p. 176</td>
<td>Ex. 1 a, p. 175. Text “Summer-</td>
<td>Ex. 1 b, p. 175.</td>
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<td></td>
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<td>time job”</td>
<td>Ex. 3, p. 175.</td>
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<td></td>
<td>Modal Verbs</td>
<td>Answering questions.</td>
<td>Completing</td>
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<td>Ex. 2, p. 175; Ex. 4, p. 176.</td>
<td>the sentences</td>
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<td>Ex. 6, p. 178.</td>
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<td></td>
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<td></td>
<td>Answering questions.</td>
<td>Completing</td>
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<td></td>
<td>Modal Verbs</td>
<td>Ex. 2 a, p. 180</td>
<td>the sentences; completing</td>
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<td>the text</td>
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<td>Modal Verbs. Ex. 4, p. 183</td>
<td>opinion; answering questions.</td>
<td>Ex. 5, p. 183.</td>
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<td>Relative clauses</td>
<td>Ex. 6, p. 184</td>
<td>Completing</td>
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<td></td>
<td></td>
<td>the sentences; completing</td>
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<td></td>
<td>the text</td>
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<td>Ex. 4, p. 214.</td>
<td>Ex. 3, p. 213.</td>
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<td>Past Tenses. Future Tenses</td>
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<td>Modal Verbs</td>
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<td>the sentences.</td>
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<td>Relative clauses. Passive</td>
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<td></td>
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<td>and Active voice</td>
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<td>65</td>
<td>Контроль аудіювання</td>
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<td>66</td>
<td>Контроль говоріння</td>
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<td>67</td>
<td>Контроль читання</td>
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<tr>
<td>68</td>
<td>Контроль письма</td>
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</tbody>
</table>
I SEMESTER
Introduction

Lesson 1. BACK TO SCHOOL

Цілі: вдосконалювати навички використання минулого часу; вдосконалювати навички монологічного висловлювання з опорою на лексико-граматичну структуру; розвивати мовну здогадку; виховувати увагу, інтерес до вивчення англійської мови.

Procedure

1. Warm-up
Read the poem and answer the question: What is the poem about? What does it describe?
Do ex. 1, p. 7.
Look at the photos and talk about them. What do they remind you of?

2. Listening & Reading
Do ex. 2, p. 7.
In groups of three compare the opinions about school life this year. Make your decision and answer why the school year will be different.

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Ann</th>
<th>Dan</th>
<th>Tom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure time</td>
<td></td>
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</tbody>
</table>

3. Reading & Speaking
Do ex. 3, p. 8.

4. Writing
Do ex. 4, p. 8 in two groups.
Complete the mind-maps (one for each group) and discuss the topics.

```
Youth camp

? SCHOOL
? SUMMER HOLIDAYS
? ?

? ?
```

5. Speaking
Do ex. 5, p. 8.
Talk about your school/summer holidays using your mind-map.
Start like this:
• It was good to see my classmates again. I missed them all summer long. But it will busy time for all of us...
OR
• As for me, I spent my holidays in the sea-side in a youth camp. I made a lot of new friend there...

6. Grammar practice
Do ex. 6, p. 8.
Key: 1 to, 2 in, 3 at, 4 –, 5 in/on, 6 –, 7 with, 8 –, 9 on.
7. Writing & Speaking
Do ex.7, p. 8–9
Fill in the table with the school facilities. Add some facilities of your own. Say what facilities you have or would like to have in your school.

Key:

<table>
<thead>
<tr>
<th>For study</th>
<th>For sport</th>
<th>For food</th>
<th>For parties</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>A library</td>
<td>A gym</td>
<td>A school canteen</td>
<td>A school Assembly Hall</td>
<td>The secretary’s office</td>
</tr>
<tr>
<td>The IT class</td>
<td>A football field</td>
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<tr>
<td>A Language lab</td>
<td>A swimming-pool</td>
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<tr>
<td>The Music room</td>
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<tr>
<td>The Art studio</td>
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<tr>
<td>A science lab</td>
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</tbody>
</table>

8. Grammar practice
Look at the table of past tenses. Remind your knowledge; define the verbs tenses and complete the sentences with the correct form of the verb: Past Simple, Past Continuous or Past Perfect.

