

**Державний заклад  
«Південноукраїнський національний педагогічний університет  
імені К.Д. Ушинського»**

**Мулик К. О., Дишель Г. В.**

**Іноземна (англійська) мова  
за професійним спрямуванням**

*Навчальний посібник  
для здобувачів першого (бакалаврського) рівня вищої освіти  
спеціальності АЗ Початкова освіта*

Одеса  
Видавець Букаєв Вадим Вікторович  
2026

Рекомендовано до друку Вченою радою державного закладу:

«Південноукраїнський національний педагогічний університет імені К.Д. Ушинського»  
(протокол № 10 від «26» лютого 2026р.)

**Укладачі:**

**Мулик К. О.** – кандидат педагогічних наук, доцент кафедри германських і східних мов та методики їх навчання, кандидат педагогічних наук, доцент ДЗ «Південноукраїнський національний педагогічний університет імені К.Д.Ушинського»

**Дишель Г. В.** – старший викладач кафедри германських і східних мов та методики їх навчання ДЗ «Південноукраїнський національний педагогічний університет імені К.Д.Ушинського»

**Рецензенти:**

**Жмасєва Н. С.** – кандидат філологічних наук, доцент кафедри іноземних мов та перекладау Одеського національного морського університету

**Бачинська Н. Я.** – кандидат педагогічних наук, доцент кафедри іноземних мов Військової академії м. Одеса.

**Мулик К.О.**

M90 Іноземна (англійська) мова за професійним спрямуванням. навч. посіб. для здобувачів першого (бакалаврського) рівня вищої освіти спеціальності АЗ Початкова освіта / Мулик К.О., Дишель Г.В. Одеса : Видавць Букаєв Вадим Вікторович, 2026. 345 с.  
**ISBN 978-617-7790-66-1**

Навчальний посібник рекомендований для здобувачів першого (бакалаврського) рівня вищої освіти спеціальності АЗ Початкова освіта, забезпечує виконання аудиторних і самостійних завдань, передбачених програмою дисципліни «Іноземна (англійська) мова за професійним спрямуванням».

Метою посібника є формування професійно-спрямованої іншомовної комунікативної компетентності майбутніх учителів початкової школи, розвиток навичок усного й писемного мовлення в професійному середовищі та вдосконалення мовленнєвих умінь відповідно до сучасних вимог педагогічної діяльності. Посібник може використовуватися здобувачами денної та заочної форм навчання в межах аудиторної та самостійної роботи. Він сприяє засвоєнню фахової термінології, розвитку мовленнєвих умінь і формуванню лінгвістичної компетентності, необхідної для професійної та міжкультурної комунікації у сфері початкової освіти.

### 3MICT

	Вступ	5
UNIT #1.	Professional Self-Presentation. Noun. Pronoun. Verb to be. Sentence structure.	7
UNIT #2.	Speciality and Educational Institution. Numeral. The verb to have. Impersonal and Indefinite- Personal Sentences. The Constructions «There is» / «There are».	32
UNIT #3.	Resume. Curriculum Vitae Cover letter. The Simple Tenses. The construction «to be going to»	56
UNIT #4.	Personal and Professional Development Path of a Future Primary Teacher. The Adjective. Comparative and Superlative Forms of Adjectives.	86
UNIT #5.	Development of English Communication Skills of a Future Primary School Teacher. Modal Verbs: can, may, must. Equivalents of Modal Verbs.	111
UNIT #6.	Digital Technologies. Adverb. Degrees of Comparison of Adverbs.	132
UNIT #7.	Oral and Written Professional Communication in English. Article.	162
UNIT #8.	Psychological Basics of Communication and a Safe Learning Environment. The Perfect Tenses.	189
UNIT #9.	The Education System of Great Britain. The Continuous Tenses.	217
UNIT #10.	The Education System of the USA. Prepositions. Conjunctions. Constructions such as: as...as, not so...as, the more...the better.	243

UNIT #11.	The Education System of Finland. Conditionals.	272
UNIT #12	The Ukrainian Primary Education System in the Global Context.	298
	Passive Voice. Sequence of Tenses. Reported Speech.	
	Educational Research Task	326
	English – Ukrainian Glossary	328
	References/Література	339

## ВСТУП

Навчально-методичний посібник підготовлено відповідно до Стандарту вищої освіти України за спеціальністю А3 Початкова освіта першого (бакалаврського) рівня та освітньо-професійної програми підготовки здобувачів вищої освіти.

Дисципліна «Іноземна (англійська) мова за професійним спрямуванням» є складовою професійної підготовки майбутнього вчителя початкової школи та спрямована на формування професійно-спрямованої іншомовної комунікативної компетентності, здатності здійснювати ефективну професійну взаємодію англійською мовою в умовах освітнього процесу.

Зміст дисципліни структуровано за модульним принципом і охоплює три змістові модулі:

Модуль 1. Основи іншомовної комунікації у професійному середовищі – формування базових умінь самопрезентації, опису спеціальності та освітнього середовища, здійснення академічного письма, усвідомлення професійної ідентичності майбутнього вчителя.

Модуль 2. Професійна комунікація вчителя початкової школи — розвиток англійської комунікативної компетентності у типових професійних ситуаціях: організація освітнього процесу, використання класної лексики, застосування цифрових технологій, здійснення ділового листування, формування психологічно безпечного освітнього середовища.

Модуль 3. Порівняльні аспекти міжнародних та національних систем освіти — аналіз освітніх систем Великої Британії, США та Фінляндії, осмислення сучасних реформ української початкової освіти, формування здатності до порівняльного аналізу та адаптації міжнародного досвіду.

Матеріал посібника спрямований на формування таких компетентностей:

Загальні компетентності:

ЗК1 – здатність реалізовувати права і обов’язки члена суспільства;

ЗК2 – здатність зберігати та примножувати моральні, культурні та наукові цінності;

ЗК7 – здатність діяти соціально відповідально та свідомо.

Спеціальні компетентності:

СК1 – здатність здійснювати професійне усне й письмове спілкування державною та іноземними мовами.

Посібник забезпечує досягнення таких програмних результатів навчання:

ПРН1 – організувати професійну комунікацію з учасниками освітнього процесу;

ПРН3 – критично оцінювати інформаційні джерела та дотримуватися етичних вимог використання інформаційно-комунікаційних технологій;

ПРН4 – спілкуватися з професійних питань державною та іноземною мовами;

ПРН16 – застосовувати ефективні форми професійної взаємодії з батьками, колегами та іншими фахівцями.

Структура посібника включає три змістові модулі (12 тем), лексико-граматичні блоки, систему практичних завдань для розвитку усного та писемного мовлення, перекладні вправи, рольові ігри, кейс-завдання, завдання з використання цифрових технологій, тестові матеріали для контролю знань, словник і список використаних джерел.

Зміст навчально-методичного посібника відповідає вимогам Стандарту вищої освіти України, принципам компетентнісного підходу, засадам академічної доброчесності та забезпечує реалізацію міждисциплінарних зв'язків з курсом «Сучасна українська мова».

## UNIT #1.

Professional Self-Presentation.

Noun. Pronoun. Verb to be.

Sentence structure.

*Exercise #1. Read the words and word combinations with the translation.*

1. **Habit** — звичка
2. **a crucial step** — вирішальний крок
3. **to share information** — ділитися інформацією
4. **self-introduction** — самопрезентація
5. **interlocutor** — співрозмовник
6. **to provide information** — надавати інформацію
7. **personal information** — особисті дані
8. **colloquial expressions** — розмовні вирази
9. **appropriate** — доречний, відповідний
10. **circumstances** — обставини
11. **greeting** — вітання
12. **retired** — на пенсії
13. **physical traits** — фізичні риси
14. **character traits** — риси характеру
15. **introverted / extroverted** — інтровертний / екстравертний
16. **a primary school teacher** — вчитель початкових класів
17. **friendly** — дружній
18. **shy** — сором'язливий
19. **loyal** — відданий
20. **bold** — сміливий
21. **to express yourself** — висловлювати свої думки
22. **quality** — якість
23. **skill** — навичка
24. **strength** — сильна сторона

25. **career ambitions** — кар'єрні амбіції
26. **career goals** — кар'єрні цілі
27. **employer** — роботодавець
28. **adaptable** — гнучкий, здатний адаптуватися
29. **open-minded** — відкритий до нового
30. **disciplined** — дисциплінований
31. **ambitious** — амбітний
32. **trustworthy** — надійний
33. **hard worker** — працьовитий
34. **quick learner** — той, хто швидко навчається

*Exercise #2. Read and translate the text. Pay attention to pronunciation, stress, intonation and fluency while reading.*

### **SELF-INTRODUCTION IN ENGLISH: HOW TO PRESENT YOURSELF AND DESCRIBE WHO YOU ARE**

When studying a foreign language, it's important to learn how to introduce yourself. Talking about yourself, your passions and your habits is a great way to make new friends during travel and study trips, but providing some information about your work and life in general is also a crucial step during an interview.

On this page, we talk about self-introduction in English and how to talk about yourself in any context and with any person. Naturally, by learning to talk about yourself, you'll also be able to understand others when they share information about their lives, allowing you to carry on interesting conversations without any problems.

You probably learned in school that the basics of personal introduction in English are your first name, last name, and age, as well as your city or country. There are different ways to provide this information to your interlocutors, which vary depending on the context. For example, if you're in a classroom or at work, it's best to introduce yourself formally, while with other students or people your age, you might prefer more informal and colloquial expressions and terms.

First thing is greeting, which in English are «Hello», «Good morning» or even a

more informal «Hi». Choose the one that seems most appropriate for the circumstances: «Hello» / «Hi» / «Hey» = «Hello», «Good morning», «Good afternoon», «Good evening»!

In England, when introducing yourself for the first time, we're used to saying: «Nice to meet you» or «Pleasure to meet you». You can follow up by asking, «How are you?» but in more informal contexts, you can decide to use «How are you doing (today)?».

Here are two more useful expressions for introducing yourself to someone for the first time: «Let me introduce myself», «I don't think we've met, I am [name] ». Typical Personal-information questions include: «What is your name?», «How old are you? », «Where are you from? ». These questions are followed by more or less formal answers, such as: «My name is [name and surname] », I'm [name and surname], «I'm [age] years old», «I come from [city or country] ».

Personal descriptions in English don't end with your name and age but can also include other areas such as physical and character traits, interests and hobbies, and, of course, your job. At schools teachers often teach students to talk about their family. To practice, you can start by saying how many brothers or sisters you have, their ages and briefly describe them. Then you can talk about your parents' jobs, and so on. Let's look at some practical examples: «Do you have any brothers or sisters? » – «Yes, I have two sisters» or «Yes, I have a younger brother», or «No, I'm an only child». «What does your mother / father do? » – My mother/ father is a [job] or «My mother / father is retired». «What does your brother/ sister look like?» – «My brother/ sister has green eyes. He /she is taller than me».

To describe yourself and others physically, it's important to learn some basic terms, such as «long» and «short» or «tall» and «thin». Studying colors, for example, helps you provide accurate information about eyes, hair and clothing. When it comes to personality, adjectives like «introverted» and «extroverted», «friendly» or «shy», «loyal», «bold» and many others can help.

As you learn the language, you'll gradually expand your vocabulary and be able to express yourself better. Also, remember that adjectives in English follow a certain

order, which is as follows: opinion, size, age, shape, color, origin, material, purpose.

Want to find a job in the UK as a primary school teacher and wondering how to introduce yourself in English for an interview?

Very often, the person in front of you will ask you to introduce yourself, which in English is called «introduce yourself».

In this case, it's helpful to know how to translate your thoughts into words and to know the appropriate terms. You can start by talking about yourself by saying, «I consider myself a [adjective] », then using positive adjectives, such as: organized, rational, creative, friendly, adaptable, open-minded, disciplined, ambitious and trustworthy.

So, prepare a short introduction that highlights your qualities and skills, focus on your strengths and try to learn various English adjectives that might be useful in the interview. Here are some useful expressions: «I am very good at [skill] », «I'm a really hard worker and a quick learner» or «I work hard and learn quickly», «I am interested in this project».

Another thing you may need to discuss is your career ambitions and goals. The employer might ask, «Where do you see yourself in five years? » or «What are your career goals? » You can end your interview by thanking the interviewer for their time, like this: «Thank you for taking the time to speak with me today».

***Exercise #3. Read the text Ex.#2. Mark the following statements as true (T) or false (F)***

1. Introducing yourself in English is useful only for travelling and making friends. \_\_\_\_
2. Self-introduction skills are important in both informal communication and job interviews. \_\_\_\_
3. The basic elements of a personal introduction always include detailed information about your family. \_\_\_\_
4. The way you introduce yourself depends on the situation and the people you are talking to. \_\_\_\_

5. In England, people often say «Nice to meet you» when meeting someone for the first time. \_\_\_\_
6. Describing yourself in English includes only your name and age. \_\_\_\_
7. Adjectives in English can be used in any order without changing meaning. \_\_\_\_
8. During a job interview, it is common to be asked to introduce yourself. \_\_\_\_
9. When introducing yourself for a job interview, it is better to focus on your weaknesses. \_\_\_\_
10. Employers may ask about your future career plans and goals. \_\_\_\_

***Exercise #4. Answer the following questions.***

1. Introducing yourself is important in many situations, isn't it?
2. How does the context influence the way people introduce themselves?
3. What personal information is usually included in a basic self-introduction in English?
4. What kinds of questions are usually asked to get personal information?
5. What greetings are commonly used in English for self-introduction?
6. «Hi» is more informal than «Good morning», isn't it?
7. Which expressions are typically used in England when meeting anyone for the first time?
8. Do personal descriptions include only physical traits or both physical and character traits?
9. Why is it useful to know personality adjectives for job interviews?
10. It is important to thank the interviewer at the end of the interview, isn't it?

***Exercise #5. Fill in the gaps, using the words and word combinations from the list.***

***Word list:*** *physical traits, self-introduction, colloquial expressions, greeting, circumstances, self-introduction, a crucial step, to provide information, introverted, character traits, extroverted to share information, appropriate, interlocutor, retired, habit, to share information, personal information.*

1. Starting the lesson with a friendly \_\_\_\_\_ helps the teacher create a positive classroom atmosphere. 2. For future primary school teachers, clear \_\_\_\_\_ is a \_\_\_\_\_ in building good communication with pupils and parents. 3. In class, teachers often \_\_\_\_\_ with their students to explain rules and learning tasks. 4. A short \_\_\_\_\_ at the beginning of the lesson helps pupils learn more about their teacher. 5. A teacher should always choose \_\_\_\_\_ language and behaviour in different classroom \_\_\_\_\_. 6. When talking to a pupil or a parent, the teacher must respect the \_\_\_\_\_ and listen carefully. 7. Teachers sometimes use simple \_\_\_\_\_ to help young learners understand instructions better. 8. During school projects, pupils learn how to \_\_\_\_\_ with classmates in a polite way. 9. Information about a pupil's name, age and family is considered \_\_\_\_\_. 10. My grandmother is \_\_\_\_\_, but she still helps children learn to read at home. 11. In primary school, teachers help children describe \_\_\_\_\_ such as hair colour or height. 12. Teachers also help pupils talk about \_\_\_\_\_, for example being kind or friendly. 13. Some pupils are \_\_\_\_\_ and like working alone, while others are \_\_\_\_\_ and enjoy group work. 14. Understanding pupils' daily \_\_\_\_\_ helps teachers plan lessons more effectively. 15. Teachers must \_\_\_\_\_ clearly and politely when talking to parents about a child's progress.

***Exercise #6. Read the words and definitions carefully. Match each word or word combination with the correct definition.***

<b>Words and word combinations:</b>	<b>Definitions:</b>
1. a primary school teacher	A. a person who teaches young children at primary school
2. friendly	B. kind and pleasant to other people
3. shy	C. quiet and nervous when meeting new people
4. loyal	D. faithful and supportive to people or ideas
5. bold	
6. to express yourself	

7. quality	E. confident and not afraid to speak or act
8. skill	F. to say what you think or feel clearly
9. strength	G. a positive characteristic of a person
10. career ambitions	H. an ability to do something well
11. career goals	I. something you are good at
12. employer	J. strong wishes to be successful in your future career
13. adaptable	K. specific plans or aims for your future job
14. open-minded	L. a person or organisation that gives people work
15. disciplined	M. able to change and adjust to new situations
16. ambitious	N. willing to accept new ideas and opinions
17. trustworthy	O. able to control your behaviour and follow rules
18. hard worker	P. wanting to achieve success and progress
19. quick learner	Q. someone who can be trusted
	R. a person who works very hard
	S. someone who learns new things quickly

*Exercise #7. Read and translate the text. Put the events in the correct order. Number the following events (A–E) according to the order in which they appear in the text*

*«Education Careers: More Than Teaching»:*

### **EDUCATION CAREERS: MORE THAN TEACHING**

**A.**

In conclusion, professions in the field of education are diverse and dynamic. Teachers, counsellors, coordinators, and other education professionals all play an important role in supporting learners and improving education. These professions require knowledge, skills, personal qualities, and a desire to grow professionally.

Education combines teaching, guidance, cooperation, and social responsibility.

**B.** The field of education includes many different professions. These professions are not limited to teaching lessons in the classroom. People who work in education help learners study, grow, and develop as individuals. They also support schools and society in general. Teaching is a profession that requires learning new things, thinking about one's work, and being ready for change. This profession is important and includes many roles at the same time. Teachers are experts in their subjects, but they also know how to explain material clearly and help students understand it. They support pupils' personal and social development and help them learn how to work with others. Very often, teachers are also mentors, counsellors, and role models for their students.

**C.**

Another important role in education is that of a student counsellor or coach. Teachers often help students deal with learning problems, personal difficulties, and questions about their future. They guide learners in making decisions and encourage them to be responsible for their own learning. Counselling is an important part of a teacher's job, especially when working with students who have special educational needs or need career guidance. Besides teaching and counselling, educators can have other responsibilities at school. Some teachers work as coordinators, helping to organise school activities or learning programmes. Others take part in educational changes and school development. They help improve teaching methods, update school programmes, and create a better learning environment. This work requires cooperation with colleagues and openness to new ideas.

**D.**

Teachers can approach their work in different ways. Some focus on rules, organisation, and clear standards. Others focus more on cooperation, shared decision-making, and social values. Both approaches are part of the education system and show how diverse educational professions can be. Education is closely connected to lifelong learning. Teachers and other education professionals need to improve their skills,

learn new methods, and adapt to changes in education. Professional development is a natural part of an educational career and includes training, self-reflection, and cooperation with professional communities.

#### **E.**

Teachers also have professional roles as colleagues and employees within an organisation. They work together with other teachers, school leaders, parents, and specialists. Good communication and teamwork are very important in school life. Success in the teaching profession depends not only on personal knowledge and skills but also on the ability to work well with others.

An important idea in education is professional identity. This means how teachers see themselves in their profession. Professional identity is not fixed; it changes over time. Teachers develop it through experience, reflection, and communication with others. Their professional identity includes personal values, ideas about education, emotions, and understanding of their role at school. For many people, being a teacher is more than just a job.

***Exercise #8. Discuss and write short answers to the following questions, according to the text.***

1. What professions are included in the field of education according to the text?
2. Why is teaching described as more than classroom work?
3. What roles do teachers perform besides teaching subjects?
4. How do teachers support pupils' personal and social development?
5. Why is counselling an important part of a teacher's job?
6. What other responsibilities can teachers have at school apart from teaching and counselling?
7. Why are communication and teamwork important in a school organisation?
8. What does the term *professional identity* mean in the text?
9. How does a teacher's professional identity change over time?
10. What different approaches to teaching are mentioned in the text?
11. Why is lifelong learning important for education professionals?

12. What qualities are important for people who work in education?

**Exercise #9. Complete the sentences by choosing the most logical ending (A, B or C) or by writing your own ending if required.**

1. The field of education includes many professions that \_\_\_\_\_

- A. are only connected with classroom teaching.
- B. help learners develop and support society.
- C. focus only on school subjects.

2. Teaching is described in the text as a profession that \_\_\_\_\_

- A. never changes over time.
- B. requires learning, reflection, and readiness for change.
- C. depends only on teaching experience.

3. Teachers are not only subject experts, but they also \_\_\_\_\_

- A. work only with school leaders.
- B. help students understand material and grow personally.
- C. prepare school programmes alone.

4. Very often, teachers act as mentors and counsellors because they \_\_\_\_\_

- A. organise school events.
- B. help students with problems and decisions.
- C. work outside the school system.

5. Counselling is especially important when teachers work with students who \_\_\_\_\_

- A. prefer group work.
- B. have special educational needs or need career guidance.
- C. study only theoretical subjects.

6. Besides teaching, some educators work as coordinators and \_\_\_\_\_

- A. help organise school activities and programmes.
- B. replace school leaders.
- C. work only with documents.

7. Teachers' success depends not only on knowledge and skills but also on \_\_\_\_\_

- A. competition between colleagues.
  - B. teamwork and good communication.
  - C. personal ambition only.
8. Professional identity means \_\_\_\_\_
- A. a fixed role a teacher has at school.
  - B. how teachers see themselves in their profession.
  - C. the school rules teachers must follow.
9. According to the text, professional identity \_\_\_\_\_
- A. changes through experience and reflection.
  - B. stays the same throughout life.
  - C. depends only on training.
10. Teachers can approach their work in different ways, focusing either on \_\_\_\_\_
- A. rules and standards or cooperation and social values.
  - B. personal success only.
  - C. subject knowledge only.
11. Lifelong learning is important because education professionals need to \_\_\_\_\_
- A. change their profession often.
  - B. improve skills and adapt to changes.
  - C. work without training.
12. Professions in education require not only knowledge and skills but also \_\_\_\_\_
- A. competition and control.
  - B. personal qualities and professional growth.
  - C. strict rules and instructions.