<table>
<thead>
<tr>
<th>Past Simple is used to say</th>
<th>Past Continuous is used for unfinished actions:</th>
<th>Past Perfect is used for Past Perfect is used before “before” and after “after”</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the actions happened in the past for some time:</td>
<td>• actions happened at a specified moment or period in the past indicated by:</td>
<td>• actions that happened before a specified time in the past indicated by:</td>
</tr>
<tr>
<td>• about a single action in the past</td>
<td>• exact time:</td>
<td>• actions in Past Simple</td>
</tr>
<tr>
<td>• about a few actions</td>
<td>• a single action in the past</td>
<td>• exact time in the past</td>
</tr>
<tr>
<td>• happening one after another</td>
<td>• a period of time</td>
<td></td>
</tr>
<tr>
<td>• two or more actions in the past that took place at the same time</td>
<td>• two or more actions in the past that took place at the same time</td>
<td></td>
</tr>
</tbody>
</table>

1. I (go) to school in Liverpool last year.
2. They (do) their homework at 8 p.m.
3. They (wash) the dishes by the time their mother (come).
4. On my way to school I (stop) at the corner.
5. They (start) doing their homework after they (wash) the dishes.
6. She (come) home, (open) the door, (turn) on the lights and (see) a ghost.
7. They (do) their homework when their mother (come).
8. They (do) their homework while their Dad (clean) the house and their granny dinner for the family.

Key: 1 went, 2 were doing, 3 had washed ... came, 4 stopped, 5 started ... had washed, 6 came ... opened ... turned ... saw, 7 were doing ... came, 8 were doing ... was cleaning ... was cooking.

9. Summary
In pairs, do ex. 8, p. 9.

Look at the table and make the lists of five most important good teacher’s and good student’s traits. Then, discuss with another pair. Give your opinion to the rest of the class.

10. Homework
Do ex. 9, p. 9.
Lesson 2. **BASIC SECONDARY EDUCATION IN UKRAINE**

Цілі: вдосконалювати навички читання й усного мовлення; формувати навички вживання нових лексичних одиниць; розвивати мовну здогадку; виховувати увагу, інтерес до вивчення англійської мови.

**Procedure**

1. **Warm-up**
   In pairs, read the Wisdom Quotes, p. 6. Decide which of the quotes fit you best? Why? Explain your choice.

2. **Speaking**
   Do ex 1 a, b, p. 9.
   In pairs, give the definitions to the words from the box and ask questions use the given words.
   - A form — the same level group of students in school
   - The ninth former — a student who studies in the 9th form
   - A subject teacher — special teacher of a certain subject
   - The Headmaster — the main administrative and conductive person in a school
   - A Vice Principal — a vice of the Headmaster
   - Final exams — attestative exams in the end of the 9th form to get the certificate of Basic Secondary Education
   - To take an exam — to make a certain test in one of the subjects, oral or written
   - A mark — the grade or rate of knowledge, the result of an exam
   - A report card
   - The Certificate of Basic Secondary Education — the document giving opportunity to continue education in different kinds of secondary schools
   - A parent-teacher meeting — a meeting where a teacher meets parents to discuss students problems
   - The humanities — a) the study of classical languages and classical literature, art and philosophy; b) the quality of being humane
   - Science — systematic knowledge or study of facts showing the operation of general laws
   - Arts — a) the creation of works of beauty; b) the exercise of human skill; c) imaginative skill
   - A quiz — an informal test or examination of a student or class, a questionnaire.
   - Education — the process of imparting general knowledge, developing the powers of reasoning, and generally of preparing oneself intellectually for mature life
   - A school uniform — an identifying style of dress worn by the members of organization

3. **Reading**
   Do ex. 2, p. 10.