***Exercise #10. Read the dialogue aloud: a) practice pronunciation, intonation and fluency;***

***b) create your own short dialogue (3–4 speakers) about professional self-presentation in the field of Primary Education. Use at least three key professional***

*aspects, such as teaching roles, professional skills and strengths, character traits, career goals or hobbies related to teaching.*

## WHO AM I AS A FUTURE TEACHER?

### **Characters:**

*Anna, Mark, Olena* – students of Primary Education

*Mr Brown* – employer (school representative)

**Mr Brown:** Good morning, everyone. Let's start with a short self-introduction. Who would like to begin?

**Anna:** Good morning. My name is Anna. I'm a student of Primary Education and a future primary school teacher. Preparing before speaking is my habit, so self-introduction is a crucial step for me.

**Mark:** That sounds very professional, Anna. Do you think self-introduction helps you express yourself better?

**Anna:** Yes, definitely. It helps me share information with my interlocutor in a clear way.

**Olena:** That's interesting. Mr Brown, may I ask you something related to this? What personal information should we provide in these circumstances?

**Mr Brown:** That's a good question. When it comes to interviews, is informal language or formal language more appropriate?

**Mark:** Formal language is better, isn't it?

**Mr Brown:** Exactly. Colloquial expressions are fine with friends, but not during an interview. Now, speaking of professional communication, Olena, could you tell us about your professional interests?

**Olena:** Of course. I enjoy reading children's books and drawing. These hobbies help me in my future profession.

**Anna:** So your hobbies become professional tools, don't they?

**Olena:** Yes, they do. They help develop useful skills and important qualities for working with children.

**Mr Brown:** Thank you, Olena. We've talked about self-introduction and

professional interests. Let's now look at personal strengths and future plans, which are also very important in a professional interview. Mark, this question is for you.

**Mark:** Who usually asks about career goals during an interview?

**Mr Brown:** The employer does. So, Mark, what are your career ambitions?

**Mark:** I want to work at a primary school and be a friendly, loyal and trustworthy teacher.

**Anna:** That sounds great. Would you say you are introverted or extroverted?

**Mark:** I'm more extroverted, but I understand shy children very well.

**Mr Brown:** Anna, let's move on to you. What is your main strength?

**Anna:** I'm a hard worker and a quick learner.

**Olena:** Those are strong skills for a teacher, aren't they?

**Mr Brown:** They certainly are.

**Olena:** Speaking about experience, my parents are teachers and my grandmother is retired but she still helps children learn to read.

**Mark:** That experience must influence your professional identity.

**Olena:** Yes, it does.

**Mr Brown:** That's a good point. Finally, let me ask one more question. Do you think a good teacher should be bolder or more careful?

**Anna:** I think both are important, depending on the situation.

**Mr Brown:** I agree. Your answers show clear professional thinking. Thank you all. Your self-presentations were clear and well structured. Your interests and career goals match the profession very well.

**Students:** Thank you!

***Exercise #11. Read the nouns below and write their plural forms.***

Habit, step, interlocutor, teacher, quality, skill, strength, goal, employer, circumstance, self-introduction, greeting, trait, ambition, role, profession, activity, value, child, person, family, class, colleague, parent, pupil, woman, man, life, analysis.

***Exercise #12. Choose the correct form of the noun in brackets.***

1. Good teachers develop many professional \_\_\_\_\_ (skill). 2. Personal \_\_\_\_\_ are important in self-introduction (habit). 3. Career \_\_\_\_\_ change over time (goal). 4. Employers value strong \_\_\_\_\_ and qualities (strength). 5. Teachers often work in different school \_\_\_\_\_ (circumstance). 6. Clear \_\_\_\_\_ help teachers share information with parents (greeting). 7. Many students have strong career \_\_\_\_\_ in education (ambition). 8. Future teachers should practise professional \_\_\_\_\_ before interviews (self-introduction). 9. Good \_\_\_\_\_ with colleagues improve teamwork at school (interlocutor). 10. Primary school \_\_\_\_\_ work closely with young children (teacher). 11. Teachers often use different \_\_\_\_\_ depending on the situation (expression). 12. Personal \_\_\_\_\_ must be shared carefully in professional contexts (information). 13. School \_\_\_\_\_ influence how teachers communicate with parents (rule). 14. A teacher's daily \_\_\_\_\_ help organise lessons better (habit). 15. Friendly \_\_\_\_\_ are important for building trust with pupils (interaction). 16. Many \_\_\_\_\_ support children's learning and development (activity). 17. Teachers' professional \_\_\_\_\_ grow with experience (role). 18. Clear career \_\_\_\_\_ help students plan their future (goal).

***Exercise #13. Rewrite the sentences using the possessive form.***

1. The habits of a teacher are very important.
2. The strengths of Helen help her express herself.
3. The qualities of the employer influence the interview.
4. The skills of the teachers are developing every year.
5. The career ambitions of future teachers often change with experience.
6. The professional interests of students influence their career choices.
7. The responsibilities of a primary school teacher include teaching and guidance.
8. The character traits of a good teacher help create a positive classroom atmosphere.

9. The habits of successful teachers support effective lesson planning.
10. The communication skills of educators are important in professional interviews.
11. The career goals of students guide their professional development.
12. The strengths of the teaching profession lie in cooperation and responsibility.

***Exercise #14. Fill in the gaps using the possessive form of the nouns in brackets.***

1. \_\_\_\_\_ self-introduction was clear and confident. (Anna)
2. \_\_\_\_\_ habits help create a friendly classroom. (the teacher)
3. \_\_\_\_\_ career ambitions are very strong. (the students)
4. \_\_\_\_\_ role is to ask about career goals. (the employer)
5. \_\_\_\_\_ qualities include being loyal and disciplined. (Mark)
6. \_\_\_\_\_ responsibilities include teaching, guidance, and cooperation. (the primary school teacher)
7. \_\_\_\_\_ personal information should be shared carefully. (the job applicant)
8. \_\_\_\_\_ strengths help them express themselves better. (the future teachers)
9. \_\_\_\_\_ character traits support positive teamwork. (the colleagues)
10. \_\_\_\_\_ teaching methods help children learn through play. (the educators)

***Exercise #15. Read the sentences and choose the correct pronoun (he / she / they).***

1. A primary school teacher works with children. \_\_\_\_ must be friendly and patient.
2. An employer asks questions during the interview. \_\_\_\_ decides who gets the job.

3. Teachers develop their skills. \_\_\_ are lifelong learners.
4. A student is shy but ambitious. \_\_\_ wants to become a good teacher.
5. Interlocutors share information. \_\_\_ communicate in an appropriate way.
6. A future teacher prepares carefully for self-introduction. \_\_\_ wants to make a good impression.
7. A job applicant shares personal information carefully. \_\_\_ understands professional rules.
8. Primary school teachers plan lessons together. \_\_\_ discuss activities and methods.
9. A colleague helps during difficult circumstances. \_\_\_ gives useful advice.
10. Pupils enjoy creative activities. \_\_\_ learn better through play.
11. An employer values strong qualities in teachers. \_\_\_ looks for loyal and disciplined staff.

***Exercise #16. Find nouns in the sentences and write them into the table***

<i>Singular</i>	<i>Plural</i>	<i>Possessive</i>

1. A teacher's strength is the ability to express ideas clearly.
2. Students' career goals often change.
3. Self-introduction is a crucial step in professional communication.
4. Employers value teachers' qualities and skills.
5. Primary school teachers' responsibilities include teaching and guidance.
6. Teachers' habits influence classroom communication.
7. Colleagues' support helps educators work effectively.
8. A student's self-introduction should be clear and appropriate.
9. Employers look for strong character traits in teachers.
10. Teachers' experience improves lesson planning.
11. A career goal motivates future educators.
12. Children's interests influence teaching methods.
13. Communication skills are essential in professional circumstances.

14. Students develop skills during their studies.
15. Employers' decisions affect interview results.
16. Personal information plays an important role in self-introductions.

***Exercise #17. Read the adapted extract from «To Sir, With Love» by E. R. Braithwaite and fill in the blanks with the correct personal, possessive and interrogative pronouns. Use each pronoun according to the meaning of the sentence.***

When Rick Braithwaite starts working as a teacher, \_\_\_ feels nervous but determined. Teaching is not easy for \_\_\_, but \_\_\_ believes that respect is the key to success. His students test \_\_\_ patience, but \_\_\_ does not give up.

The pupils are curious about their teacher and often ask questions. «\_\_\_ is going to teach us?» they ask. Rick understands \_\_\_ responsibility is not only to teach lessons but also to help students respect themselves and others.

At first, the students do not accept \_\_\_ rules. However, Rick shows \_\_\_ how important dignity and trust are. Slowly, the class begins to change. \_\_\_ behaviour improves, and \_\_\_ start to listen.

One day, a student asks, «\_\_\_ ideas should we follow in life? » Rick answers honestly and reminds them that education can change \_\_\_ future.

***Exercise #18. Read the adapted extract from «Goodbye, Mr. Chips» by James Hilton and fill in the blanks with the correct demonstrative pronouns (this, that, these, those), reflexive pronouns (himself, themselves) or reciprocal pronouns (each other, one another). Use each pronoun according to the meaning of the sentence.***

Mr. Chips is a devoted teacher who works at Brookfield School for many years. On \_\_\_ first day at school, he feels nervous, but he tells \_\_\_ that discipline and kindness are important for a teacher.

In the classroom, Mr. Chips explains \_\_\_ rules clearly and expects students to respect \_\_\_ and their teachers. At first, some pupils laugh at \_\_\_ teacher, but he remains calm and believes in \_\_\_ methods.

With time, the students begin to understand \_\_\_ values. They learn to respect \_\_\_

and behave politely. \_\_\_ changes slowly improve life at the school.

After many years of teaching, Mr. Chips looks back at his career and feels proud of \_\_\_\_. He understands that \_\_\_ experiences make him not only a teacher, but also an important part of the school community.

***Exercise #19. Read the adapted extract from «Dead Poets Society» by N. H. Kleinbaum and fill in the blanks with the correct relative pronouns (who, which, that, whose, where, when) or indefinite pronouns and their derivatives (someone, anyone, everyone, something, anything, nothing, everything, etc.). Use each pronoun according to the meaning of the sentence.***

Mr. Keating is a teacher \_\_\_ inspires his students to think independently. He believes that \_\_\_ can become a poet if they are brave enough to listen to their inner voice. In his classroom, there is always \_\_\_ new to learn and \_\_\_ important to discuss.

He encourages students \_\_\_ feel unsure to speak freely and reminds them that \_\_\_ opinion matters. There is \_\_\_ in the class \_\_\_ does not have talent, but sometimes \_\_\_ needs help to discover it.

Mr. Keating creates an atmosphere \_\_\_ students feel respected and safe. This is the place \_\_\_ young people learn not only literature, but also life. He tells them that there is \_\_\_ more powerful than words and \_\_\_ can change the way people think.

Some students are afraid that \_\_\_ will laugh at them, but Mr. Keating explains that \_\_\_ fear should stop them from expressing themselves. He asks questions \_\_\_ make students think deeper and challenges \_\_\_ who are afraid to be different.

There are moments \_\_\_ change everything, and Mr. Keating believes that \_\_\_ must use such moments wisely. In the end, students understand that \_\_\_ they learned will stay with them forever.

***Exercise #20. Read the sentences and choose the correct form of the verb -to be- (am / is / are).***

1. Clear communication with parents \_\_\_ very important for a teacher. 2. I \_\_\_ always polite and calm when I talk to parents. 3. Parents \_\_\_ often worried about their

children's progress. 4. Respect and trust \_\_\_ the basis of good cooperation. 5. A parent-teacher meeting \_\_\_ an important part of school life. 6. I \_\_\_ ready to answer parents' questions after the lesson. 7. The teacher \_\_\_ responsible for clear explanations. 8. Honest feedback \_\_\_ helpful for parents. 9. Parents \_\_\_ interested in their children's achievements. 10. Clear rules \_\_\_ important for positive communication. 11. I \_\_\_ confident when I speak with parents. 12. Cooperation between teachers and parents \_\_\_ essential.

***Exercise #21. Read the sentences and choose the correct form of the verb -to be-***

1. The teacher \_\_\_ ready to answer questions in a few minutes. 2. There \_\_\_ some misunderstandings at the beginning of the meeting yesterday. 3. The teacher's words \_\_\_ clear and respectful during the discussion yesterday. 4. The discussion with parents \_\_\_ calm and productive last Friday. 5. I \_\_\_ confident after the meeting last Monday. 6. Cooperation between teachers and parents \_\_\_ stronger next year. 7. The parents' questions \_\_\_ reasonable and polite at that time. 8. There \_\_\_ no serious problems during the conversation last week. 9. The explanations \_\_\_ easy to understand during the parent-teacher meeting. 10. The parents \_\_\_ grateful for the feedback after the lesson. 11. The meeting \_\_\_ well-organised last month. 12. The results of the discussion \_\_\_ positive in the end. I liked it. 13. I \_\_\_ more confident in the future when I talk to parents. 14. The teacher's explanations \_\_\_ clearer next time. 15. Parents \_\_\_ more satisfied after the next school term.

***Exercise #22. Put the words in the correct order to make affirmative sentences.***

1. important / is / communication / parents / with
2. polite / teacher / the / is / always
3. clear / rules / are / school / the
4. calm / am / I / conversations / in
5. many / roles / includes / profession / teaching / the
6. teachers / experts / are / subjects / their / in

7. counselling / important / is / job / teacher's / part / an
8. communication / teamwork / important / are / very
9. development / professional / part / career / educational / of / is

***Exercise #23. Transform the following sentences into negative and interrogative sentences.***

1. The teacher is rude when talking to parents.
2. Parent meetings were stressful.
3. Andy is afraid to speak to parents.
4. Clear rules are unnecessary.
5. Communication will be difficult.

***Exercise #24. Watch the video.***

***a) Watch the video on YouTube «How To Introduce Yourself In English Like A Pro!» While watching, take notes on the tips, expressions and steps the speaker uses for introducing himself professionally in English.***

Link: <https://www.youtube.com/watch?v=J69FDfqWI2g>

***b) After watching, write down some key tips or expressions from the video that you think are the most useful for professional self-presentation. Then explain in 5–7 sentences why you have chosen each tip.***

***Exercise #25. Read the list of topics below and choose one that interests you: a) write a short text (10–15 sentences) on your chosen topic; b) prepare and deliver a 1–2-minute oral talk based on your text.***

*Topics:*

1. Formal and Informal Communication in the Teaching Profession.
2. Self-Introduction in a Professional Educational Context.
3. Professional Habits of an Effective Teacher.
4. Career Goals of a Future Primary School Teacher.
5. Professional Interests of a Future Primary School Teacher.

6. Lifelong Learning in the Teaching Profession.
7. Hobbies That Support Teaching in Primary Education.
8. The Role of a Primary School Teacher in Child Development.

### TEST №1

***Part I. Match each word or word combination with the correct definition.***

***Write the correct letter next to the number.***

A. self-introduction	1. ___ A person you are speaking with in a conversation.
B. interlocutor	2. ___ Information about a person's name, age, background or family.
C. personal information	3. ___ A polite or friendly way to say hello to someone.
D. appropriate	4. ___ The act of presenting yourself to others.
E. greeting	5. ___ A person or organisation that gives someone a job.
F. character traits	6. ___ Plans or aims related to your future job.
G. career goals	7. ___ Qualities that describe a person's personality.
H. employer	8. ___ Suitable or correct for a particular situation.

***Part II. Choose the correct form of the verb to be (am / is / are / was / were / will be).***

1. Self-introduction \_\_\_ a crucial step in a job interview.
2. I \_\_\_ always polite when I talk to parents.
3. The meeting with the employer \_\_\_ very helpful yesterday.
4. Teachers \_\_\_ responsible for clear communication.
5. Parent-teacher cooperation \_\_\_ very important in the future.
6. Clear personal information \_\_\_ necessary during professional communication.
7. The teacher \_\_\_ calm and confident during the interview last week.
8. I \_\_\_ ready to introduce myself in English now.

9. Parents \_\_\_ satisfied with the teacher's explanation at the meeting yesterday.
10. Good communication skills \_\_\_ essential for a primary school teacher.

**Part III. Choose the correct pronoun (he / she / they / his / their/ this/ these/who/ myself /himself / herself/ each other/ who/ which/ where/ someone/something/ nobody/ everyone)**

1. A primary school teacher works with children. \_\_\_ must be patient and friendly.
2. The students prepared their self-introductions. \_\_\_ presentations were clear.
3. During the interview, I introduced myself confidently and clearly.
4. Mark is ambitious. \_\_\_ career goals are very clear.
5. Teachers often introduce \_\_\_ professionally during interviews.
6. This is the teacher \_\_\_ helped pupils feel confident.
7. The students supported \_\_\_ during group work.
8. \_\_\_ personal information should be shared carefully in professional situations.
9. \_\_\_ expects a primary school teacher to be friendly, patient, and responsible.
10. Anna prepared \_\_\_ for the interview very carefully.
11. These are the skills \_\_\_ employers value most.
12. The pupils listened to \_\_\_ teacher with interest.
13. \_\_\_ is responsible for asking about career goals during an interview?
14. Teachers should respect \_\_\_ and their colleagues.
15. There is \_\_\_ important about a clear self-introduction.
16. Students learn to help \_\_\_ in the classroom.
17. This school is a place \_\_\_ teachers and parents cooperate.
18. \_\_\_ understands the importance of professional communication in education.
19. Mr Brown spoke to the students and answered \_\_\_ questions clearly.
20. \_\_\_ doubts that becoming a primary school teacher is an important and meaningful career.

***Part IV. Read the sentence and choose the correct answer.***

1. During a job interview, it is important to:
  - A. focus on weaknesses
  - B. introduce yourself clearly and professionally
  - C. use only colloquial expressions
2. Professional self-presentation helps teachers:
  - A. avoid communication
  - B. work alone
  - C. share information and build trust
3. When introducing yourself in a professional context, you should:
  - A. choose appropriate language for the situation
  - B. share only personal problems
  - C. speak without preparation
4. A greeting in professional communication should be:
  - A. rude and informal
  - B. appropriate and polite
  - C. unnecessary
5. Employers usually ask about career goals because they want to know:
  - A. how much free time a person has
  - B. a candidate's future plans and motivation
  - C. personal family details
6. Describing character traits in self-presentation helps to show:
  - A. a person's personality and professional qualities
  - B. only physical appearance
  - C. age and nationality
7. During communication with parents, a teacher should:
  - A. ignore questions
  - B. use clear and respectful language
  - C. avoid giving information
8. Professional self-presentation is especially important for teachers because

they:

- A. work only with documents
- B. communicate with pupils, parents, and colleagues
- C. work alone in the classroom

***Part V. Complete the sentence with your own idea.***

1. As a future primary school teacher, my main strength is \_\_\_\_\_ because \_\_\_\_\_.
2. In my professional self-presentation, I always try to \_\_\_\_\_ because \_\_\_\_\_.
3. Good communication with parents is important to me because \_\_\_\_\_.
4. One professional quality I want to develop is \_\_\_\_\_ because \_\_\_\_\_.
5. In the future, my career goal is \_\_\_\_\_ because \_\_\_\_\_.

**REFERENCES**

1. Braithwaite E. R. To Sir, With Love. — London : Bodley Head, 1959. — 208 p.
2. Hilton J. Goodbye, Mr. Chips. — London : Hodder & Stoughton, 1934. — 160 p.
3. How To Introduce Yourself In English Like A Pro! [Відеоресурс]. — YouTube, 2020. — Режим доступу: <https://www.youtube.com/watch?v=J69FDfqWI2g> (дата звернення: 06.02.2026).
4. Kleinbaum N. H. Dead Poets Society. — New York : Bantam Books, 1989. — 176 p.
5. Self-Introduction in English: How to Present Yourself and Describe Who You Are [Електронний ресурс]. — Режим доступу: <https://www.sprachcaffe.com/en/uc/magazine-article/self-introduction-english.htm>

(дата звернення: 06.02.2026).

6. Vloet K. Career learning and teachers' professional identity: Narratives in dialogue [Електронний ресурс] / К. Vloet ; Fontys University of Applied Sciences. — Режим доступу:  
[https://www.researchgate.net/publication/255580655\\_Career\\_learning\\_and\\_teachers%27\\_professional\\_identity\\_Narratives\\_in\\_dialogue](https://www.researchgate.net/publication/255580655_Career_learning_and_teachers%27_professional_identity_Narratives_in_dialogue)

(дата звернення: 06.02.2026).

## UNIT #2

Speciality and Educational Institution.  
Numeral. The verb to have. Impersonal and  
Indefinite-Personal Sentences. The  
Constructions «There is» / «There are».

*Exercise #1. Read the words and word combinations with the translation.*

1. **pedagogical university** — педагогічний університет
2. **to be founded** — бути заснованим
3. **academic authority** — академічний авторитет
4. **flagship institution** — провідний заклад
5. **graduate** — випускник
6. **educational institution** — освітній заклад
7. **international recognition** — міжнародне визнання
8. **diverse academic environment** — різноманітне академічне середовище
9. **Bachelor's programme** — програма бакалаврату
10. **Master's programme** — магістерська програма
11. **speciality / field of study** — спеціальність
12. **Primary Education** — початкова освіта
13. **Postgraduate and doctoral training** — аспірантура та докторантура
14. **dissertation council** — спеціалізована вчена рада
15. **faculty** — факультет
16. **educational and scientific institute** — навчально-науковий інститут
17. **interdisciplinary cooperation** — міждисциплінарна співпраця
18. **ethical responsibility** — етична відповідальність
19. **academic mobility** — академічна мобільність
20. **joint research** — спільні наукові дослідження
21. **development** — розвиток

*Exercise #2. Read and translate the text. While reading, pay attention to the correct pronunciation of English words, word stress in multisyllabic words, and the correct pronunciation of dates and numbers.*

### **THE SOUTH UKRAINIAN NATIONAL PEDAGOGICAL UNIVERSITY NAMED AFTER K. D. USHYNSKY**

The South Ukrainian National Pedagogical University named after K. D. Ushynsky, located in Odesa, is one of the oldest and most prestigious pedagogical universities in Ukraine. It was founded in 1817 as a pedagogical institute at the Richelieu Lyceum and has played a key role in the development of teacher education in the southern region of the country. Throughout its long history, the university has undergone several reorganisations and name changes, finally receiving the status of a national university in 2009, which confirmed its academic authority and social importance.

Today, the university is recognised as a flagship institution for teacher training in Ukraine. More than 100,000 graduates have completed their studies here and now work in educational institutions in Ukraine and abroad. Many alumni have achieved national and international recognition as distinguished teachers, scientists, artists and sports professionals. The university also attracts students from over 20 countries, creating a diverse academic environment and supporting international cooperation.

The university offers a wide range of Bachelor's and Master's programmes. At the bachelor's level, students can choose such specialities as Primary Education, Preschool Education, Foreign Languages, Psychology, Philology, History, Philosophy, Mathematics, Physics, Computer Science, Fine Arts, Musical Art, Choreography and Physical Education. At the master's level, programmes include Primary Education, Educational Institution Administration, Translation, Foreign Languages, Psychology, Natural and Mathematical Sciences and other fields. Postgraduate and doctoral training is also available, supported by several recognised scientific schools and dissertation councils.

The academic structure of the university includes nine faculties, four divisions and two educational and scientific institutes. Among the key structural units are the

Faculty of Primary Education, the Faculty of Preschool Pedagogy and Psychology, the Faculty of Foreign Languages, the Faculty of History and Philology and educational and scientific institutes specialising in arts, physical culture, psychology, natural sciences, informatics and management. This structure ensures interdisciplinary cooperation and allows students to build flexible educational trajectories.

The university provides modern educational facilities and learning resources. Students study in well-equipped lecture halls, seminar rooms, computer laboratories and specialised classrooms designed for pedagogical practice. The university library offers extensive printed and digital collections, while online platforms support independent study and research. Information technologies are widely used in teaching and communication, helping students develop digital competence, which is essential for modern education.

In addition, the university actively participates in international academic networks and cooperates with more than 100 educational institutions in Europe, Asia and the United States. Such cooperation supports academic mobility, joint research, and professional development of students and staff.

Within this broad academic structure and rich educational environment, particular attention is given to programmes that form the foundation of teacher training. Among them, the speciality «Primary Education» occupies a central place, as it directly reflects the university's long-standing mission of preparing highly qualified teachers for work with young learners.

One of the central academic areas of the university is the speciality «Primary Education», which prepares future teachers to work with young learners in primary school. This programme focuses on both theoretical knowledge and practical skills. Students study pedagogy, psychology, teaching methods, classroom management and child development. Special attention is paid to communication skills, creativity, ethical responsibility and the ability to adapt teaching strategies to pupils' individual needs. Graduates are qualified to work as primary school teachers and can continue their education at the master's and postgraduate levels.

Taken together, the university's long history, strong academic structure, modern educational resources, and internationally oriented activities create a solid foundation for high-quality teacher education. These features clearly demonstrate how the institution combines tradition with innovation, ensuring effective professional training for future educators.

***Exercise #3. Read the text Ex.#2. Mark the following statements as true (T) or false (F)***

1. The South Ukrainian National Pedagogical University named after K. D. Ushynsky is located in Kyiv. \_\_\_\_
2. The university was founded in 1817 as a pedagogical institute at the Richelieu Lyceum. \_\_\_\_
3. The university received the status of a national university in 2009. \_\_\_\_
4. More than 100,000 graduates of the university work only in Ukraine. \_\_\_\_
5. The university attracts students from more than 20 different countries. \_\_\_\_
6. Primary Education is one of the specialities offered at the Bachelor's level. \_\_\_\_
7. The university does not provide Master's or postgraduate programmes. \_\_\_\_
8. Interdisciplinary cooperation helps students build flexible educational trajectories. \_\_\_\_
9. Information technologies play an important role in teaching and communication at the university. \_\_\_\_
10. The university cooperates with educational institutions only in Europe. \_\_\_\_

***Exercise #4. Answer the following questions.***

1. Where is the South Ukrainian National Pedagogical University named after K. D. Ushynsky located?
2. What status did the university receive in 2009 and why was it important?
3. What Bachelor's programmes are offered at the university?
4. Which specialities are available at the Master's level?

5. What opportunities does the university offer for postgraduate and doctoral training?
6. How is the academic structure of the university organised?
7. How does interdisciplinary cooperation support students' education?
8. What subjects do students of Primary Education study?
9. What professional skills and qualities are developed in the Primary Education programme?
10. How does the university combine tradition with innovation in teacher education?

***Exercise #5. Fill in the gaps, using the words and word combinations from the list.***

***Word list:*** Bachelor's programme, development, pedagogical university, speciality, joint research, academic mobility, to be founded, field of study, academic authority, Postgraduate and doctoral training, flagship institution, Primary Education, graduate, educational institution, international recognition, Master's programme, ethical responsibility, faculty, diverse academic environment, dissertation council, educational and scientific institute, interdisciplinary cooperation

1. The South Ukrainian National Pedagogical University is a well-known \_\_\_\_\_ with a long history and strong traditions. 2. The university \_\_\_\_\_ in 1817 as a pedagogical institute in Odesa. 3. Receiving national status strengthened the university's \_\_\_\_\_ in Ukraine and abroad. 4. Today, the university is considered a \_\_\_\_\_ in teacher training in the southern region of Ukraine. 5. A university \_\_\_\_\_ can work in schools, colleges, or other educational organisations. 6. Many \_\_\_\_\_ cooperate with the university in Ukraine and other countries. 7. The university has gained \_\_\_\_\_ thanks to its academic achievements and international partnerships. 8. Students from different countries create a \_\_\_\_\_ at the university. 9. After completing a \_\_\_\_\_, students receive fundamental professional training. 10. A \_\_\_\_\_ allows students to deepen their

knowledge and professional skills. 11. Every student chooses a \_\_\_\_\_ according to personal interests and career goals. 12. \_\_\_\_\_ is one of the key specialities of the university. 13. \_\_\_\_\_ is available for students who want to continue academic and scientific careers. 14. A \_\_\_\_\_ supervises and approves doctoral research and dissertations. 15. The university includes several \_\_\_\_\_ that specialise in different academic fields. 16. An \_\_\_\_\_ combines teaching, research, and innovation. 17. \_\_\_\_\_ helps students connect knowledge from different disciplines. 18. Teachers must demonstrate \_\_\_\_\_ in professional and academic activities. 19. \_\_\_\_\_ gives students opportunities to study or train abroad. 20. International projects support \_\_\_\_\_ between universities. 21. Continuous \_\_\_\_\_ of education is essential for modern universities.

***Exercise #6. Read and translate the text. Put the events in the correct order.***

***Number the following events (A–G) according to the order in which they appear in the text «Typical Classroom and Learning Situations».***

*Events:*

A. Teachers guide learning situations to help students think critically and apply knowledge.

B. Students analyse real-life problems and suggest solutions in case studies.

C. Typical learning situations help students develop academic and social skills.

D. Learners take part in simulations to experience real-life processes.

E. Students work together in project-based learning and present their results.

F. Group work activities help students cooperate and share responsibility.

G. Language classroom activities help students listen, discuss, and improve communication skills.

### **TYPICAL CLASSROOM AND LEARNING SITUATIONS**

(1)\_\_\_\_\_ One common situation is project-based learning, where students work collaboratively to research a topic, collect and interpret information, and then present findings to the class. In this situation, students not only learn content, but also critical thinking, teamwork, and communication skills.

(2)\_\_\_\_\_ These situations show that the classroom is not just a place for passive listening, but a dynamic environment where students build knowledge actively. Teachers plan and guide these learning situations to ensure that students can communicate, think critically, and apply their knowledge in meaningful ways.

(3)\_\_\_\_\_ Many teachers also organise group work tasks, such as cooperative learning techniques like the jigsaw method, in which students depend on one another to complete a task and then combine their pieces of information into a complete set of knowledge. Collaboration and communication are essential in this type of situation.

(4)\_\_\_\_\_ Simulations are also common in modern classrooms. In this situation, learners recreate real-life environments or processes to experience outcomes first-hand. For instance, students might simulate a scientific experiment to observe how different variables affect a result. This situation allows students to learn by doing rather than only by listening or reading.

(5)\_\_\_\_\_ In the educational process, there are many typical learning situations that regularly occur in classrooms. These situations help students actively engage with the material, communicate with peers, and develop both academic and social skills. A learning situation is any activity or context in which students are encouraged to think, interact, and solve problems connected to their studies.

(6)\_\_\_\_\_ In language classrooms and literature circles are typical learning situations that require students to listen carefully, reconstruct ideas, and discuss meaning with classmates, which boosts interaction and language competence.

(7)\_\_\_\_\_ Another typical scenario is the case study, which involves analysing a specific real-world problem or event. Students must use knowledge from lessons to examine causes and propose solutions. For example, in history lessons, a class might discuss important historical decisions and their consequences, encouraging deeper understanding and discussion.

***Exercise #7. Match the learning situation with its description***

Learning situations:	Descriptions:
1. Project-based learning 2. Case study 3. Simulation 4. Group work 5. Language classroom activities 6. Literature circles 7. Cooperative learning 8. Teacher-guided learning situations	A. Students analyse a real-world problem and propose possible solutions. B. Learners recreate real-life processes to experience outcomes first-hand. C. Students cooperate to complete a task and share responsibility. D. Learners listen carefully, discuss ideas, and improve communication skills. E. Students research a topic, collect information, and present their results. F. Learners discuss texts, reconstruct ideas, and share meanings with classmates. G. Students depend on one another to combine information into a complete set of knowledge. H. Teachers plan and guide activities to help students think critically and apply knowledge.

***Exercise #8. Complete the sentences by choosing the most logical ending (A, B or C) or by writing your own ending if required.***

1. Typical learning situations help students to \_\_\_\_\_
  - A. listen without thinking
  - B. study only at home
  - C. engage with the material and communicate with others
2. A learning situation is best described as an activity where students \_\_\_\_\_
  - A. are encouraged to think, interact, and solve problems
  - B. repeat information mechanically
  - C. work individually without discussion

3. In project-based learning, students usually \_\_\_\_\_
  - A. memorise facts for a test
  - B. work collaboratively and present their findings
  - C. listen to long lectures
4. Project-based learning develops not only subject knowledge but also \_\_\_\_\_
  - A. competition and speed
  - B. critical thinking, teamwork, and communication skills
  - C. physical strength
5. A case study helps students \_\_\_\_\_
  - A. analyse real-world problems and propose solutions
  - B. avoid discussion
  - C. focus only on theory
6. Group work tasks are effective because students \_\_\_\_\_
  - A. depend on one another and share information
  - B. work completely independently
  - C. avoid communication
7. Cooperative learning techniques require \_\_\_\_\_
  - A. silence and individual work
  - B. collaboration and communication
  - C. competition between students
8. Language classrooms and literature circles help students \_\_\_\_\_
  - A. improve interaction and language competence
  - B. memorise grammar rules only
  - C. work without discussion
9. According to the text, the classroom today is \_\_\_\_\_
  - A. a place for passive listening
  - B. a dynamic environment for active learning
  - C. a space used only for lectures
10. Teachers plan learning situations in order to help students \_\_\_\_\_

- A. communicate, think critically, and apply knowledge
- B. avoid responsibility
- C. repeat information without understanding

***Exercise #9. Rewrite the sentences using different words, but keep the same meaning.***

1. Learning in simulations is more practical than only listening.
2. Group work is a way for cooperation and shared responsibility.
3. Project-based learning is a collaborative classroom activity.
4. A case study is an analysis of a real-life problem.
5. Simulations are learning situations with real-life processes.
6. Cooperative learning is based on mutual dependence.
7. Language classroom activities are important for communication skills.
8. Literature circles are spaces for discussion and idea sharing.
9. Modern classrooms are dynamic learning environments.
10. Teachers' guidance is essential for applying knowledge.

***Exercise #10. Read the dialogue aloud.***

***a) Pay attention to intonation in descriptive sentences. Notice how intonation helps to describe classroom situations and learning activities clearly;***

***b) Work in pairs or small groups. Create your own short dialogue (3–4 speakers) based on typical classroom or learning situations. For example: group work, project-based learning or discussion tasks);***

***c) Act out your dialogue in front of the class. Pay attention to pronunciation and intonation.***

## **THE FIRST DAY AT UNIVERSITY**

***Characters:***

*Liam – first-year student, very enthusiastic*

*Noah – first-year student, skeptical*

*Maya – senior student, experienced*

*Ms Carter – university teacher / mentor*

**Ms Carter:** Good morning, everyone. Welcome to your first day at university. This learning space may feel new but you'll get used to it quickly.

**Liam:** Wow, I really like it here! The classroom atmosphere is great and the desks and learning materials look very modern.

**Noah:** I'm not so sure. The classroom is big, and everything feels a bit confusing. I hope the lessons won't be too difficult.

**Maya:** Don't worry. I remember my first day, too. At the beginning, everything seems strange but later it becomes much easier.

**Ms Carter:** That's true. Let me explain how our lessons usually work. The lesson often begins with a short discussion or an activity.

**Liam:** That sounds interesting! I like discussion and group work. It helps me share ideas and stay motivated.

**Noah:** Group work again? I prefer individual work. Sometimes group tasks feel slow and unorganised.

**Maya:** I used to think the same but group work helps you learn from others. You also practise communication and problem-solving.

**Ms Carter:** Both opinions are fair. Group work has its pros and cons. It helps develop teamwork, but it also requires patience and responsibility.

**Liam:** I'm excited about project-based learning and simulations. Learning by doing sounds much better than only listening.

**Noah:** Simulations are fine but I hope there will be clear instructions. I don't like tasks when I don't understand what to do.

**Ms Carter:** That's why clear instructions and feedback are important. I always explain tasks carefully and answer questions.

**Maya:** That really helps. When teachers explain tasks clearly, students make better progress and feel more confident.

**Liam:** I feel motivated. The learning process here seems active and supportive.

**Noah:** Well... I still have some doubts but maybe I'll change my mind after a few

lessons.

**Ms Carter:** That's normal. University life has both challenges and achievements. Stay open-minded, practise regularly and apply your knowledge.

**Maya:** Trust me, after the first few weeks, you'll see the results and feel more confident.

**Liam:** I can't wait to start!

***Exercise #11. Read the sentences and complete them with the correct cardinal numbers in words.***

1. Future primary school teachers study about \_\_\_ subjects in the first year. (6)
2. There are more than \_\_\_ students in our faculty. (100)
3. We have \_\_\_ lectures and \_\_\_ seminars every week. (3 or 4)
4. Our group has \_\_\_ students this semester. (25)
5. The university was founded \_\_\_ years ago. (200)
6. Students usually attend \_\_\_ classes a day during the academic week. (5)
7. There are \_\_\_ academic semesters in one academic year. (2)
8. Our curriculum includes \_\_\_ main teaching practices. (3)
9. The library has more than \_\_\_ books on pedagogy and psychology. (10,000)
10. About \_\_\_ students take part in group work during seminars. (20)
11. We write \_\_\_ major tests in pedagogy each semester. (4)
12. The faculty employs more than \_\_\_ lecturers and professors. (50)
13. Students spend about \_\_\_ hours a week on independent study. (15)
14. The university cooperates with over \_\_\_ partner institutions. (100)
15. Our programme lasts \_\_\_ academic years. (4)

***Exercise #12. Complete the sentences using ordinal numerals in words.***

1. The \_\_\_ year of study is focused on general academic subjects. (1)
2. Pedagogical practice usually starts in the \_\_\_ year. (3)
3. Psychology is taught in the \_\_\_ semester. (2)
4. The \_\_\_ lecture today is about child development. (5)

5. This is my \_\_\_ attempt to pass this exam. (4)
6. The \_\_\_ module of the course introduces basic teaching methods. (1)
7. Our \_\_\_ seminar is devoted to classroom management. (6)
8. The \_\_\_ week of studies is usually the most challenging. (2)
9. The \_\_\_ lesson focuses on communication with parents. (7)
10. The \_\_\_ exam of the semester is in pedagogy. (3)
11. Students usually have their \_\_\_ teaching practice in primary school. (2)
12. The \_\_\_ chapter of the textbook explains child psychology. (4)
13. The \_\_\_ year of study includes more practical training. (2)
14. This is the \_\_\_ time we work on a group project. (3)
15. The \_\_\_ day of the course is dedicated to self-presentation skills. (5)

***Exercise #13. Write the numbers in words.***

1. Room 214 \_\_\_\_\_.
2. Page 56 \_\_\_\_\_.
3. Group 101 \_\_\_\_\_.
4. Lecture Hall 403 \_\_\_\_\_.
5. Chapter 12 \_\_\_\_\_.
6. Classroom 305 \_\_\_\_\_.
7. Building 7 \_\_\_\_\_.
8. Unit 4 \_\_\_\_\_.
9. Lesson 25 \_\_\_\_\_.
10. Student ID 509 \_\_\_\_\_.
11. Test 3 \_\_\_\_\_.
12. Section 11 \_\_\_\_\_.

***Exercise #14. Read the sentences and write the years in words.***

1. The university was founded in 1817 \_\_\_\_\_.
2. I entered the university in 2025 \_\_\_\_\_.
3. This teaching method appeared in 1905 \_\_\_\_\_.
4. The programme was updated in 2016. \_\_\_\_\_.
5. The faculty was established in 1954 \_\_\_\_\_.
6. The new library was opened in 2005. \_\_\_\_\_.
7. The university received national status in 2009. \_\_\_\_\_.
8. The modern curriculum was introduced in 2012. \_\_\_\_\_.
9. This educational reform started in 1998 \_\_\_\_\_.
10. The first international programme began in 2003 \_\_\_\_\_.

***Exercise #15. Complete the sentences using fractions or percentages in words.***

1. About \_\_\_\_\_ of the course is practice-based. (1/2)

2. Only \_\_\_\_\_ of students fail the final exam. (5%)
3. \_\_\_\_\_ of the lesson is group work. (1/3)
4. Attendance is \_\_\_\_\_ this semester. (95%)
5. Nearly \_\_\_\_\_ of the programme is devoted to pedagogical practice. (1/4)
6. \_\_\_\_\_ of the final grade depends on classroom participation. (10%)
7. \_\_\_\_\_ of the students prefer project-based learning. (2/3)
8. About \_\_\_\_\_ of lectures are supported by digital materials. (75%)
9. \_\_\_\_\_ of the course focuses on child psychology. (1/5)
10. Almost \_\_\_\_\_ of students attend seminars regularly. (90%)
11. \_\_\_\_\_ of the assignments are completed in groups. (3/4)
12. Only \_\_\_\_\_ of students miss classes without a reason. (2%)

***Exercise #16. Read the dialogue and rewrite the amounts of money in words.***

### **UNIVERSITY EXPENSES**

***Characters:***

*Emma – first-year student*

*Daniel – senior student*

*Ms Clark – university administrator*

**Emma:** Excuse me, Ms Clark, could you help me with some information about university expenses?

**Ms Clark:** Of course. What would you like to know?

**Emma:** First of all, how much do students have to pay for tuition?

**Ms Clark:** Students have a tuition fee of €1,200. There is a fixed payment for the academic year.

**Daniel:** And don't forget about scholarships. Emma, do you have a chance to apply for one?

**Emma:** Yes, I do. Is there a monthly scholarship for first-year students?

**Ms Clark:** Yes, there is. Students have a monthly scholarship of €3,500.

**Emma:** That's helpful. What about books? Do students usually have high costs for textbooks?

**Daniel:** Last semester, I had books that cost £45.50. There were several compulsory textbooks.

**Emma:** Wow! And are there any other study materials I should plan for?

**Ms Clark:** Yes, there are. Students usually have basic study materials that cost about \$20.

**Emma:** Thank you very much. Now I have a clearer idea of my university expenses.

**Daniel:** Yes, planning your budget from the beginning really helps.

**Exercise #17. Read and complete the sentences using the correct arithmetic expressions in words:**

**a) use «plus», «minus», «multiplied by», «divided by» and complete the sentence with «is» / «equals» / «are» / «make» where appropriate;**

**b) rewrite sentences, using numbers instead of words; c) create 5 sentences of your own about university studies using different arithmetic operations.**

1. Twenty students \_\_\_ four groups \_\_\_ five students per group. 2. Six subjects \_\_\_ one elective \_\_\_ five compulsory subjects. 3. Four exams \_\_\_ one final test \_\_\_ five assessments in total. 4. Thirty pages \_\_\_ three chapters \_\_\_ ten pages per chapter. 5. Five students \_\_\_ five students \_\_\_ ten students in the group. 6. Twenty credits \_\_\_ two semesters \_\_\_ forty credits per year. 7. Twelve study hours \_\_\_ two hours of breaks \_\_\_ ten effective study hours. 8. Four practical classes \_\_\_ three lectures \_\_\_ seven contact hours a week. 9. Ten weeks \_\_\_ five study days \_\_\_ fifty study days. 10. One hundred points \_\_\_ thirty points \_\_\_ seventy points. 11. Eight subjects \_\_\_ two semesters \_\_\_ four subjects per semester. 12. Seven \_\_\_ three \_\_\_ ten. 13. Twenty \_\_\_ five \_\_\_ four. 14. Five study days \_\_\_ four weeks \_\_\_ twenty study days.