4. **Vocabulary**
   Do ex. 3, p. 11.
   Match the words from the Vocabulary File with their meanings. Use a dictionary if necessary.
   1) the Ministry of Education and Science of Ukraine
   2) to specify
   3) the study load
   a) зв’язувати
   b) додатковий курс (варіативна складова)
   c) група
4) a core subject  
5) an optional course  
6) a semester  
7) a group  
8) an evaluation  
9) a current performance  
10) a final exam  
11) a final test  
12) the Certificate of Basic Secondary Education  
13) to link  

d) заключний екзамен  
e) встановлювати  
f) навчальне навантаження  
g) Міністерство освіти та науки України  
h) заключна контрольна робота  
i) основний предмет (інваріантна складова)  
j) Свідоцтво про базову середню освіту  
k) оцінювання  
l) семестр  
m) поточні оцінки  

**Key:** 1 g, 2 e, 3 f, 4 i, 5 b, 6 l, 7 c, 8 k, 9 m, 10 d, 11 h, 12 j, 13 a.

5. Reading  
Do ex. 4, p. 11.  
**Key:** 1 T, 2 T, 3 F, 4 T, 5 F, 6 T.

6. Vocabulary Practice  
Do ex. 5, p. 11.  
**Key:** 1 core subjects, 2 semesters, 3 groups, 4 Ministry of Education and Science of Ukraine, 5 final tests ... final exams, 6 evaluation.

7. Grammar Practice  
Do ex. 6, p. 11.  
**Key:** 1 does ... include, 2 specifies, 3 aren’t there, 4 is ... made, 5 has improved, 6 should ... do, 7 have ... been studying / have ... study, 8 do ... take up, 9 are ... informed.

8. Summary  
In pairs, do ex. 7, p. 12.  
Talk about the importance of the secondary school education. Mention the points:  
- it should be more practical (job training);  
- it should give you good opportunities to continue your education in future (high or special education, higher education);  
- it should help you to develop your character, personality, your skills and abilities.  

9. Homework  
Do ex. 8, p. 12.  
Write an article about your school:  
1. school name, type, location, number of students  
2. your form number of pupils  
3. school subjects (your preferences, likes, dislikes; which of them are you good / bad at)  
4. school sports (teams, competitions, championships between schools, districts of your city / region)  
5. extra-activities (clubs, study circles)  
6. conclusion (your opinion about your school, changes you’d like to put into practice)  
Use the pattern from the lesson.
Unit 1. **FAMILY AND FRIENDS**

Lesson 3. **DISCOVER YOURSELF**

Цілі: формувати навички вживання нових лексичних одиниць; вдосконалювати навички усного мовлення й читання; розвивати мовну здогадку й мовленнєву реакцію учнів; розвивати пам'ять; виховувати зацікавленість у розширенні своїх знань.

**Procedure**

1. **Warm-up**
   Do ex. 1, p. 15.
   Discuss the pictures to find out what are similarity and difference of the kids.
   Describe their appearance, clothes, interests, way of life and make a conclusion about the same and different features.

2. **Vocabulary practice**
   Do ex. 2 a, p. 16.
   Fill in the table with the words from the box.

<table>
<thead>
<tr>
<th>Positive traits</th>
<th>Negative traits</th>
<th>Depend on the context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shy, brave, sociable, friendly, helpful, easy-going, courageous, romantic, patient, tolerant, creative, generous, ambitious, outgoing, intelligent, understanding, sensitive, well-wishing, responsible, determined, decent, honest</td>
<td>Angry, indifferent, aggressive, selfish</td>
<td>Relaxed, fun-loving, nervous, obstinate, inquisitive</td>
</tr>
</tbody>
</table>

3. **Speaking**
   Do ex. 2 b, p. 16.
   In pairs, compare and discuss your lists. Make up sentences with the words to prove your mind.

4. **Writing**
   Do ex. 3, p. 16.
   *Key:* 1 outgoing / sociable, 2 indifferent, 3 ambitious, 4 brave / courageous, 5 helpful / well-wishing / understanding, 6 obstinate

5. **Speaking**
   Do ex. 4 a, p. 16.
   Talk about the kids in the pictures. Mention:
   - the country where are they from (how do you think and why);
   - their possible age;
   - their appearance (briefly);
   - their traits of character (imagine them as your pen-friends);
   Would you like to make friends with them?

6. **Reading**
   Do ex. 4 b, p. 17.
   *Key:* Brian’s article.
   Compare your guesses with the text. Were you right or wrong?
7. Vocabulary
Do ex. 5, p. 17.
Try to define the meanings of the highlighted words. Match the words and expressions to their definitions. Use a dictionary if necessary.