**Exercise #18. Write 5–6 sentences about your university studies, using at least five numerals:**

**a) include information about:**

- your year of study;

- the number of subjects you study;
- the number of lectures and seminars you have;
- the semester;
- the percentage of practical classes.

***b) after writing, read your text aloud, paying attention to:***

- correct pronunciation of numbers,
- word stress in multisyllabic words,
- proper intonation in descriptive sentences

***Exercise #19. Use the verb «to have».***

***A. Complete the sentences with the correct form of the verb «to have».***

1. Future primary school teachers \_\_\_ many practical classes this semester.
2. Last year, we \_\_\_ more theoretical subjects than practical ones.
3. Next semester, students \_\_\_ teaching practice at primary schools.
4. Our group \_\_\_ a supportive learning atmosphere.
5. During the first year, students \_\_\_ basic pedagogical training.
6. This semester, first-year students \_\_\_ enough classroom practice.
7. Last term, our group \_\_\_ any group projects.
8. Next year, future teachers \_\_\_ too many written exams.
9. At the beginning of the course, we \_\_\_ clear instructions.
10. During the online period, students \_\_\_ regular face-to-face lessons.

***B. Make the negative sentences using the correct form of the verb «to have».***

1. Last semester, we \_\_\_\_\_ online classes every week.
2. First-year students \_\_\_\_\_ enough teaching experience.
3. Next year, students \_\_\_\_\_ exams in all subjects.
4. Students \_\_\_\_\_ enough free time during the exam period.
5. Last year, our group \_\_\_\_\_ practical classes in the first semester.
6. Teachers \_\_\_\_\_ all the materials for the lesson today.
7. During the first year, we \_\_\_\_\_ teaching practice at school.
8. Next semester, students \_\_\_\_\_ lectures on Fridays.

9. The university \_\_\_\_\_ online access to all courses.
10. In the past, students \_\_\_\_\_ many digital learning tools.

***C. Make the questions using the correct form of the verb «to have».***

1. \_\_\_ you \_\_\_ many lectures this week?
2. Future teachers will have school practice next year, \_\_\_?
3. Which students \_\_\_ teaching practice last semester?
4. \_\_\_ the students \_\_\_ school practice last year?
5. How many subjects \_\_\_ you \_\_\_ this semester?
6. \_\_\_ future teachers \_\_\_ more practical classes next semester?
7. You have teaching practice this year, \_\_\_?
8. \_\_\_ students \_\_\_ lectures or seminars today?
9. \_\_\_ you \_\_\_ oral or written exams last semester?
10. \_\_\_ the group \_\_\_ morning or afternoon classes next year?
11. What group \_\_\_ the most practical classes next year?
12. What kind of practice \_\_\_ students \_\_\_ last year?
13. The students had a final test last semester, \_\_\_?
14. Who \_\_\_ enough experience to work with young children?
15. When \_\_\_ future teachers \_\_\_ their final exams?

***Exercise #20. Read the sentences and choose the correct form: «There is» or «There are».***

1. \_\_\_\_\_ a large library at the university with many teaching resources.
2. \_\_\_\_\_ several lecture halls equipped with modern technology.
3. \_\_\_\_\_ a strong focus on practical training in the Primary Education programme.
4. \_\_\_\_\_ many students in the Faculty of Primary Education.
5. \_\_\_\_\_ a supportive learning atmosphere in our group.
6. \_\_\_\_\_ two semesters in the academic year.
7. \_\_\_\_\_ a lot of group work during pedagogical practice.
8. \_\_\_\_\_ important subjects such as pedagogy and psychology in the first year.
9. \_\_\_\_\_ special classrooms for teaching practice at the university.
10. \_\_\_\_\_ many opportunities for academic mobility and

international cooperation.

**Exercise #21. Read the sentences and choose the correct form: «There is» or «There are». Make the sentences negative and interrogative.**

1. \_\_\_\_\_ a gym in this building. 2. \_\_\_\_\_ enough computers in the classroom. 3. \_\_\_\_\_ practical classes in the first semester. 4. \_\_\_\_\_ many foreign students in our group. 5. \_\_\_\_\_ a lecture today on child development. 6. \_\_\_\_\_ modern learning materials in every classroom. 7. \_\_\_\_\_ special rooms for pedagogical practice here. 8. \_\_\_\_\_ a library at the university. 9. \_\_\_\_\_ any practical classes this semester. 10. \_\_\_\_\_ many students in the Faculty of Primary Education. 11. \_\_\_\_\_ a break between lectures. 12. \_\_\_\_\_ enough learning materials for all students.

**Exercise #22. Read the text and complete the gaps using: «There are» / «There was» / «There were» / «There will be».**

The South Ukrainian National Pedagogical University is one of the oldest educational institutions in Ukraine. Over many years of its history, \_\_\_\_\_ many important changes in the university's development. \_\_\_\_\_ strong traditions in teacher training and scientific research in both fundamental and applied sciences. As a result, \_\_\_\_\_ almost 100,000 teachers trained at the university and today they work in Ukraine and abroad.

Among the graduates, \_\_\_\_\_ many people who became well known in education, science, culture, arts and sports. \_\_\_\_\_ more than two thousand graduates who received honorary titles for their professional achievements.

The university has always been international. \_\_\_\_\_ students, master's students, postgraduate students and doctoral candidates from more than 23 countries studying here. In the academic system, \_\_\_\_\_ more than 40 specialities and study programmes for future teachers.

The teaching staff has always been an important part of the university. \_\_\_\_\_ more than 1,000 educators and researchers working at the university

and \_\_\_\_\_ about 400 doctors of sciences among them.

In the scientific field, \_\_\_\_\_ some scientific schools recognised in Ukraine and abroad. The university actively cooperates with other institutions. \_\_\_\_\_ partnerships with more than 100 educational institutions in Ukraine and many universities in Europe, Asia and the United States. Today, \_\_\_\_\_ many foreign students study at the university.

At present, \_\_\_\_\_ Bachelor's programmes in Preschool Education, Primary Education, Foreign Languages, Psychology, Mathematics, Physics, Computer Science, Arts and Physical Education. At the Master's level, \_\_\_\_\_ programmes in education, languages, sciences, and educational management.

At the postgraduate level, \_\_\_\_\_ students from different countries who successfully defended their dissertations. In the future, \_\_\_\_\_ new educational programmes, research opportunities, and international projects that will support the university's further development.

***Exercise #23. Complete the sentences using: «it is» / «it was» / «it will be».***

1. \_\_\_\_\_ cold in the classroom this morning. 2. \_\_\_\_\_ sunny yesterday during our teaching practice. 3. \_\_\_\_\_ difficult for first-year students at the beginning. 4. \_\_\_\_\_ an important lecture tomorrow on child psychology. 5. \_\_\_\_\_ noisy in the classroom during group work. 6. \_\_\_\_\_ important for a teacher to be patient. 7. \_\_\_\_\_ difficult to manage the class at first. 8. \_\_\_\_\_ helpful to use visual materials in lessons. 9. \_\_\_\_\_ interesting to work with young children. 10. \_\_\_\_\_ necessary to practise every day.

***Exercise #24. Translate the sentences into English.***

1. Було важко пояснити завдання. 2. Завтра буде холодно в аудиторії. 3. Сьогодні цікаво працювати в групах. 4. Було шумно під час заняття. 5. Важливо бути уважним учителем. 6. Було корисно обговорити тему разом. 7. Зараз важливо дотримуватися правил в аудиторії. 8. Було приємно працювати з мотивованими студентами. 9. Завтра буде важко скласти цей тест без підготовки.

10. Було необхідно повторити матеріал перед заняттям. 11. Сьогодні легко зрозуміти нову тему. 12. Буде цікаво спостерігати за результатами проєкту.

***Exercise #25. Watch the video.***

***a) Watch the video on YouTube «About South Ukrainian National Pedagogical University named after K. D. Ushynsky» and take notes on:***

- *key information about the university;*
- *useful vocabulary related to university life*

***b) After watching write some phrases about the university.***

Link: <https://www.youtube.com/watch?v=6YmvmSfNers>

***Exercise #26. Read the list of topics below and choose one that interests you:***

***a) Write a short text (10–15 sentences) on your chosen topic;***

***b) Prepare and deliver a 1–2-minute oral talk based on your text.***

*Topics:*

1. What Makes University Learning Different from School Learning?
2. Is University More About Knowledge or Personal Development?
3. The First Year at University: Challenges and Opportunities
4. Why the Classroom Atmosphere Matters in University Education
5. Group Work at University: Advantages and Difficulties
6. Balancing Lectures, Seminars, and Practice at University
7. University Life in Numbers: My Typical Study Week
8. Why the Educational Environment Influences Student Success
9. Studying at a Pedagogical University: Pros and Cons
10. How University Resources Help Students Become Professionals

## TEST №2

### *Part I. Match the terms with their correct definitions.*

A. pedagogical university	1. ___ A university that trains teachers and education professionals.
B. academic authority	2. ___ The reputation and respect a university has for its academic work.
C. diverse academic environment	3. ___ A study programme that students complete after secondary school (first higher-education level).
D. Bachelor's programme	4. ___ A higher-education programme after a Bachelor's degree.
E. Master's programme	5. ___ A large unit of a university (for example, Primary Education or Foreign Languages).
F. faculty	6. ___ A place where students from different countries and cultures study together.
G. dissertation council	7. ___ A special board that supervises and approves doctoral research.
H. academic mobility	8. ___ Opportunities for students to study or train abroad.
I. joint research	9. ___ Research projects done together by universities or institutions.

### *Part II. Choose the correct form (There is / There are / There was / There were / There will be)*

1. \_\_\_\_\_ nine faculties at the university today.
2. \_\_\_\_\_ a large library with digital collections.
3. In the past, \_\_\_\_\_ fewer computer laboratories than now.
4. \_\_\_\_\_ many international students at the university last year.
5. Next semester, \_\_\_\_\_ more practical classes for first-year students.
6. \_\_\_\_\_ a lecture hall near the main entrance.

7. Yesterday, \_\_\_\_\_ a seminar on classroom management.
8. \_\_\_\_\_ two semesters in the academic year.
9. In 2009, \_\_\_\_\_ an important change in the university's status.
10. In the future, \_\_\_\_\_ new educational programmes and international projects.

**Part III. Write the numerals.**

**A) Write the numbers in words.**

1. Room 214 \_\_\_\_\_
2. Page 56 \_\_\_\_\_
3. Lecture Hall 403 \_\_\_\_\_
4. Chapter 12 \_\_\_\_\_
5. Group 101 \_\_\_\_\_

**B) Complete the sentences using ordinal numerals (in words).**

1. The \_\_\_\_\_ year of study is focused on general academic subjects. (1)
2. Pedagogical practice often starts in the \_\_\_\_\_ year. (3)
3. This is my \_\_\_\_\_ attempt to pass this exam. (4)
4. The \_\_\_\_\_ lecture today is about child development. (5)
5. Our \_\_\_\_\_ week at university is usually the most stressful. (2)
6. The \_\_\_\_\_ module of the course introduces basic teaching methods. (9)
7. The \_\_\_\_\_ chapter of the textbook explains classroom management. (17)
8. The \_\_\_\_\_ exam of the semester is in pedagogy. (6)
9. The \_\_\_\_\_ example in the handbook is about group work. (11)
10. The \_\_\_\_\_ page discusses teacher ethics. (48)

**Part IV. Choose the correct form: have / has / had / will have.**

1. First-year students \_\_\_\_\_ basic pedagogical training.
2. Last year, our group \_\_\_\_\_ more lectures than seminars.
3. Next semester, students \_\_\_\_\_ teaching practice at primary schools.

4. Our faculty \_\_\_\_\_ modern learning resources.
5. During the online period, we \_\_\_\_\_ regular face-to-face lessons.
6. Future teachers \_\_\_\_\_ more responsibility during practice next year.
7. Ms Carter \_\_\_\_\_ clear instructions for every task.
8. Last semester, students \_\_\_\_\_ many group projects.
9. Next year, our university \_\_\_\_\_ new international partners.
10. Every student \_\_\_\_\_ access to online learning platforms.

***Part V. Choose the correct answer (A, B or C).***

1. A diverse academic environment means:
  - A. students study only online
  - B. students from different countries study together
  - C. students never work in groups
2. Academic mobility gives students a chance to:
  - A. study or train abroad
  - B. avoid exams
  - C. stop learning languages
3. In project-based learning, students usually:
  - A. work silently and alone
  - B. copy answers from a textbook
  - C. work collaboratively and present results
4. A case study helps students:
  - A. analyse a real-world problem and propose solutions
  - B. memorise lists of words only
  - C. avoid discussion
5. Interdisciplinary cooperation helps students:
  - A. avoid teamwork
  - B. study only one subject
  - C. connect knowledge from different disciplines
6. A dissertation council is connected to:

- A. doctoral research and dissertations
  - B. sports competitions
  - C. cafeteria rules
7. The main purpose of postgraduate and doctoral training is to:
- A. prepare students only for school exams
  - B. develop scientific research skills
  - C. reduce academic workload
8. The Faculty of Primary Education mainly prepares students to:
- A. work in business companies
  - B. teach young learners in primary schools
  - C. become sports trainers
9. Modern educational facilities help students to:
- A. study more comfortably and effectively
  - B. avoid independent work
  - C. spend less time learning
10. Online platforms at the university are used to:
- A. replace teachers completely
  - B. support independent study and research
  - C. limit student communication

## **REFERENCES**

1. Сайт Південноукраїнського національного педагогічного університету імені К. Д. Ушинського [Електронний ресурс]. — Режим доступу: <https://www.pdpu.edu.ua/en/for-applicants/main-information-about-the-activity-of-ushynsky-university> — Дата звернення: 06.02.2026.
2. About South Ukrainian National Pedagogical University named after K. D. Ushynsky [Відеоресурс]. — YouTube, 2020. — Режим доступу: <https://www.youtube.com/watch?v=6YmvmSfNers> — Дата звернення: 06.02.2026.

**UNIT #3.**

Resume. Curriculum Vitae Cover letter.

The Simple Tenses. The construction

«to be going to»

*Exercise #1. Read the words and word combinations with the translation.*

1. **Resume** — резюме
2. **CV (Curriculum Vitae)** — автобіографія
3. **advertisement** — реклама
4. **first impression** — перше враження
5. **position** — посада
6. **achievement** — досягнення
7. **background** — досвід, підготовка
8. **font** — шрифт
9. **margin** — поле
10. **to emphasize** — підкреслювати
11. **to highlight** — виділяти
12. **relevant** — відповідний
13. **experience** — досвід
14. **truthful** — чесний
15. **error** — помилка
16. **confidence** — упевненість
17. **to support** — підтримувати
18. **to improve** — покращувати
19. **to manage** — керувати
20. **to evaluate** — оцінювати
21. **degree** — ступінь
22. **graduation date** — дата закінчення
23. **major** — спеціальність
24. **GPA** — середній бал

25. **honors** — відзнаки
26. **award** — нагорода
27. **internship** — стажування
28. **volunteer work** — волонтерська робота
29. **leadership** — лідерство
30. **extracurricular** — позакласний
31. **involvement** — участь
32. **opportunity** — можливість
33. **to gain experience** — набувати досвіду
34. **to apply for a job** — подаватися на роботу
35. **to be responsible for** — відповідати за
36. **to take part in** — брати участь

*Exercise #2. Read and translate the text. Pay attention to word and sentence stress.*

## **OVERVIEW OF A RESUME**

A resume is a short advertisement of who you are – it leaves the first impression with a potential employer. Within a matter of seconds, it should convince employers that you are a strong candidate for the position and should be interviewed. Remember that a resume allows you to best highlight your achievements, skills and background.

There are two types of resumes:

- Chronological resumes are the most widely used formats. Its defining feature is listing work experience in reverse chronological order, with the most recent work experiences listed first. Most employers prefer this type.
- Functional resumes omit work experience and instead list various abilities and accomplishments under functional headings. This resume style is typically used for individuals who have been in a career for a few years and desire a career change.

## KEY POINTS FOR A CHRONOLOGICAL RESUME

Format and Style	Content	Other Tips
<ul style="list-style-type: none"> <li>• Must be one-page, unless you have significant experiences (close to 10+ years)</li> <li>• Font size should be 10-12 pt.</li> <li>• Margins can be 0.5 to 1 inch Note: can adjust to make your resume neatly fit one page.</li> <li>• Bolding and italicizing is used minimally and consistently to emphasize what is important</li> <li>• Use a common and professional font such as Times New Roman, Arial, Calibri, etc.</li> <li>• List your experiences in reverse chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• Each bullet point has three parts: an action verb, a specific task that is quantified and an outcome or result. Each sentence should have: a verb + a teaching task + a result. This helps show your real teaching experience.).</li> <li>• Part 1: Begin each bullet by using action verbs to effectively showcase your skills.</li> <li>• Start with a simple verb to show what you can do as a teacher: teach, help, organize, prepare, explain. (e.g. taught, helped, organized, prepared).</li> <li>• Part 2: Describe your teaching task. Add numbers if possible: pupils, lessons, classes, notebooks, activities(e.g. worked with 20 pupils,prepared 5 lessons a week, checked 30</li> </ul>	<ul style="list-style-type: none"> <li>• Include the most important and relevant information to demonstrate your skills applicable to the job and provide examples of these skills in your bullet points</li> <li>• Always be truthful about your accomplishments and background</li> <li>• the Future Primary School Teachers should have a clear, neat, and friendly resume style.</li> <li>• The resume should be professional but warm, showing care for children and love for teaching.</li> </ul>

<p>by end date in each section (list only past and current experiences, not future plans)</p> <ul style="list-style-type: none"> <li>• Be consistent throughout your resume on formatting, style, abbreviations, etc.</li> <li>• Minimal colors and graphics</li> </ul>	<p>notebooks, etc.).</p> <ul style="list-style-type: none"> <li>• Part 3: Describe a specific outcome or result from your task. Explain what changed or improved: skills, results, motivation, confidence (e.g. to improve reading skills; to make pupils more confident; to get better results).</li> <li>• Organize your bullet points so the most relevant ones are listed first. Put your most important teaching experience first: lessons, practice, work with pupils, school activities (e.g. Teaching practice - Work with pupils - Class activities -School events)</li> </ul>	<ul style="list-style-type: none"> <li>• You may add small creative elements but keep the resume simple and easy to read.</li> <li>• Use heavy bond paper if you are mailing your resume or attending an internship</li> </ul>
---	---	--

Remember! According to a survey conducted by the National Association of Colleges and Employers (NACE), the average time spent by recruiters looking at a resume is between 5-7 seconds. 76% of resumes are discarded for an unprofessional email address or spelling/grammatical errors.