1) a personality a) недолік; провина
2) to succeed in b) поведінка
3) to possess c) виклик; проблема
4) a fault d) розумний, розсудливий
5) an inner world e) настійливий; впертий, самовільний
6) ambitious f) особистість
7) a challenge g) володіти
8) behavior h) нерозсудливий
9) obstinate i) розширюватися
10) sensible j) амбіційний
11) unreasonable k) внутрішній світ
12) to be enlarged with l) бути успішним в

Key: 1 f, 2 l, 3 g, 4 a, 5 k, 6 j, 7 c, 8 b, 9 e, 10 d, 11 h, 12 i.

8. Vocabulary Practice
Complete the sentences using the words below.
Challenge, possess, obstinate, inner world, fault, succeed in.

1. One of the most important things of a person is his ... .
2. If you really want a ... , you should try windsurfing.
3. Dan is well-wishing and generous but he has the great ... : he likes to boast too much.
4. Kids have opportunities to lead and ... life, haven’t they?
5. They were quite ... in their opinions and smiled at my accepting of your suggestions.
6. An understanding of people is the greatest weapon you can ... .

Key: 1 inner world, 2 challenge, 3 fault, 4 succeed in, 5 obstinate, 6 possess.

9. Summary
Game “One truth and a lie”
Write two sentences about yourself: the statements should be true and false, for example:
• Sometimes I may be very unreasonable.
• My friends say I’m a generous person.

Students discuss in pairs which statement is the lie and why they think so. Then, students make up two sentences about themselves and read them; the other students have to guess which the untrue statement is.

10. Homework
Do ex. 11, p. 19.
Write an essay about yourself. Use the questions as a plan. Don’t forget to use linking words and the pattern:
• There is / are...
• To begin with, ...
• As for me, ...
• In conclusion, in my opinion, ...
• In addition, ...
Lesson 4. **DISCOVER YOURSELF**

Цілі: формувати навички вживання нових лексичних одиниць; вдосконалювати навички усного мовлення й читання; розвивати мовну здогадку й мовленневу реакцію учнів; розвивати пам’ять; виховувати зацікавленість у розширенні своїх знань.

**Procedure**

1. **Warm-up**
   Read the Wisdom Quotes, p. 14. Discuss and decide which of them is fit you best.

2. **Vocabulary practice**
   Do ex. 6, p. 17.
   *Key:* 1 b, 2 c, 3 a, 4 c, 5a, 6 b.

3. **Speaking**
   Do ex. 7, p. 18.
   In small groups discuss relationships between your peers and middle- (old-aged people).
   How do you think is the problem of “fathers” and “children” one of the main problems in relationships between generations? Why do you think so? Explain your choice.

4. **Writing**
   Do ex. 8, p. 18.
   Write an article if you were Emily (ex. 4, p. 16). Use the Brian’s article as the example.

5. **Listening**
   Listen to the text and do the task below it.

   My friend Bernie is a very sensible and responsible person. If I need someone to help me, Bernie always appears in the proper time. He’s my real friend as they say “a friend is need is a friend indeed”. He’s friendly and well-wishing. Though I enjoy outgoing with him, I trust him if he were me. Hope, he can trust me, too. I accept him as he is. But nobody’s perfect. Bernie thought he was too fat and it was his fault. It’s probably so, because some time ago he liked to eat McDonald’s hamburgers. He was gaining weight which was a great problem to him. He asked for advice here and there but nobody could help him. Then, he decided to go on a diet. He stopped eating fast food and, moreover, started buying more fruit and vegetables. I haven’t seen him for a month. After I had seen him again, he lost a few pounds. But he wanted to lose more. So, I suggested joining a gym. Bernie can’t stand exercising, but he agreed to try it. Now we exercise three times a week and go swimming twice a week. He looks better and feels better. He became more confident and sociable.

Choose the best answer to the questions or statements:

1. Bernie is a very ... person.
   a) responsible and self-confident  
   b) selfish and responsible  
   c) helpful and sensible  
2. Bernie is a ... .
   a) true friend  
   b) friend of amusement  
   c) fun friend  
3. Bernie was too fat and he thought it was his ... .
   a) mistake  
   b) crash  
   c) fault