### **RESUME SECTIONS - CORE SECTIONS OF ALL RESUMES**

<p style="text-align: center;"><b>CONTACT INFORMATION</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Full Name [Note: can indicate your preferred name in parenthesis] i.e. Jane Doe (Jane)</li> <li><input type="checkbox"/> Current Address: City, State, Zip Code</li> </ul>
---	--

	<input type="checkbox"/> Phone Number <input type="checkbox"/> Email Address: FirstName.LastName@gmail.com Additional Considerations: <input checked="" type="checkbox"/> LinkedIn URL [Note: customize the link] <input checked="" type="checkbox"/> Personal Website, Blog or Design Portfolio <input checked="" type="checkbox"/> GitHub
<b>EDUCATION</b>	<input type="checkbox"/> University <input type="checkbox"/> Degree <input type="checkbox"/> Location: City <input type="checkbox"/> Graduation Date or Expected Graduation Date [Month, Year] <input type="checkbox"/> Major(s) and or Minor(s) <input type="checkbox"/> Overall/Cumulative GPA or Major GPA, only if above 3.0. [Note: if you are a first-year undergraduate or a sophomore, you can list your high school, but it should be removed by junior year] <u>Additional Considerations:</u> <input checked="" type="checkbox"/> Previous Undergraduate Institutions <input checked="" type="checkbox"/> Dual-Degree Programs <input checked="" type="checkbox"/> Study Abroad Programs <input checked="" type="checkbox"/> Honors Program.
<b>EXPERIENCE</b>	<input type="checkbox"/> Types: Paid/Unpaid Work, Internships, Volunteer Jobs, Military Service [Note: should be relevant to the opportunity to which you are applying] <input type="checkbox"/> Company and Position Title <input type="checkbox"/> Location

	<p><input type="checkbox"/> Employment Date: Month/Year to Month/Year or Month/Year-Present</p> <p><input type="checkbox"/> Description: start with action verbs to emphasize your skills and use concrete, results-oriented phrases to describe your work and responsibilities</p> <p><u>Additional Considerations:</u></p> <p>⊕ Divide up your experiences into multiple sections such as Marketing Experience, Internship Experience, Research Experience or similar heading to place your most important position first</p> <p><b>Divide your experience into clear sections</b> such as: Teaching Practice, School Internship, Classroom Experience, Volunteer Work with Children, Educational Projects</p>
<p><b>ADDITIONAL SKILLS/INTERESTS</b></p>	<p><input type="checkbox"/> Computer/Technical Skills</p> <p><input type="checkbox"/> Foreign Languages [Note: do not list English if applying to positions in the U.S.]</p> <p><u>Additional Considerations:</u></p> <p>⊕ Personal Interests [Note: do not include broad, common categories such as Reading, Travel, etc. and be specific with your interests]</p> <p>⊕ Certificates/Trainings</p> <p>⊕ Organizations</p>

**OPTIONAL SECTIONS**

<p><b>RELEVANT COURSEWORK</b></p>	<p><input type="checkbox"/> Completed Courses [Note: list 3-5 courses directly related to the opportunity you are seeking]</p> <p><input type="checkbox"/> Courses Not Completed Yet: Course Name (in-progress)</p>
-----------------------------------	---

<b>HONORS AND AWARDS</b>	<input type="checkbox"/> Academic Achievements <input type="checkbox"/> Scholarships and Awards: Dean's List <input type="checkbox"/> Honors/Societies [Note: this can be included in the Education section as well instead of a separate section]
<b>ACADEMIC PROJECTS</b>	<input type="checkbox"/> Relevant Projects [Note: include Project Name and bullet points of some of your tasks] <u>Additional Considerations:</u> <input checked="" type="checkbox"/> Side Projects <input checked="" type="checkbox"/> Case Competitions <input checked="" type="checkbox"/> Thesis/publications/Teaching Assistant
<b>LEADERSHIP EXPERIENCE</b>	<input type="checkbox"/> Organization and Role/Title [Note: list any involvement that demonstrates leadership qualities such as taking on an e-board position or being actively involved with committee work] <input type="checkbox"/> Location and Date
<b>EXTRACURRICULAR ACTIVITIES</b>	<input type="checkbox"/> On-Campus Clubs and Professional/Community Organizations <input type="checkbox"/> Athletics and Sports <input type="checkbox"/> Fellowships or Programs
<b>VOLUNTEER WORK</b>	<input type="checkbox"/> Volunteer Opportunities and Roles <input type="checkbox"/> Community Involvement [Note: great way to share a distinctive skill set or interest in a particular cause]
<b>OTHER SECTIONS</b>	<input type="checkbox"/> Certifications or Licenses <input type="checkbox"/> Publications

**Exercise #3. Read the text Ex.#2. Mark the following statements as true (T) or false (F).**

1. A resume gives the first impression to an employer. \_\_\_\_

2. A resume should be long and detailed. \_\_\_\_
3. Chronological resumes list the newest work experience first. \_\_\_\_
4. Most employers prefer functional resumes. \_\_\_\_
5. A good resume can be more than three pages long. \_\_\_\_
6. The recommended font size is 10–12 pt. \_\_\_\_
7. It is good to use many bright colors and graphics. \_\_\_\_
8. Teachers should begin CV sentences with action verbs. \_\_\_\_
9. Important experience should be listed first. \_\_\_\_
10. Students should not be honest in their resumes. \_\_\_\_
11. A resume for a primary teacher should be clear and friendly. \_\_\_\_
12. Recruiters usually read a resume for about 15 seconds. \_\_\_\_
13. Many resumes are rejected because of email and spelling mistakes. \_\_\_\_
14. Contact information includes phone number and email address. \_\_\_\_
15. Education section must include graduation date. \_\_\_\_

***Exercise #4. Answer the following questions.***

1. What is a resume?
2. Why is a resume important for an employer?
3. What should a resume highlight?
4. How many main types of resumes are mentioned in the text?
5. What is a chronological resume?
6. Why do most employers prefer chronological resumes?
7. What is a functional resume used for?
8. How long should a good resume usually be?
9. What font size is recommended in the text?
10. What three parts should each bullet point include?
11. Why should numbers be added to teaching tasks?
12. Why must teachers be truthful in their resumes?
13. What should be written in the Education section?

**Exercise #5. Fill in the gaps, using the words and word combinations from the list.**

**Word list:** *honors, opportunity, achievement, evaluate, responsibility, internship, error, apply for a job, award, first impression, truthful, resume, involvement, highlight, confidence, degree, background, leadership, support, truthful, improve, manage, extracurricular, involvement, experience, confidence.*

1. A \_\_\_\_\_ helps employers learn about your skills and experience. 2. Your resume gives the first \_\_\_\_\_ to an employer. 3. It is important to \_\_\_\_\_ your achievements and strong points. 4. I want to \_\_\_\_\_ as a primary school teacher. 5. Be \_\_\_\_\_ in your resume and do not write false information. 6. A spelling \_\_\_\_\_ can make your resume look unprofessional. 7. Good teachers show \_\_\_\_\_ in their work with pupils. 8. After finishing university, you get a \_\_\_\_\_. 9. She received an \_\_\_\_\_ for excellent academic results. 10. He has many \_\_\_\_\_ for his volunteer activities. 11. Teaching \_\_\_\_\_ helps students understand school life. 12. \_\_\_\_\_ helps young teachers learn how to work in a real classroom. 13. \_\_\_\_\_ is important for working with pupils and parents. 14. A teacher must have a strong sense of \_\_\_\_\_. 15. We try \_\_\_\_\_ pupils in difficult situations. 16. New teaching methods help \_\_\_\_\_ learning results. 17. Teachers should \_\_\_\_\_ pupils' progress regularly. 18. \_\_\_\_\_ activities help pupils develop social skills. 19. Active \_\_\_\_\_ in class helps children learn better. 20. This course gives students a good \_\_\_\_\_ for future work. 21. Her \_\_\_\_\_ in volunteer work was very helpful. 22. Write only \_\_\_\_\_ information in your CV. 23. My \_\_\_\_\_ includes teaching practice and volunteer work. 24. My biggest \_\_\_\_\_ is helping weak pupils. 25. She has strong \_\_\_\_\_ when speaking in public. 26. You should \_\_\_\_\_ class activities.

**Exercise #6. Read and translate the text. Arrange the tips in the correct sequence (1–5) according to the order in which they appear in the text «Format and Content of a Cover Letter».**

## FORMAT AND CONTENT OF A COVER LETTER

Cover letters usually have at least three paragraphs (introduction, body and conclusion) with a heading and a closing.

(1) \_\_\_\_\_ Keep cover letters short—typically three or four paragraphs and less than one page. A cover letter is structured like a business letter, as shown in the samples.

(2) \_\_\_\_\_ Finally, when sending your resume and cover letter by email, you may include your cover letter in the body of your email or attach it along with your resume with a short email stating the position and that your materials are attached.

(3) \_\_\_\_\_ Your letter should be addressed to the specific individual who has the capacity to hire you. If you do not know the name of the person, try to research the organization online or call to find out the correct name and spelling and the person's title. Note: If you cannot get this information or are not 100% sure, address the letter to Dear Hiring Manager or to the title mentioned in the job description.

(4) \_\_\_\_\_ Use the active voice, keeping your tone positive and professional. Avoid beginning too many sentences with «I» Make sure that the grammar, sentence structure, and spelling are perfect.

(5) \_\_\_\_\_ Your contact information should be listed at the top of the page either in the same format as your resume or on the top left or right margin as shown in the samples.

***Exercise #7. Complete the sentences by choosing the most logical ending (A, B or C)***

1. A good cover letter usually has three main parts:

- A. introduction, body, and conclusion
- B. greeting, story, and joke
- C. title, picture, and signature

2. A cover letter should be:

- A. very long and detailed
- B. short and less than one page

C. more than three pages

3. Contact information should be placed:

A. at the bottom of the letter

B. in the middle of the text

C. at the top of the page

4. A cover letter should be written:

A. like a personal message

B. like a story

C. like a business letter

5. If you do not know the employer's name, you should:

A. write «Dear Friend»

B. write «Dear Hiring Manager»

C. leave the line empty

6. The language of a cover letter should be:

A. positive and professional

B. funny and informal

C. careless and simple

7. In a good cover letter, you should avoid:

A. checking grammar

B. using the active voice

C. starting too many sentences with «I»

8. When sending a cover letter by email, you can:

A. forget about the resume

B. attach it with the resume

C. send only the resume

9. Grammar and spelling are important because:

A. they show your professionalism

B. they are not important

C. employers never check them

10. A cover letter for a future teacher should show:

- A. care for children and responsibility
- B. only personal hobbies
- C. jokes and stories

***Exercise #8. Read the two cover letters carefully.***

***a) Translate them into Ukrainian. Identify the main structural parts of each cover letter (address, greeting, introduction, body, closing and signature). Find and write out typical phrases used in cover letters;***

***b) Compare the letters. Find similarities and differences in structure, style and vocabulary. Explain which letter is more formal and why;***

***c) Use the collected phrases to write your own short cover letter (80–120 words) for the position of a Primary School Teacher.***

Andrii Kovalenko

25 Hrushevskoho Street | a.kovalenko@gmail.com | 063-876-3547

January 24, 2026

Olha Petrenko

Hiring Manager

Bright Future Primary School

Odesa, 65000

Dear Ms. Petrenko,

I am writing to apply for a job as a Primary School Teacher at your institution. I hold a degree in Primary Education and have completed a teaching internship, which provided me with valuable professional experience and a strong educational background.

During my studies, I received academic honors and an award for teaching achievement. My experience includes lesson planning, classroom management and active involvement in extracurricular activities. I am able to manage learning processes, evaluate pupils' progress and provide effective support. I always try to highlight pupils' strengths and improve their confidence and motivation.

I believe that my sense of responsibility, leadership skills, and truthful attitude will

help me make a positive first impression. My resume is attached for your review. Thank you for considering my application. I would welcome the opportunity to discuss my qualifications further.

Yours sincerely,

Andrii Kovalenko

Enclosure: Resume

Olena Marchenko

12 Shevchenko Street | olena.marchenko@gmail.com | 097-312-8476

September 29, 2026

Natalia Ivanenko

School Principal

Sunrise Primary School

Odesa, 65000

Dear Ms. Ivanenko,

I am writing to apply for the position of Primary School Teacher at Sunrise Primary School, as advertised on your official website. I hold a Bachelor's degree in Primary Education and have recently completed my pedagogical internship. I am highly motivated to contribute my professional background, responsibility and dedication to your educational community.

During my studies, I demonstrated strong involvement in academic and extracurricular activities and received an award for academic excellence. My teaching experience includes lesson planning, classroom management and continuous work to improve pupils' learning results. I am able to evaluate pupils' progress, support their personal development and create a positive learning environment. My educational background and leadership skills enable me to manage classroom activities effectively and confidently.

I am very interested in this opportunity and eager to further develop my professional competencies at your school. I would welcome the chance to discuss my qualifications in an interview. I can be contacted by phone or email at your

convenience. Thank you for your time and attention. I look forward to this opportunity.

Kind regards,

Olena Marchenko

Enclosure: Resume

***Exercise #9. Read the verbs and their translations carefully. Divide the verbs that express the professional skills and key competencies of a future primary school teacher into 7 groups according to their meaning and function. Write the words in the appropriate columns of the table.***

Communication	Creative and Innovative	Analytical and Assessment	Support and Care	Organization and Management	Leadership and Responsibility	Professional Growth

1) to achieve — досягати; 2) to analyze — аналізувати; 3) to assess — оцінювати; 4) to collaborate — співпрацювати; 5) to communicate — спілкуватися; 6) to consult — консультувати; 7) to coordinate — координувати; 8) to create — створювати; 9) to decide — ухвалювати рішення; 10) to demonstrate — демонструвати; 11) to design — проектувати; 12) to develop — розробляти; 13) to ensure — забезпечувати; 14) to evaluate — оцінювати; 15) to explain — пояснювати; 16) to generate — генерувати; 17) to help — допомагати; 18) to improve — покращувати; 19) to inform — інформувати; 20) to innovate — упроваджувати інновації; 21) to investigate — досліджувати; 22) to lead — керувати; 23) to manage — управляти; 24) to organize — організовувати; 25) to plan — планувати; 26) to present — презентувати; 27) to protect — захищати; 28) to report — звітувати; 29) to represent — представляти; 30) to restore — відновлювати; 31) to streamline — оптимізувати; 32) to supervise — контролювати; 33) to support — підтримувати; 34) to test — тестувати; 35) to verify — перевіряти.

**Exercise #10. Fill in the gaps with the correct verbs in the Present Simple.**

**Verb List:** *achieve, allow, analyze, assess, be, collaborate, communicate, create, demonstrate, ensure, evaluate, help (3), include, improve, organize, present (2), report, represent, support.*

**RESUME VS. CURRICULUM VITAE (CV)**

A resume and a CV (Curriculum Vitae) both \_\_\_\_\_ (1) professional qualifications, but they differ in scope and purpose. A resume \_\_\_\_\_ (2) a concise and tailored document that \_\_\_\_\_ (3) relevant skills and experience for a specific job. It \_\_\_\_\_ (4) employers quickly and \_\_\_\_\_ (5) them \_\_\_\_\_ (6) their achievements.

Employers often \_\_\_\_\_ (7) candidates' qualifications and \_\_\_\_\_ (8) their background before making a decision. They also \_\_\_\_\_ (9) applicants' abilities to \_\_\_\_\_ (10) effectively and \_\_\_\_\_ (11) in a professional team.

In contrast, a CV \_\_\_\_\_ (12) a detailed academic and professional history. It \_\_\_\_\_ (13) publications, awards, and teaching experience. Researchers \_\_\_\_\_ (14) their work clearly and \_\_\_\_\_ (15) their results in conferences and journals.

Both documents \_\_\_\_\_ (16) applicants \_\_\_\_\_ (17) their career goals and \_\_\_\_\_ (18) their professional development. A well-prepared resume or CV \_\_\_\_\_ (19) candidates \_\_\_\_\_ (20) a strong first impression and \_\_\_\_\_ (21) them \_\_\_\_\_ (22) better job opportunities.

**Exercise #11. Fill in the gaps with do not (don't) or does not (doesn't).**

1. A resume \_\_\_\_\_ include personal information such as age, marital status, or photos. 2. Students \_\_\_\_\_ use inappropriate email addresses. 3. Your resume \_\_\_\_\_ contain social security numbers, passport numbers or other identification details. 4. Applicants \_\_\_\_\_ write objective statements like «Seeking a position in...». 5. A cover letter \_\_\_\_\_ replace the resume. 6. You \_\_\_\_\_ repeat the same words such as «responsibilities» and «duties» in every description. 7. Students \_\_\_\_\_ use personal pronouns such as I, my, or mine. 8. A good resume

\_\_\_\_\_ include unnecessary abbreviations or acronyms. 9. Applicants \_\_\_\_\_ list «References available upon request» in their resumes. 10. A professional resume \_\_\_\_\_ look untidy or inconsistent.

***Exercise #12. Transform the following sentences into negative and interrogative sentences.***

1. Future primary school teachers create professional resumes and cover letters. 2. Students develop their autobiographies during pedagogical practice. 3. Young teachers communicate clearly in their application documents. 4. Graduates demonstrate their teaching achievements in their CVs. 5. Applicants organize their professional experience in logical sections. 6. Teachers plan their career goals in their cover letters. 7. Students present their qualifications during job interviews. 8. Young specialists evaluate their skills before applying for a job. 9. Teachers collaborate with mentors when preparing documents. 10. Applicants verify their resumes before sending them to schools.

***Exercise #13. Read the sentences. Make five types of questions to each sentence: General Question, Alternative Question, Special Question, Question to the Subject, Tag Question.***

1. Future teachers prepare resumes and cover letters carefully.
2. Students include teaching practice in their CVs.
3. Young specialists present their achievements in job applications.
4. Applicants analyze job requirements before writing a cover letter.
5. Teachers improve their professional image through well-written documents.

***Exercise #14. Complete the text using the verbs in Future Simple***

### **BOOSTING YOUR RESUME FOR THE APPLICANT TRACKING SYSTEM**

Next year, most companies \_\_\_\_\_ (use) applicant tracking systems to pre-filter resumes. These systems \_\_\_\_\_ (scan) documents for keywords and

important phrases from job descriptions. Then, they \_\_\_\_\_ (score) resumes and \_\_\_\_\_ (send) only the best ones to hiring managers.

So seekers probably need to prepare their resumes more carefully. Soon, ATS software \_\_\_\_\_ (become) even smarter and \_\_\_\_\_ (analyze) information faster and more accurately.

To make sure your resume \_\_\_\_\_ (not / be) rejected, you must follow some simple rules.

- Keep your resume format clean and simple.
  - Avoid fancy fonts, bright colors, borders and templates.
  - Use clear text and black color only.
  - Choose common headings like Education, Experience, and Skills.
  - Add important keywords from the job description.
  - Include useful verbs and skills so the system \_\_\_\_\_ (understand) your experience better.
- Check your resume for mistakes.
  - Write both short and full forms of certificates and job titles.
  - Before you send your application, you have to complete all online forms. Even optional fields are important and empty spaces likely \_\_\_\_\_ (block) your application.

If you follow these steps, you \_\_\_\_\_ (improve) your resume, \_\_\_\_\_ (get) more interview invitations and \_\_\_\_\_ (find) a good job sooner.

***Exercise #15. Using Future Simple, complete the tasks below.***

***A. Make the sentences negative.***

1. The manager will assess my qualifications and experience.
2. We will streamline our lesson plans without careful planning.
3. The head teacher will supervise young teachers without clear instructions.
4. He will support unfair behaviour in the classroom.
5. She will communicate clearly in my application letter.

*B. Make General Questions.*

1. She will lead a new educational project at the primary school.
2. He will collaborate with career advisors to improve my cover letter.
3. We will organize a school event for parents and pupils soon.
4. The teacher will plan interactive lessons for young learners tomorrow.
5. I will report pupils' progress to parents at the end of the semester.

*C. Make Tag-Questions*

1. I will consult a teacher before sending my resume.
2. He will collaborate with career advisors to improve my cover letter.
3. The manager will assess my qualifications and experience.
4. They will test pupils without explaining the task first.
5. We will manage classroom activities more effectively next term.

*D. Make Alternative Questions.*

1. The employer will analyze my CV before inviting me to an interview.
2. New methods will improve learning results in primary classes.
3. We will coordinate all documents before submitting the application.
4. The school will inform parents about school events by email.
5. Teachers will innovate their teaching methods in the coming years.

*E. Make Questions to the Subject.*

1. Helen will create a professional cover letter next week.
2. The company will decide about my application soon.
3. I will demonstrate my skills and motivation in the interview.
4. He will design his CV carefully tomorrow.
5. We will help pupils improve their reading and writing skills.

*F. Make Special Questions*

1. I will achieve better results by preparing a strong resume.
2. Ms Brown will develop new lesson plans for primary pupils next week.
3. The school will ensure a safe and friendly learning environment.
4. I will explain difficult topics in a simple way tomorrow.
5. The teacher will generate creative ideas for classroom activities.

**Exercise #16. Read the text below about job interview. Fill in the blanks with the correct form of the verb.**

### **JOB INTERVIEW**

Job interviews can be stressful, but good preparation \_\_\_\_\_ (help) candidates feel more confident. When job seekers \_\_\_\_\_ (know) what to \_\_\_\_\_ (expect), they \_\_\_\_\_ (feel) better and \_\_\_\_\_ (feel) less nervous. Preparation also \_\_\_\_\_ (help) them \_\_\_\_\_ (make) a strong impression on employers.

Before an interview, applicants often \_\_\_\_\_ (ask) themselves: «Why \_\_\_\_\_ (employers / ask) so many questions?» They \_\_\_\_\_ (ask) questions because they \_\_\_\_\_ (want) to \_\_\_\_\_ (check) skills, experience and motivation.

Another common question is «\_\_\_\_\_ (candidates / prepare) for interviews?»

They \_\_\_\_\_ (prepare) by researching the company, practicing answers and learning about the position.

During an interview, employers may ask: « \_\_\_\_\_ (you / know) anything about our company?» A good candidate \_\_\_\_\_ (answer): «I've visited your website to \_\_\_\_\_ (learn) about your projects and values».

Interviewers also ask: «Why \_\_\_\_\_ (you / want) this job?» The applicant \_\_\_\_\_ (reply) «I \_\_\_\_\_ (like) this position because it \_\_\_\_\_ (match) my skills and interests». When employers ask about experience, they may say: «How \_\_\_\_\_ (your work / help) you?»

The candidate \_\_\_\_\_ (answer): «My experience \_\_\_\_\_ (help) me \_\_\_\_\_ (develop) communication and leadership skills». Sometimes interviewers ask: «What \_\_\_\_\_ (be / your strengths)?» A good answer is «My strengths \_\_\_\_\_ (include) adaptability and teamwork» They may also ask: «How \_\_\_\_\_ (you / handle) stress?» The applicant \_\_\_\_\_ (say): «I \_\_\_\_\_ (organize) my tasks and stay calm under pressure».

At the end of the interview, employers often ask: «\_\_\_\_\_ (you / have) any

questions for us? » A confident candidate answers: «Yes, I \_\_\_\_\_ (do). What training opportunities \_\_\_\_\_ (you / offer)? » After the interview, successful job seekers \_\_\_\_\_ (send) thank-you emails, \_\_\_\_\_ (analyze) their performance and \_\_\_\_\_ (prepare) for possible follow-up interviews. This helps them \_\_\_\_\_ (improve) their chances of getting the job.

Preparation, practice, and confidence \_\_\_\_\_ (help) candidates achieve success in job interviews.

***Exercise #17. Complete the sentences using «to be going to» + verb.***

1. I \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ (write) my resume next weekend. 2. She \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ (apply) for a teaching internship next month. 3. We \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ (prepare) a cover letter for the school. 4. They \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ (practice) interview questions tomorrow. 5. My friend \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ (improve) his English for job interviews. 6. The students \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ (learn) how to write an autobiography. 7. The teacher \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ (explain) how to prepare application documents. 8. She \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ (send) her application by email tomorrow. 9. We \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ (research) the school before the interview. 10. Our group \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ (take) part in a training course next week.

***Exercise #18. Make 5–7 sentences about your own plans using «to be going to».***

Example: I am going to prepare my resume next week.

***Exercise #19. Use the Past Simple form of the verbs in brackets. Use at least one time expression in each sentence (e.g., yesterday, last week, two years ago).***

1. I (achieve) \_\_\_\_\_ an important academic goal \_\_\_\_\_. 2. She (analyze) \_\_\_\_\_ the teaching materials \_\_\_\_\_. 3. They (assess) \_\_\_\_\_ pupils' progress \_\_\_\_\_. 4. We (collaborate) \_\_\_\_\_ with other

teachers \_\_\_\_\_. 5. He (communicate) \_\_\_\_\_ with parents \_\_\_\_\_.  
 6. I (consult) \_\_\_\_\_ my mentor \_\_\_\_\_. 7. She (coordinate) \_\_\_\_\_  
 school activities \_\_\_\_\_. 8. They (create) \_\_\_\_\_ new lesson plans  
 \_\_\_\_\_. 9. He (decide) \_\_\_\_\_ to improve his teaching methods  
 \_\_\_\_\_. 10. We (demonstrate) \_\_\_\_\_ effective classroom management  
 \_\_\_\_\_. 11. She (design) \_\_\_\_\_ creative worksheets \_\_\_\_\_. 12. I  
 (develop) \_\_\_\_\_ an educational project \_\_\_\_\_. 13. They (ensure)  
 \_\_\_\_\_ a safe learning environment \_\_\_\_\_. 14. He (evaluate) \_\_\_\_\_  
 students' performance \_\_\_\_\_. 15. We (explain) \_\_\_\_\_ difficult topics  
 \_\_\_\_\_. 16. She (generate) \_\_\_\_\_ new ideas for lessons \_\_\_\_\_. 17. I  
 (help) \_\_\_\_\_ weak pupils \_\_\_\_\_. 18. They (improve) \_\_\_\_\_  
 learning results \_\_\_\_\_. 19. He (inform) \_\_\_\_\_ parents about progress  
 \_\_\_\_\_. 20. We (innovate) \_\_\_\_\_ teaching techniques \_\_\_\_\_.

***Exercise #20. Work in pairs or small groups. Ask and answer the following questions using the Past Simple.***

1. What professional experience did you present in your resume last year? 2. What achievements did you report in your CV last semester? 3. How did you organize information in your resume? 4. What projects did you represent in your cover letter? 5. What skills did you highlight when you applied for a job? 6. How did you prepare for your last job interview? 7. What questions did you answer during your interview? 8. What examples of teamwork did you present to the employer? 9. How did you support your application with documents? 10. What results did you verify before sending your resume? 11. You described your English level as Advanced last year, \_\_\_\_\_? 12. She reported Full Professional Proficiency in her resume, \_\_\_\_\_? 13. They indicated Intermediate level in their application form, \_\_\_\_\_? 14. He mentioned Conversational English at the interview, \_\_\_\_\_? 15. You listed Upper-Intermediate in your CV, \_\_\_\_\_? 16. The candidate stated Proficient level in English, \_\_\_\_\_? 17. She wrote Competent in her language section, \_\_\_\_\_? 18. How did you manage your time when writing your cover letter? 19. They included

Beginner level in their profile, \_\_\_\_\_? 20. He marked Basic English on the form, \_\_\_\_\_?

***Exercise #21. Read the text and fill in the blanks with the correct verb form (Past, Present or Future Simple).***

When Miss White \_\_\_\_\_ (apply) for a job as a primary school teacher last year, she carefully prepared her resume and CV. She \_\_\_\_\_ (analyze) the job advertisement and \_\_\_\_\_ (decide) that this position was a good opportunity for her professional development.

Miss White \_\_\_\_\_ (have) an Upper-Intermediate level of English and \_\_\_\_\_ (communicate) confidently with colleagues, pupils and parents. During her internship, she \_\_\_\_\_ (gain) valuable experience and \_\_\_\_\_ (take part) in school projects and extracurricular activities. She also \_\_\_\_\_ (do) volunteer work and \_\_\_\_\_ (support) children in their learning.

In her resume, Miss White always \_\_\_\_\_ (highlight) her achievements, honors and awards. She \_\_\_\_\_ (ensure) that the font and margins \_\_\_\_\_ (be) neat and professional, and she \_\_\_\_\_ (check) her documents carefully to avoid any error. She always \_\_\_\_\_ (be) truthful about her background, GPA, major and graduation date.

At present, Miss White \_\_\_\_\_ (work) part-time and \_\_\_\_\_ (manage) several classroom activities. She \_\_\_\_\_ (collaborate) with experienced teachers and \_\_\_\_\_ (improve) her teaching and leadership skills. Her supervisor regularly \_\_\_\_\_ (evaluate) her work and \_\_\_\_\_ (inform) her about new professional opportunities.

Next year, Miss White \_\_\_\_\_ (plan) to work full-time. She \_\_\_\_\_ (develop) new lesson plans, \_\_\_\_\_ (organize) creative activities and \_\_\_\_\_ (present) innovative ideas at teachers' meetings. She \_\_\_\_\_ (hope) that her confidence and strong language skills \_\_\_\_\_ (help) her achieve success and receive a better salary.

Through continuous learning and responsible work, Miss White \_\_\_\_\_

(demonstrate) professional competence and \_\_\_\_\_ (represent) her school positively in the educational community.

**Exercise #22. Read and translate the dialogue.**

**a) Complete the gaps using the correct tense (Past, Present or Future Simple)**

**b) Work in pairs or small groups. Create your own short dialogue (3–4 speakers);**

**c) Act out your dialogue in front of the class.**

### APPLYING FOR A TEACHING POSITION

**Characters:**

*Miss White — applicant*

*Mr. Brown — hiring manager*

*Ms. Green — HR specialist*

**Mr. Brown:** Good morning, Miss White. Please, take a seat. \_\_\_\_\_ you \_\_\_\_\_ (bring) your resume and CV today?

**Miss White:** Good morning. Yes, I \_\_\_\_\_ (prepare) them carefully and \_\_\_\_\_ (check) the font and margins yesterday.

**Ms. Green:** Thank you. Who \_\_\_\_\_ (help) you write your resume — your teacher or your mentor?

**Miss White:** My supervisor \_\_\_\_\_ (support) me and \_\_\_\_\_ (explain) how to highlight my achievements and experience.

**Mr. Brown:** When \_\_\_\_\_ you \_\_\_\_\_ (apply) for this position?

**Miss White:** I \_\_\_\_\_ (see) the advertisement last month and \_\_\_\_\_ (decide) to apply immediately.

**Ms. Green:** \_\_\_\_\_ you \_\_\_\_\_ (complete) your degree?

**Miss White:** I \_\_\_\_\_ (graduate) last summer. My major \_\_\_\_\_ (be) Primary Education, and my GPA \_\_\_\_\_ (be) high.

**Mr. Brown:** What \_\_\_\_\_ you \_\_\_\_\_ (do) during your internship?

**Miss White:** I \_\_\_\_\_ (take part) in extracurricular activities, \_\_\_\_\_

(organize) lessons, and \_\_\_\_\_ (gain) valuable experience.

**Ms. Green:** Who \_\_\_\_\_ (evaluate) your work during practice?

**Miss White:** My mentor \_\_\_\_\_ (assess) my lessons and \_\_\_\_\_ (inform) me about my progress.

**Mr. Brown:** \_\_\_\_\_ you usually \_\_\_\_\_ (communicate) well with parents and colleagues?

**Miss White:** Yes, I \_\_\_\_\_. I always try to be polite, truthful, and professional.

**Ms. Green:** What \_\_\_\_\_ (give) you the greatest confidence — your achievements or your leadership skills?

**Miss White:** My volunteer work and awards \_\_\_\_\_ (give) me confidence and motivation.

**Mr. Brown:** \_\_\_\_\_ you \_\_\_\_\_ (work) part-time now, or \_\_\_\_\_ you \_\_\_\_\_ (look) for a full-time position?

**Miss White:** At present, I \_\_\_\_\_ (work) part-time, but next year I \_\_\_\_\_ (plan) to work full-time.

**Ms. Green:** How \_\_\_\_\_ you \_\_\_\_\_ (manage) stressful situations at school?

**Miss White:** I \_\_\_\_\_ (organize) my tasks carefully and \_\_\_\_\_ (consult) my colleagues when necessary.

**Mr. Brown:** What \_\_\_\_\_ you \_\_\_\_\_ (do) if you \_\_\_\_\_ (get) this opportunity?

**Miss White:** I \_\_\_\_\_ (develop) new programs, \_\_\_\_\_ (improve) teaching methods, and \_\_\_\_\_ (support) pupils.

**Ms. Green:** \_\_\_\_\_ you \_\_\_\_\_ (expect) a high salary, or \_\_\_\_\_ you \_\_\_\_\_ (focus) on professional growth?

**Miss White:** I \_\_\_\_\_ (focus) mainly on gaining experience and improving my skills.

**Mr. Brown:** Who \_\_\_\_\_ (be) responsible for classroom discipline in your previous school?

**Miss White:** I \_\_\_\_\_ (be) responsible for it, and I \_\_\_\_\_ (supervise) activities carefully.

**Ms. Green:** Finally, \_\_\_\_\_ you \_\_\_\_\_ (have) any questions for us?

**Miss White:** Yes. When \_\_\_\_\_ you \_\_\_\_\_ (start) the new program and who \_\_\_\_\_ (coordinate) the teachers?

**Mr. Brown:** We \_\_\_\_\_ (start) it next month and our academic manager \_\_\_\_\_ (coordinate) the team.

**Miss White:** Thank you very much. I \_\_\_\_\_ (hope) this interview \_\_\_\_\_ (leave) a good first impression.

***Exercise #23. Translate the sentences into English.***

1. Вона підготувала своє резюме та перевірила шрифт і поля вчора. 2. Я збираюся податися на посаду вчителя початкових класів цього місяця. 3. Він здобув цінний досвід під час стажування в минулому місяці. 4. Ми намагаємося підкреслити свої досягнення в супровідному листі. 5. Вони будуть оцінювати професійні навички кандидатів під час співбесіди. 6. Наступного року я буду працювати повний робочий день у школі. 7. Він повідомив менеджера про свою участь у волонтерській роботі. 8. Роботодавець завжди звертає увагу на чесність і відповідальність кандидатів. 9. Вона допомагає учням розвивати впевненість у собі. 10. Ми координували позакласні заходи минулого семестру. 11. Кандидат продемонстрував лідерські якості під час практики. 12. Я буду готуватися до співбесіди наступного тижня. 13. Вони перевіряють всі документи перед поданням заявки наступного тижня. 14. Хороший супровідний лист створює позитивне перше враження. 15. Давид збирається покращити свої мовні навички.

***Exercise #24. Watch the video.***

***a) Watch the video on YouTube «Common Interview Questions and How To Answer Them» While watching, take notes on:***

- common interview questions;
- useful vocabulary for job interviews;

- polite and professional expressions;
- examples of good answers;
- tips for making a positive first impression.

*b) After watching the video, write some key points about how to prepare for a successful job interview as a future primary school teacher.*

Link:<https://www.indeed.com/career-advice/interviewing/top-interview-questions-and-answers>

***Exercise #25. Prepare and write a professional resume.***

### TEST №3

***Part I. Match each word or word combination with the correct definition.***

A. first impression	1. ___ A short document that highlights your skills and experience for a specific position.
B. resume	2. ___ A detailed academic and professional history (often used in academia).
C. CV (Curriculum Vitae)	3. ___ The impression an employer gets in the first seconds of reading your documents.
D. relevant	4. ___ Information that matches the position and job requirements.
E. margin	5. ___ The empty space around the text on a page.
F. font	6. ___ The style of letters used in a document (e.g., Arial, Calibri).
G. internship	7. ___ Practical training experience in a real workplace (often for students).
H. volunteer work	8. ___ Unpaid work that helps the community and builds experience.
I. honors	9. ___ Special recognition for excellent academic results.
J. achievement	10. ___ A result you can show as success (a completed
K. degree	
L. apply for a job	

	<p>task, progress, outcome).</p> <p>11. ___ An academic qualification you receive after finishing university.</p> <p>12. ___ To send documents to request a position.</p>
--	---

**Part II. Complete the text with the correct form of the verbs in brackets.**

**MISS WHITE PREPARES APPLICATION DOCUMENTS**

Last month, Miss White \_\_\_\_\_ (apply) for a position at a primary school. She carefully \_\_\_\_\_ (analyze) the advertisement and \_\_\_\_\_ (decide) that it \_\_\_\_\_ was \_\_\_\_\_ a \_\_\_\_\_ good \_\_\_\_\_ opportunity. She always \_\_\_\_\_ (be) truthful in her resume and CV. She \_\_\_\_\_ (highlight) her achievements and \_\_\_\_\_ (ensure) that the font and margins \_\_\_\_\_ (look) neat. She also \_\_\_\_\_ (verify) the graduation date and GPA to avoid any error.

This week, Miss White \_\_\_\_\_ (work) part-time and \_\_\_\_\_ (gain) experience through an internship and volunteer work. She \_\_\_\_\_ (communicate) politely with parents and \_\_\_\_\_ (collaborate) with colleagues.

Next month, she \_\_\_\_\_ (plan) to apply for a full-time position. She \_\_\_\_\_ (present) her background confidently and \_\_\_\_\_ (hope) the hiring manager \_\_\_\_\_ (evaluate) her qualifications positively.

**Part III. Write five types of questions.**

1. *Future teachers emphasize relevant experience in a cover letter.*
2. *I prepared my resume and checked the font and margins last week.*
3. *In a month he will present his achievements during the job interview.*

**Part IV. Read the sentence and choose the correct answer (A, B or C).**

1. A resume is usually:

- A. a long academic document
- B. a short, tailored document for a position

C. a list of personal stories

2. A chronological resume lists experience:

A. from oldest to newest

B. in random order

C. from newest to oldest

3. In a cover letter, the tone should be:

A. positive and professional

B. careless and emotional

C. informal and humorous

4. If you don't know the employer's name, you write:

A. Dear Friend

B. Hi there

C. Dear Hiring Manager

5. ATS systems typically scan for:

A. keywords and phrases from the job description

B. jokes and personal opinions

C. photos and design templates

6. A good resume should highlight:

A. achievements and relevant experience

B. personal problems

C. hobbies only

7. The main purpose of a cover letter is to:

A. explain why you are suitable for the position

B. repeat the resume word for word

C. describe your private life

8. Before sending a resume, applicants should:

A. ignore spelling and grammar

B. verify all information carefully

C. add colorful pictures

9. During a job interview, confidence helps candidates to:

- A. avoid answering questions
- B. communicate clearly and professionally
- C. interrupt the interviewer

10. Employers usually value candidates who are:

- A. unprepared and emotional
- B. careless and late
- C. truthful and responsible

11. A professional email address should:

- A. include nicknames and emojis
- B. contain jokes
- C. look formal and simple

12. In the Education section, students should include:

- A. degree and graduation date
- B. favorite subjects
- C. family background

13. Volunteer work in a resume shows:

- A. lack of experience
- B. free time only
- C. social responsibility and involvement

14. Before an interview, candidates will usually:

- A. ignore job requirements
- B. research the company
- C. avoid preparation

15. A strong first impression will probably:

- A. reduce job opportunities
- B. have no effect
- C. increase chances of success

***Part V. Write a short cover letter (80–120 words) for the position of Primary School Teacher. Include at least 8 words/phrases from the list.***

*Word List: resume, CV, position, advertisement, first impression, relevant, experience, internship, volunteer work, achievement, degree, honors, award, confidence, emphasize, highlight, responsibility.*

## REFERENCES

1. 15 Common Job Interview Questions with Sample Answers [Электронный ресурс]. — EmploymentHero. — Режим доступа: <https://employmenthero.com/en-ca/blog/common-job-interview-questions-with-answers/> (дата звернения: 03.02.2026).
2. Common Interview Questions and How To Answer Them / Indeed Editorial Team [Электронный ресурс]. — Indeed, 2025. — Режим доступа: <https://www.indeed.com/career-advice/interviewing/top-interview-questions-and-answers> (дата звернения: 03.02.2026).
3. How to Write an Effective Cover Letter [Электронный ресурс]. — MIT Career & Professional Development. — Режим доступа: <https://capd.mit.edu/resources/how-to-write-an-effective-cover-letter/> (дата звернения: 03.02.2026).
4. Resume, Cover Letter and Thank You [Электронный ресурс]. — Baruch College Guide. — 2025. — Режим доступа: <https://studentaffairs.baruch.cuny.edu/wp-content/uploads/sites/6/2020/04/Resume-and-Cover-Letter-Guide-December-2025.pdf> (дата звернения: 03.02.2026).
5. Resumes / Cover Letters [Электронный ресурс]. — Stanford Career Education. — Режим доступа: <https://careered.stanford.edu/sites/g/files/sbiybj22801/files/media/file/resume-and-cover-letter-examples.pdf> (дата звернения: 03.02.2026).

*Exercise #1. Read the words and word combinations with the translation.*

- |  |  |
|--|--|
| 1. <b>confident</b> — впевнений                            | 21. <b>to polish</b> — удосконалювати                      |
| 2. <b>dedicated</b> — відданий                             | 22. <b>reliable</b> — надійний                             |
| 3. <b>helpful</b> — готовий допомогти                      | 23. <b>lifelong learning</b> — навчання<br>впродовж життя  |
| 4. <b>caring</b> — турботливий                             | 24. <b>protective</b> — захисний                           |
| 5. <b>to aid</b> — допомагати                              | 25. <b>to intercede</b> — заступатися                      |
| 6. <b>to assist</b> — сприяти                              | 26. <b>to deal with</b> — працювати з                      |
| 7. <b>to assure</b> — запевняти                            | 27. <b>to validate</b> — визнавати                         |
| 8. <b>to comfort</b> — заспокоювати                        | 28. <b>to relieve</b> — зменшувати<br>напругу              |
| 9. <b>to ease</b> — полегшувати                            | 29. <b>to sustain</b> — підтримувати                       |
| 10. <b>supportive behaviour</b> —<br>підтримуюча поведінка | 30. <b>emotional well-being</b> —<br>емоційне благополуччя |
| 11. <b>cooperative</b> — співпрацюючий                     | 31. <b>responsive</b> — чуйний                             |
| 12. <b>approachable</b> — доступний,<br>доброзичливий      | 32. <b>to survey</b> — проводити<br>опитування             |
| 13. <b>to foster</b> — сприяти розвитку                    | 33. <b>to clarify</b> — уточнювати                         |
| 14. <b>stable</b> — стабільний                             | 34. <b>to persuade</b> — переконувати                      |
| 15. <b>sustainable</b> — стійкий                           | 35. <b>to respond</b> — реагувати                          |
| 16. <b>to coach</b> — наставляти                           | 36. <b>academic growth</b> — навчальний<br>розвиток        |
| 17. <b>to tutor</b> — навчати<br>індивідуально             | 37. <b>service-oriented</b> —<br>орієнтований на служіння  |
| 18. <b>to guide</b> — спрямовувати                         |  |
| 19. <b>exemplary</b> — зразковий                           |  |
| 20. <b>flexible</b> — гнучкий                              |  |

*Exercise #2. Read and translate the text. Pay attention to English tones, rhythm and speech rate of the text.*

### **PROFESSIONAL VALUES, PEDAGOGICAL QUALITIES OF A FUTURE PRIMARY SCHOOL TEACHER**

A future primary school teacher plays an important role in the academic and personal development of children. According to modern educational principles, teaching is not only about giving knowledge. It is about helping pupils grow as confident, responsible and creative individuals. A teacher should be dedicated, supportive and professional in everyday work.

One of the main professional values of a teacher is being helpful and caring. A good teacher aided and assisted pupils in learning, advised them in difficult situations and assured them that they were able to succeed. Through daily work, the teacher cared for children, comforted them in stressful moments and eased their fears. Such supportive and comforting behaviour helps pupils feel safe and respected at school.

The pedagogy of partnership requires teachers to cooperate with pupils and parents. A cooperative and approachable teacher listens carefully, responds to learners' needs and clarifies difficult topics. By cooperating with families, the teacher provided guidance, counseled parents and fostered positive learning habits. This partnership creates a stable and sustainable learning environment.

A modern teacher is also a mentor and coach. Through mentoring and tutoring, the teacher coached pupils, tutored them individually and guided their personal progress. By modeling exemplary behaviour, the teacher showed how to respect others, solve problems and work in a team. Such mentoring and motivating work fostered responsibility and independence in learners.

Adaptability is another important teaching quality. An adaptable and flexible teacher accommodated different learning styles and adapted lessons to pupils' abilities. The teacher familiarized children with new ideas, illustrated difficult concepts and sometimes improvised to make lessons more interesting. This creative

and flexible approach helped pupils stay active and motivated.

Professional development is an essential part of teaching. A dedicated teacher constantly educated himself or herself, polished teaching skills and improved professional competence. By attending courses and workshops, the teacher rejuvenated motivation and returned with new ideas. Lifelong learning makes a teacher knowledgeable, confident and reliable.

Emotional support is also very important in primary education. A caring and protective teacher protected pupils from bullying, interceded in conflicts and dealt with emotional difficulties. By validating children's feelings and relieving stress, the teacher sustained their emotional well-being. Such responsive behaviour helped pupils trust their teacher and feel valued.

Assessment and feedback should be fair and encouraging. An analytical teacher surveyed pupils' progress, clarified mistakes and provided constructive advice. By persuading learners to believe in themselves and responding to their efforts, the teacher supported their self-confidence and academic growth.

In my personal vision, I see myself as a service-oriented and inspiring teacher who serves children and society. I want to help, support and mentor my pupils every day. I aim to be caring, adaptable and motivating. My goal is to educate responsible citizens who respect others and love learning.

In the future, I plan to continue developing my professional skills, use modern technologies and participate in educational communities. Through dedication, cooperation and continuous improvement, I hope to foster a positive learning environment and become a reliable guide for my pupils.

In conclusion, professional values, teaching qualities and personal vision shape a successful teacher. A future primary school teacher should be helpful, supportive, creative and responsible. By aiding, mentoring and caring for children, teachers contribute to their academic success and personal happiness.

**Exercise #3. Read the text Ex.#2. Mark the following statements as true (T) or false (F)**

1. A primary school teacher influences only pupils' academic development. \_\_\_\_\_
2. Teaching is connected with helping children grow as confident and creative individuals. \_\_\_\_\_
3. A good teacher never advises pupils in difficult situations. \_\_\_\_\_
4. Supportive behaviour helps pupils feel safe and respected at school. \_\_\_\_\_
5. Partnership in education includes cooperation with parents. \_\_\_\_\_
6. A cooperative teacher ignores learners' needs. \_\_\_\_\_
7. Mentoring and tutoring help pupils become more independent. \_\_\_\_\_
8. Professional development is not important for teachers. \_\_\_\_\_
9. Lifelong learning makes teachers more confident and reliable. \_\_\_\_\_
10. A caring teacher protects pupils from emotional difficulties. \_\_\_\_\_
11. Emotional support helps pupils trust their teacher. \_\_\_\_\_
12. Constructive advice supports pupils' academic growth. \_\_\_\_\_
13. A service-oriented teacher works only for personal success. \_\_\_\_\_
14. A future teacher should be motivating and responsible. \_\_\_\_\_
15. Cooperation helps create a positive learning environment. \_\_\_\_\_

**Exercise #4. Answer the following questions.**

1. Why is the role of a primary school teacher important in children's academic and personal development?
2. How does modern education define the main purpose of teaching?
3. What professional values should a future teacher demonstrate in everyday work?
4. How does a helpful and caring teacher support pupils in difficult situations?
5. Why is supportive behaviour important for creating a safe school environment?
6. What is the role of cooperation between teachers, pupils, and parents?

7. How does the pedagogy of partnership improve learning outcomes?
8. In what ways do mentoring and tutoring help pupils develop independence?
9. Why is adaptability considered an important teaching quality?
10. How does creative and flexible teaching influence pupils' motivation?
11. Why is professional development essential for modern teachers?
12. How does lifelong learning improve a teacher's competence and confidence?
13. Why is emotional support especially important in primary education?
14. How should assessment and feedback help pupils grow academically?
15. How does a teacher's personal vision influence pupils' success and happiness?

***Exercise #5. Translate the words and word combinations in brackets into English and use them to complete the sentences. Pay attention to word stress in key vocabulary.***

1. A good teacher is \_\_\_\_\_ and believes in his or her abilities (впевнений).
2. She is \_\_\_\_\_ to her work and always prepares her lessons carefully (відданий).
3. A \_\_\_\_\_ teacher cares about pupils' feelings and needs (турботливий).
4. Teachers should \_\_\_\_\_ pupils when they have learning difficulties (допомагати).
5. School assistants \_\_\_\_\_ teachers during lessons and projects (сприяти).
6. A teacher should \_\_\_\_\_ pupils that they can succeed (запевняти).
7. It is important to \_\_\_\_\_ children when they feel nervous (заспокоювати).
8. Kind words can \_\_\_\_\_ pupils' fears and stress (полегшувати).
9. \_\_\_\_\_ helps pupils feel safe and confident in class (підтримуюча поведінка).
10. A \_\_\_\_\_ teacher works well with pupils and parents (співпрацюючий).
11. An \_\_\_\_\_ teacher is easy to talk to (доброзичливий).
12. Good teachers \_\_\_\_\_ pupils' personal and academic development (сприяти розвитку).
13. A \_\_\_\_\_ learning environment helps children feel secure (стабільний).
14. Education should be \_\_\_\_\_ and last for many years (стійкий).
15. Experienced teachers \_\_\_\_\_ young colleagues and students (наставляти).
16. Tutors \_\_\_\_\_ pupils individually after classes

(навчати індивідуально). 17. Teachers \_\_\_\_\_ pupils in choosing their learning paths (спрямовувати). 18. Our teacher is \_\_\_\_\_ (зразковий). 19. A \_\_\_\_\_ teacher can adapt to different learning styles (гнучкий). 20. Teachers should \_\_\_\_\_ their professional skills regularly (удосконалювати). 21. Parents trust \_\_\_\_\_ teachers (надійний). 22. \_\_\_\_\_ helps teachers improve their knowledge and competence (навчання впродовж життя). 23. Sometimes teachers \_\_\_\_\_ for pupils in difficult situations (заступатися). 24. Teachers must learn how to \_\_\_\_\_ problems calmly (працювати з). 25. It is important to \_\_\_\_\_ pupils' feelings and opinions (визнавати). 26. Friendly communication can \_\_\_\_\_ tension in class (зменшувати напругу). 27. Teachers \_\_\_\_\_ pupils' motivation and interest in learning (підтримувати). 28. Schools should care about pupils' \_\_\_\_\_ (емоційне благополуччя). 29. A \_\_\_\_\_ teacher listens carefully to pupils' needs (чуйний). 30. Teachers often \_\_\_\_\_ pupils' progress (проводити опитування). 31. A teacher may \_\_\_\_\_ pupils to work harder (переконувати). 32. Teachers should \_\_\_\_\_ quickly to pupils' problems (реагувати). 33. Reading and practice support pupils' \_\_\_\_\_ (навчальний розвиток). 34. A \_\_\_\_\_ teacher works for the benefit of society (орієнтований на служіння). 35. An \_\_\_\_\_ teacher motivates pupils to learn (надихаючий). 36. Hard work helps students become \_\_\_\_\_ (успішний).

***Exercise #6. Complete the sentences. Choose the correct word from each group in brackets. Pay attention to meaning and context.***

1. A primary school teacher should be \_\_\_\_\_ and \_\_\_\_\_.  
(lazy / dedicated / noisy — caring / rude / polite).

2. Our teacher is very \_\_\_\_\_ and always ready to help pupils.  
(helpful / careless / strict).

3. A \_\_\_\_\_ teacher works well with pupils and parents.  
(selfish / cooperative / angry).

4. An \_\_\_\_\_ teacher is easy to talk to and ask for help.  
(distant / unfriendly / approachable).

5. A \_\_\_\_\_ learning environment helps pupils feel safe.  
(chaotic / noisy / stable).

6. Education should be \_\_\_\_\_ and last for many years.  
(weak / short / sustainable).

7. Our English teacher is \_\_\_\_\_ and sets a good example.  
(careless / exemplary / lazy).

8. A \_\_\_\_\_ teacher can change methods for different learners.  
(flexible / stubborn / narrow-minded).

9. Parents trust \_\_\_\_\_ teachers.  
(reliable / careless / dishonest).

10. A \_\_\_\_\_ teacher protects pupils from bullying.  
(careless/ indifferent / protective).

11. A \_\_\_\_\_ teacher answers pupils' questions quickly.  
(slow / responsive / passive).

12. An \_\_\_\_\_ teacher motivates pupils to study harder.  
(inspiring / boring / tired).

13. Hard work helps students become \_\_\_\_\_.  
(successful / weak / careless).

14. A \_\_\_\_\_ teacher always supports pupils in difficult situations.  
(caring / cold / rude).

15. A \_\_\_\_\_ teacher plans lessons carefully.  
(responsible / lazy / careless)

**Exercise #7. Find a synonym for each given word. Write the correct answer.**

**Word list:** effective, supportive, reliable, devoted, kind, friendly, model, adaptable, trustworthy, caring, attentive, motivating, confident, steady, lasting.

1. dedicated – \_\_\_\_\_

2. caring – \_\_\_\_\_

3. cooperative – \_\_\_\_\_

4. approachable – \_\_\_\_\_

5. exemplary – \_\_\_\_\_
6. flexible – \_\_\_\_\_
7. reliable – \_\_\_\_\_
8. protective – \_\_\_\_\_
9. responsive – \_\_\_\_\_
10. inspiring – \_\_\_\_\_
11. successful – \_\_\_\_\_
12. confident – \_\_\_\_\_
13. helpful – \_\_\_\_\_
14. stable – \_\_\_\_\_
15. sustainable – \_\_\_\_\_

**Exercise #8. Find an antonym for each given word. Write the correct answer.**

**Word list:** *cold, unstable, boring, careless, uncooperative, unfriendly, poor, rigid, unreliable, neglectful, unresponsive, unsuccessful, insecure, unhelpful, unsustainable.*

1. dedicated – \_\_\_\_\_
2. caring – \_\_\_\_\_
3. cooperative – \_\_\_\_\_
4. approachable – \_\_\_\_\_
5. exemplary – \_\_\_\_\_
6. flexible – \_\_\_\_\_
7. reliable – \_\_\_\_\_
8. protective – \_\_\_\_\_
9. responsive – \_\_\_\_\_
10. inspiring – \_\_\_\_\_
11. successful – \_\_\_\_\_
12. confident – \_\_\_\_\_
13. helpful – \_\_\_\_\_
14. stable – \_\_\_\_\_

15. sustainable – \_\_\_\_\_

**Exercise #9. Read the dialogue aloud:**

**a) Pay attention to English tones, rhythm and speech rate.**

**b) Work in pairs or small groups. Create a short dialogue (3–4 speakers) about professional values and teaching qualities.**

**c) Act out your dialogue in front of the class. Focus on clear pronunciation and natural intonation.**

## INTERNATIONAL SYMPOSIUM OF PRIMARY SCHOOL TEACHERS

### «TEACHING WITH HEART AND MIND»

**Characters:**

*Moderator*

*Maria (Spain)*

*Olena (Ukraine)*

*James (UK)*

*Sakura (Japan)*

*Fatima (Morocco)*

**Moderator:** Good morning, colleagues. Today we are discussing professional values and personal qualities of primary school teachers. Let us begin with your experience.

**Maria:** In my opinion, every good teacher should be dedicated and truly caring. Children need to feel that their teacher is interested in their success. Olena, would you say that Ukrainian teachers are encouraged to be more cooperative today?

**Olena:** Yes, definitely. We try to create a cooperative atmosphere in class. Teachers should also be approachable, so pupils are not afraid to ask questions. Maria, how do you build trust with your pupils?

**Maria:** I try to be patient and honest. I believe an exemplary teacher must show good behaviour every day. James, do you agree that teachers should be flexible in their methods?

**James:** Absolutely. A flexible teacher can adapt to different learning styles.

Pupils also need reliable adults they can depend on. Sakura, how do you support pupils emotionally in Japan?

**Sakura:** We try to be protective and attentive. If a child feels unsafe, learning becomes impossible.

**James,** how quickly do you usually react to pupils' problems?

**James:** I try to be very responsive. Even small issues can become serious if ignored.

**Fatima:** I believe that teachers must be inspiring. When children admire their teacher, they become more motivated. Olena, what helps you remain successful in your profession?

**Olena:** Continuous learning and self-reflection. A successful teacher is always improving. Fatima, how do you develop confidence in your pupils?

**Fatima:** I encourage them to speak and express opinions. A confident child learns better.

**Moderator:** What role does cooperation play in your schools?

**Maria:** Teamwork is essential. Teachers must be helpful to each other. It creates a positive working atmosphere.

**James:** Yes, cooperation makes the school environment more stable.

**Sakura:** And stability helps children feel secure.

**Moderator:** How do you see the future of primary education?

**Olena:** Education must be sustainable. We should think not only about today's results but about long-term development.

**Fatima:** I agree. Sustainable education prepares responsible citizens.

**Maria:** And it supports both academic and emotional growth.

**Moderator:** Thank you, colleagues. Your discussion shows that professional values unite teachers across cultures. Together, we create better learning environments.

*Exercise #10. Answer the following questions. Base your answers on the information from the dialogue «Teaching with heart and mind». Be ready to discuss*

***them with your classmates.***

1. Why does Maria think that a good teacher should be dedicated and caring?
2. How do Ukrainian teachers create a cooperative atmosphere in class, according to Olena?
3. Why is it important for teachers to be approachable?
4. How does Maria build trust with her pupils?
5. What does James say about flexibility in teaching methods?
6. Why do pupils need reliable adults at school?
7. How does Sakura support pupils emotionally?
8. Why is being responsive important for a teacher, according to James?
9. How does Fatima describe the role of inspiration in teaching?
10. What helps Olena remain successful in her profession?
11. How does Fatima develop confidence in her pupils?
12. Why is teamwork important for teachers, according to Maria?
13. How does cooperation influence the school environment?
14. What does Olena mean by sustainable education?
15. How do professional values help teachers from different countries work together?

***Exercise #11. Choose the correct adjective (A, B or C) to complete each sentence. Then add a short and logical ending of your choice.***

1. A \_\_\_\_\_ teacher believes in his or her abilities and motivates pupils

---

(A) *flexible* (B) *confident* (C) *helpful*

2. She is very \_\_\_\_\_ to her profession and always prepares her lessons carefully \_\_\_\_\_

---

(A) *dedicated* (B) *responsive* (C) *stable*

3. Our school staff is \_\_\_\_\_ and ready to help pupils in difficult situations \_\_\_\_\_

---

(A) *caring* (B) *helpful* (C) *successful*

4. A \_\_\_\_\_ teacher cares about children's feelings and needs

---

(A) *caring* (B) *reliable* (C) *cooperative*

5. A \_\_\_\_\_ teacher works well with pupils and parents

---

(A) *cooperative* (B) *inspiring* (C) *protective*

6. An \_\_\_\_\_ teacher is easy to talk to and ask for help

---

(A) *stable* (B) *approachable* (C) *successful*

7. A \_\_\_\_\_ school environment supports emotional well-being

---

(A) *sustainable* (B) *stable* (C) *responsive*

8. An \_\_\_\_\_ teacher shows good behaviour every day

---

(A) *flexible* (B) *exemplary* (C) *confident*

9. A \_\_\_\_\_ teacher can easily adapt to different learning styles

---

(A) *flexible* (B) *reliable* (C) *dedicated*

10. Pupils trust \_\_\_\_\_ teachers

---

(A) *inspiring* (B) *reliable* (C) *service-oriented*

11. A \_\_\_\_\_ teacher protects pupils from bullying

---

(A) *responsive* (B) *protective* (C) *cooperative*

12. A \_\_\_\_\_ teacher reacts quickly to pupils' needs

---

(A) *caring* (B) *responsive* (C) *stable*

13. A \_\_\_\_\_ teacher works for the benefit of children and society

---

(A) *service-oriented* (B) *successful* (C) *confident*

14. An \_\_\_\_\_ teacher motivates pupils to learn

(A) *inspiring* (B) *helpful* (C) *reliable*

---

15. Hard work helps teachers become \_\_\_\_\_

(A) *successful* (B) *flexible* (C) *approachable*

---

***Exercise #12. Choose the correct form.***

1. A cooperative teacher is (more / most / much) supportive than others.
2. This approach is (flexible / more flexible / most flexible) in practice.
3. She is one of the (reliable / more reliable / most reliable) teachers.
4. Emotional well-being is (important / more important / most important) than grades.
5. This teacher is (helpful / more helpful / most helpful) in our school.
6. Group work is (effective / more effective / most effective) in primary classes.
7. A caring mentor is (patient / more patient / most patient) with young learners.
8. This lesson plan is (clear / clearer / clearest) than the previous one.
9. Digital tools are (useful / more useful / most useful) for interactive learning.
10. Our school library is (quiet / quieter / quietest) in the afternoon.
11. A dedicated teacher is (motivated / more motivated / most motivated) during projects.
12. Morning lessons are usually (active / more active / most active) for children.
13. A friendly classroom atmosphere is (comfortable / more comfortable / most comfortable) for pupils.
14. This activity is (creative / more creative / most creative) in today's lesson.
15. Individual feedback is (valuable / more valuable / most valuable) for academic growth.

***Exercise #13. Fill in the gaps with the correct form of the adjective.***

1. A confident teacher is \_\_\_\_\_ (reliable) than an inexperienced one.

2. A caring teacher is \_\_\_\_\_ (helpful) in difficult situations.
3. This method is \_\_\_\_\_ (flexible) than the previous one.
4. Our school has the \_\_\_\_\_ (inspiring) teachers in the city.
5. Lifelong learning is \_\_\_\_\_ (important) for modern educators.
6. A dedicated teacher is \_\_\_\_\_ (successful) than one who lacks motivation.
7. Supportive behaviour is \_\_\_\_\_ (important) in primary education than strict rules.
8. An approachable teacher is \_\_\_\_\_ (responsive) to pupils' needs.
9. A cooperative team is \_\_\_\_\_ (effective) than working alone.
10. This school environment is \_\_\_\_\_ (stable) than before.
11. Sustainable education is \_\_\_\_\_ (useful) for future generations.
12. An exemplary teacher gives the \_\_\_\_\_ (clear) explanations.
13. A protective teacher is \_\_\_\_\_ (careful) with pupils' safety.
14. Service-oriented teachers are \_\_\_\_\_ (dedicated) to their work than others.
15. This teacher is one of the \_\_\_\_\_ (inspiring) people in our school.

***Exercise #14. Complete the sentences with less or the least.***

1. This method is \_\_\_\_\_ effective than the new one.
2. He is the \_\_\_\_\_ flexible teacher in our department.
3. This task is \_\_\_\_\_ difficult for beginners.
4. She is the \_\_\_\_\_ confident student in the group.
5. That approach is \_\_\_\_\_ useful for young learners.
6. This teacher is \_\_\_\_\_ responsive to pupils' problems than her colleague.
7. Group work is \_\_\_\_\_ stressful for children than individual tests.
8. He is the \_\_\_\_\_ reliable member of the team this semester.
9. Online lessons are \_\_\_\_\_ inspiring than face-to-face classes for some pupils.

10. This classroom is the \_\_\_\_\_ comfortable place for discussion.
11. This activity is \_\_\_\_\_ suitable for shy pupils.
12. He is the \_\_\_\_\_ dedicated teacher in the department.
13. This explanation is \_\_\_\_\_ clear than the previous one.
14. That project was the \_\_\_\_\_ successful in our class.
15. This method is \_\_\_\_\_ supportive for emotional well-being.

***Exercise #15. Find and correct the mistakes in the sentences.***

1. She is more kinder than her colleague. \_\_\_\_\_
2. This is the most easiest task. \_\_\_\_\_
3. He is more confident teacher. \_\_\_\_\_
4. She is the better in our class. \_\_\_\_\_
5. This method is most effective than before. \_\_\_\_\_
6. Our teacher is the most kindest person in the school. \_\_\_\_\_
7. This lesson is more clearer than yesterday's. \_\_\_\_\_
8. He is the most reliable than his classmates. \_\_\_\_\_
9. Group work is more easier for young learners. \_\_\_\_\_
10. She is the more dedicated teacher in our department. \_\_\_\_\_
11. This activity is most interesting than the previous one. \_\_\_\_\_
12. He is the bestest student in the group. \_\_\_\_\_
13. Her explanation is more simpler than mine. \_\_\_\_\_
14. This approach is the more useful for beginners. \_\_\_\_\_
15. She is most responsive teacher in our school. \_\_\_\_\_

***Exercise #16. Read the text about Janusz Korczak. Fill in the gaps with suitable adjectives from the word list. Use each word only once. Then read the completed text aloud.***

***Word List:*** *inspiring, deep, devoted, kind, reliable, humane, progressive, calm, friendly, harsh, moral, courageous, respectful, supportive, strong, a popular, old.*

## JANUSZ KORCZAK

Janusz Korczak was a Polish Jewish pediatrician, educator, children's author, and \_\_\_\_\_ advocate for children's rights. Born Henryk Goldszmit in Warsaw in 1878, he became widely known under his pen name and earned respect across Poland for his \_\_\_\_\_ educational work and ideas. From the beginning of his career, he believed that children should be treated with dignity, \_\_\_\_\_ behaviour, and understanding.

In 1911, Korczak became the director of a Jewish orphanage in Warsaw called «Dom Sierot»/ «Jewish Orphanage in Warsaw». Together with his colleague Stefania Wilczyńska, he created a \_\_\_\_\_ and \_\_\_\_\_ educational system based on responsibility, cooperation, and mutual respect. This approach was more \_\_\_\_\_ and more \_\_\_\_\_ than traditional education of that time.

During the 1920s and 1930s, Korczak became a \_\_\_\_\_ public figure. He hosted a weekly radio programme called «The \_\_\_\_\_ Doctor», where he spoke about childhood, education, and \_\_\_\_\_ values. His \_\_\_\_\_ and \_\_\_\_\_ style made him one of the most trusted voices in Polish society.

When World War II began, Korczak's orphanage was moved into the Warsaw Ghetto, where living conditions were extremely \_\_\_\_\_. Despite many difficulties, he remained \_\_\_\_\_ and continued to care for the children.

In August 1942, German authorities ordered the deportation of the orphanage to the Treblinka extermination camp. Korczak was offered an opportunity to survive, but he made a \_\_\_\_\_ decision to stay with his pupils. Holding the children's hands, he walked with them calmly to the gas chambers. His \_\_\_\_\_ behaviour showed his true character.

Today, Janusz Korczak is remembered as one of the most \_\_\_\_\_ educators in history. His life remains a powerful example of devotion, courage and \_\_\_\_\_ respect for children.

***Exercise #17. Read the text about Janusz Korczak again. Answer the questions using at least one adjective in each answer. Use adjectives such as: kind, devoted,***

*inspiring, caring, courageous, humane, progressive, reliable, respectful, supportive, calm.*

1. What kind of teacher was Janusz Korczak?
2. How did he treat children in his orphanage?
3. Why was his educational system considered special?
4. How would you describe his communication style on the radio?
5. What qualities helped him gain people's trust?
6. How did he behave during difficult times in the Warsaw Ghetto?
7. Why can his decision in 1942 be called courageous?
8. How did he show his devotion to children?
9. Why is he remembered as an inspiring educator today?
10. Which of his qualities do you admire most? Why?

*Exercise #18. Read the dialogue carefully. Write down all adjectives used in the dialogue. Choose one educator and write a description (7–10 sentences) using these adjectives.*

## **WOMEN WHO CHANGED EDUCATION: MARIA MONTESSORI AND SOFIIA RUSOVA**

***Participants:***

*Moderator,*

*Olena (Ukraine)*

*Elena (Germany)*

*Marco (Italy)*

*Sofia (Spain)*

*Daniel (UK).*

**Moderator:** Good afternoon, everyone. Welcome to the International Student Symposium. Today, we are going to discuss the professional qualities of two outstanding women educators, Maria Montessori and Sofiia Rusova. We will also focus on their role as women in education. Let us begin!

**Olena:** For me, Sofiia Rusova is one of the most dedicated and caring educators in Ukrainian history. She was more confident and more socially active than many teachers of her time.

**Elena:** I agree. What impresses me most is that she was very supportive and cooperative. Her ideas were more progressive than traditional methods in many European schools.

**Marco:** And Maria Montessori was equally inspiring. Her system was more flexible and more effective than classical education. Even today, many schools follow her principles.

**Sofia:** Both women were very adaptable. Montessori focused more on individual learning, while Rusova paid more attention to national culture and values.

**Daniel:** Yes, and they were extremely reliable and trustworthy. Parents trusted them more than many other educators because they created stable and caring environments.

**Moderator:** Why do you think it is important to speak especially about women educators?

**Olena:** Because for a long time, women's achievements were less recognised than men's. Ukrainian women teachers often worked harder but received less attention.

**Marco:** That's true. Montessori also faced many difficulties because of her gender. However, she was more determined and more independent than most people expected.

**Elena:** Both women were strong role models. They were not only successful teachers but also exemplary leaders. Their influence was more lasting than many short-term reforms.

**Sofia:** And they were very kind and approachable. This made them closer to children than strict and authoritarian teachers.

**Daniel:** I think Montessori became more famous internationally, but Rusova was no less important for Ukraine. Her ideas were deeply connected to national identity.

**Olena:** Exactly. Rusova believed that education should be more humane and

more sustainable. She wanted schools to be safer and more protective for children.

**Moderator:** How did their personalities influence their teaching styles?

**Marco:** Montessori was extremely attentive. She observed children carefully and understood their needs better than most educators.

**Elena:** Rusova, in my opinion, was more emotionally responsive. She paid special attention to pupils' emotional well-being.

**Sofia:** Both were very motivating. They helped children become more independent and more confident.

**Daniel:** They were also more innovative than many teachers of their time. Their ideas were not only modern but also future-oriented.

**Moderator:** So, would you say they were successful educators?

**All Students:** Yes, definitely!

**Olena:** They were among the most inspiring women in the history of education. Their work is still meaningful today.

**Marco:** Their legacy is stronger and more valuable than ever.

**Moderator:** Thank you for your thoughtful discussion. It shows that Maria Montessori and Sofiia Rusova were not only excellent teachers but also powerful examples of women's leadership in education.

**Exercise #19. Reflect on the dialogue “Women Who Changed Education: Maria Montessori and Sofiia Rusova” and decide which qualities are the most important for a primary school teacher in today’s Ukraine. Give reasons for your choice.**

**Exercise #20. Translate the sentences into English.**

1. Відданий учитель зазвичай більш уважний, ніж той, хто не має мотивації.
2. Підтримуюча поведінка важливіша, ніж суворі правила в початковій школі.
3. Цей підхід гнучкіший, ніж попередній метод навчання.

4. Учитель створює дружню та підтримуючу атмосферу в класі.
5. Цей підхід є ефективним і сучасним для початкової школи.
6. Наш класний керівник — одна з найдружніших учительок у школі.
7. Учитель повинен бути більш чуйним до потреб учнів, ніж раніше.
8. Командна робота ефективніша, ніж робота наодинці під час проєктів.
9. Стабільне навчальне середовище комфортніше для дітей, ніж хаотичне.
10. Освіта має бути стійкішою і тривалішою для майбутніх поколінь.
11. Успішний педагог більш упевнений, ніж той, хто не працює над собою.
12. Навчання впродовж життя — це найважливіша умова професійного розвитку вчителя.
13. Ці пояснення чіткіші, ніж попередні.
14. Наставник має більше допомагати молодим учителям у складних ситуаціях.
15. Учитель, який підтримує емоційне благополуччя дітей, є більш турботливим і надійним.
16. У нашій школі цей педагог — один із найбільш надихаючих.
17. Цей план уроку менш ефективний, ніж новий.
18. Для сором'язливих учнів усні відповіді менш комфортні.
19. Групові завдання менш стресові, ніж індивідуальні тести для молодших школярів.
20. Після тренінгу вчитель став більш професійним і більш мотивованим.

***Exercise #21. Watch the video on YouTube «Top Qualities of a Good Teacher: Inspire, Engage and Lead» While watching, take notes on important qualities, expressions and phrases the speaker mentions about being a good teacher.***

Link: [https://www.youtube.com/watch?v=Ex\\_g8ngQHCA](https://www.youtube.com/watch?v=Ex_g8ngQHCA)

***Exercise #22. Compare the teaching qualities and educational ideas of well-known educators.***

***a) Create a table with their main qualities and ideas.***

***b) Write a short summary (5–7 sentences) of your comparison.***

<b>Educator</b>	<b>Country</b>	<b>Main Educational Ideas</b>	<b>Key Teaching Qualities</b>	<b>Contribution to Education</b>
<i>Johann Heinrich Pestalozzi</i> (1746–1827)				
<i>Sofia Rusova</i> (1856–1940)				
<i>Maria Montessori</i> (1870–1952)				
<i>Janusz Korczak</i> (1878–1942)				
<i>Jean Piaget</i> (1896–1980)				
<i>Vasyl Sukhomlynskyi</i> (1918–1970)				
<i>Ken Robinson</i> (1950–2020)				

***Exercise #23. Write a short text (10–15 sentences) in which you describe an ideal primary school teacher, explain his or her main professional values and pedagogical qualities and support your ideas with examples. Prepare a 1–2-minute oral presentation based on your text.***

#### **TEST №4**

***Part I. Choose the correct form of the adjective.***

1. A dedicated teacher is \_\_\_\_\_ (patient) than an unmotivated one.
2. Our class has \_\_\_\_\_ (strong) learning motivation in the grade.
3. This method is the \_\_\_\_\_ (effective) in our school.
4. Group work is \_\_\_\_\_ (stressful) than individual tests.

5. Ann is \_\_\_\_\_(kind) teacher in our primary school.
6. Digital tools are the \_\_\_\_\_ (useful) for young learners.
7. Our mentor is \_\_\_\_\_ (reliable) than before.
8. This explanation is \_\_\_\_\_ (clear) than the previous one.
9. This activity is the \_\_\_\_\_ (difficult) in today's lesson.
10. A flexible teacher is \_\_\_\_\_ (adaptable) to changes.

***Part II. Read the sentence and choose the correct answer.***

1. A good primary teacher should be:
  - A. careless and strict
  - B. dedicated and caring
  - C. rude and impatient
2. Lifelong learning helps teachers:
  - A. improve professional skills
  - B. lose motivation
  - C. stop developing
3. A cooperative teacher:
  - A. ignores parents
  - B. works alone
  - C. cooperates with families
4. Supportive behaviour helps pupils:
  - A. feel unsafe
  - B. feel respected
  - C. feel bored
5. Flexible teaching means:
  - A. adapting to pupils' needs
  - B. using only one method
  - C. avoiding preparation
6. An inspiring teacher helps pupils:
  - A. become more confident

- B. lose interest in learning
  - C. feel stressed
7. A reliable teacher always:
- A. forgets promises
  - B. keeps his or her word
  - C. avoids responsibility
8. Emotional support is important because it helps children:
- A. feel anxious
  - B. feel lonely
  - C. feel safe and calm
9. A service-oriented teacher works mainly for:
- A. personal fame
  - B. children and society
  - C. easy tasks
10. A responsive teacher:
- A. reacts quickly to pupils' needs
  - B. ignores problems
  - C. delays decisions

***Part III. Complete the sentences with your own ideas.***

1. A good teacher is more \_\_\_\_\_ than \_\_\_\_\_ because \_\_\_\_\_.
2. Emotional well-being is important because \_\_\_\_\_.
3. I want to become a \_\_\_\_\_ teacher who \_\_\_\_\_.
4. Lifelong learning helps me \_\_\_\_\_.
5. In my future work, I will always try to \_\_\_\_\_.

***Part IV. Translate into English.***

1. Турботливий учитель більш уважний до учнів.
2. Цей метод ефективніший, ніж попередній.

3. Надійні вчителі користуються довірою батьків.
4. Навчання впродовж життя робить учителя успішнішим.
5. Відданий учитель завжди підтримує своїх учнів.
6. Гнучкий педагог легко адаптується до нових умов.
7. Чуйний учитель швидко реагує на проблеми дітей.
8. Надихаючий наставник мотивує учнів до навчання.
9. Підтримуюча поведінка створює стабільну атмосферу в класі.
10. Успішний педагог постійно вдосконалює свої професійні навички.

***Part V. Write 6–8 sentences describing an ideal primary school teacher. Use at least 5 adjectives from Unit 4 and 3 comparative or superlative forms.***

## REFERENCES

1. Augustinienė A., Stanišauskienė V. Motives for Choosing the Turn to a Teaching Career [Електронний ресурс] // *Frontiers in Education*. — 2025. — Vol. 10. — Art. 1606598. — Режим доступу: <https://www.frontiersin.org/articles/10.3389/feduc.2025.1606598/full> (дата звернення: 31.01.2026).
2. European Commission. Ethics and Value Education: Manual for Teachers [Електронний ресурс]. — Brussels, 2019. — Режим доступу: [https://ec.europa.eu/programmes/erasmus-plus/project-result-content/ddcefc2-43ab-4a83-b0c1-70f7bcb8ddab/ManualTeachers\\_EN.pdf](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/ddcefc2-43ab-4a83-b0c1-70f7bcb8ddab/ManualTeachers_EN.pdf) (дата звернення: 31.01.2026).
3. Godawa G. Janusz Korczak's Work on Child Protection and Its Contemporary Implications [Електронний ресурс] // *Central European Journal of Educational Research*. — 2019. — Vol. 15, № 1. — Режим доступу: <https://akjournals.com/view/journals/063/15/1/article-p160.xml> (дата звернення: 31.01.2026).
4. Janusz Korczak [Електронний ресурс] // *United States Holocaust Memorial Museum Encyclopedia*. — Режим доступу:

- <https://encyclopedia.ushmm.org/content/en/article/janusz-korczak-1> (дата звернення: 31.01.2026).
5. Jean Piaget [Електронний ресурс] // Encyclopaedia Britannica. — Режим доступу: <https://www.britannica.com/biography/Jean-Piaget> (дата звернення: 31.01.2026).
  6. Johann Heinrich Pestalozzi [Електронний ресурс] // Encyclopaedia Britannica. — Режим доступу: <https://www.britannica.com/biography/Johann-Heinrich-Pestalozzi> (дата звернення: 31.01.2026).
  7. Montessori M. [Електронний ресурс] // Encyclopaedia Britannica. — Режим доступу: <https://www.britannica.com/biography/Maria-Montessori> (дата звернення: 31.01.2026).
  8. Robinson K. Official Website of Sir Ken Robinson (1950–2020) [Електронний ресурс]. — Режим доступу: <https://www.sirkenrobinson.com/about-sir-ken/> (дата звернення: 31.01.2026).
  9. Rusova S. [Електронний ресурс] // Encyclopedia of Ukraine. — Режим доступу: <https://www.encyclopediaofukraine.com/display.asp?linkpath=pages/R/U/RusovaSofiiia.htm> (дата звернення: 31.01.2026).
  10. Smith M. K. Pestalozzi: His Educational Philosophy [Електронний ресурс] / М. К. Smith // The Encyclopedia of Pedagogy and Informal Education. — 2008. — Режим доступу: <https://infed.org/dir/johann-heinrich-pestalozzi-pedagogy-education-and-social-justice/> (дата звернення: 31.01.2026).
  11. Sukhomlynskyi V. [Електронний ресурс] // Encyclopedia of Ukraine. — Режим доступу: <https://www.encyclopediaofukraine.com/display.asp?linkpath=pages/S/U/SukhomlynskyVasyl.htm> (дата звернення: 31.01.2026).

**UNIT#5.**

Development of English Communication  
Skills of a Future Primary School Teacher.

Modal Verbs: can, may, must.

Equivalents of Modal Verbs.

*Exercise #1. Read the words and word combinations with the translation.*

1. **Notebook** — зошит
2. **pencil case** — пенал
3. **worksheet** — робочий аркуш
4. **backpack** — рюкзак
5. **ballpoint pen** — кулькова ручка
6. **highlighter** — маркер-виділювач
7. **sticky notes** — стікери, наліпки
8. **poster paper** — папір для плакатів
9. **chart** — схема, діаграма
10. **sketchbook** — альбом для малювання
11. **brush** — пензлик
12. **folder** — папка
13. **ruler** — лінійка
14. **to share thoughts** — ділитися думками
15. **to solve equations** — розв'язувати рівняння
16. **to correct notes** — виправляти записи
17. **felt nervous** — почувався нервово
18. **a small challenge** — невеликий виклик
19. **to leaned closer** — нахилилися ближче
20. **to relax and recharge** — відпочити й відновити сили
21. **to felt exhausted** — відчував виснаження
22. **unforgettable** — незабутній
23. **encourage** — заохочувати

24. **to cooperate** — співпрацювати

***Exercise #2. Read and translate the text. Pay attention to word and sentence stress.***

### **A DAY THAT CHANGED MY VIEW OF SCHOOL**

The bell rang sharply at 8:25 a.m., cutting through the quiet murmur in the corridor. I hurried into Room 214, holding my notebook, pencil case and history textbook tightly against my chest. It was only the third week of the school year but I still felt nervous every morning. For me, every school day seemed like a small challenge waiting to be solved.

«Good morning, everyone. Let's start the lesson,» said Ms Carter, our English teacher, as she stood near the whiteboard with a stack of worksheets in her hands. «Put your bags under the desk and take out your notebooks.»

I quickly opened my backpack and searched for my pen. Unfortunately, it was missing.

«Can I borrow a pen, please?» I whispered to my friend Olivia.

«Sure,» she replied, passing me a blue ballpoint pen.

The first lesson of the day was English, my favourite subject. We were learning how to write personal narratives, and today's topic was «An Unforgettable School Day». Ms Carter wrote the title on the board and asked us to look at Exercise 2 on page 47.

«Work in pairs and discuss your ideas», she said. «You have five minutes.»

Olivia and I leaned closer and shared our thoughts. We used our textbooks, highlighters and sticky notes to mark useful expressions. The classroom was full of quiet conversations, the sound of turning pages, and the scratching of pencils on paper.

After English, we had Mathematics. It was already late morning and some students looked tired. Mr Wilson noticed this immediately.

«Stand up, stretch your arms and take a deep breath», he said with a smile. «Now, sit down again and let's focus».

We opened our workbooks and solved equations together. Whenever someone made a mistake, he encouraged us: «Try again. You're nearly there».

At 11:30, it was finally time for the lunch break. We put our books away, grabbed our lunchboxes and rushed outside. Sitting on a bench, I ate my sandwich and talked with my classmates about homework, upcoming tests and weekend plans. This break was the best part of the day — a chance to relax and recharge.

After lunch came Science. We worked in groups and prepared a short presentation about renewable energy. My group used coloured markers, poster paper and printed charts. We discussed ideas, corrected each other's notes and practised our speech.

«Speak clearly and look at the audience», our teacher reminded us.

By the afternoon, everyone felt exhausted. Still, during the last lesson — Art — the classroom became lively again. We took out our sketchbooks, paints and brushes. Soft music played in the background while we worked on our projects. It was a peaceful way to end the day.

When the final bell rang at 3:15 p.m., Ms Carter said, «That's all for today. Don't forget your homework. Finish the story at home».

I packed my bag slowly, checking if I had my notebook, ruler and folders. Walking out of school, I realized something important. A typical school day was not just about lessons, textbooks and tests. It was about learning to cooperate, to communicate, to make mistakes and to improve.

Every subject, every break and every classroom activity helped shape who I was becoming. And although some mornings were difficult, each day at school brought me closer to my dreams.

***Exercise #3. Read the text Ex.#2. Mark the following statements as true (T) or false (F)***

1. The narrator arrived at school at 8:25 a.m. \_\_\_\_\_
2. The student felt confident and relaxed every morning. \_\_\_\_\_
3. Ms Carter asked the students to leave their bags on their desks. \_\_\_\_\_

4. Olivia refused to lend her pen. \_\_\_\_\_
5. The students used sticky notes and highlighters while working. \_\_\_\_\_
6. Mr Wilson noticed that the students were tired. \_\_\_\_\_
7. During lunch, the narrator talked with classmates about schoolwork. \_\_\_\_\_
8. In Science class, the students prepared a presentation about renewable energy. \_\_\_\_\_
9. The Art lesson was noisy and stressful. \_\_\_\_\_
10. At the end of the day, the narrator understood that school helps personal growth. \_\_\_\_\_

***Exercise #4. Answer the following questions.***

1. What time did the school bell ring in the morning?
2. How did the narrator feel at the beginning of the school day?
3. What problem did the narrator have with their school supplies?
4. Why did the students use highlighters and sticky notes?
5. What did Mr Wilson notice during the Mathematics lesson?
6. What did the narrator do during the lunch break?
7. What was the Science presentation about?
8. Why did the Art lesson help students relax?
9. What homework did Ms Carter give at the end of the day?
10. What important lesson did the narrator learn about school life?

***Exercise #5. Read the words below and sort them into the correct categories. Write each word or phrase under the appropriate heading.***

***Word list:*** notebook, felt exhausted, worksheet, highlighter, sticky notes, pencil case, backpack, ballpoint pen, poster paper, relax and recharge, chart, ruler, sketchbook, brush, folder, share thoughts, solve equations, correct notes, felt nervous, leaned closer, unforgettable.

School Supplies	Classroom Activities	Feelings and Emotions

**Exercise #6. Read the classroom phrases and decide in which situation each one is used. Remember that one situation may include several possible commands. Match the phrases with the appropriate situations.**

<b>Situations:</b>	<b>Phrases:</b>
1. Starting an activity 2. Checking work 3. Giving materials 4. Managing discipline 5. Organizing group work	a) «Work in pairs» b) «Open your books at page 14» c) «Hands up, please» d) «Let's check your answers» e) «Take one and pass them on» f) «Let's start the lesson» g) «Check your answers in pairs» h) «Give out these photocopies, please» i) «Stop talking, please» j) «Get into groups of three» k) «Look at Exercise 1 on page 10» l) «Collect them in» m) «Hands down, thank you» n) «Find yourself a partner» o) «Put up your hand if you know the answer»

**Exercise #7. Read the polylogue attentively and practise reading it aloud with appropriate intonation. Pay particular attention to the teacher's classroom commands, the intonation patterns of questions and polite responses. Write down examples of instructions and prepare a short dialogue using similar expressions.**

### **A DAY IN OUR ENGLISH CLASSROOM**

**Characters:**

*Ms Brown — teacher*

*Anna, Mark, Olivia, Tom — students*

**Ms Brown:** Good morning, everyone. Settle down, please. Are you ready to

start?

**Students:** Good morning, Ms Brown. Yes, we are.

**Ms Brown:** Great. Put your bags under the desk and take out your notebooks and pens.

**Anna:** Excuse me, Ms Brown. May I ask you?

**Ms Brown:** Of course, Anna.

**Anna:** I've forgotten my notebook at home. Am I allowed to use my tablet today?

**Ms Brown:** Yes, you are allowed to use it but you have to follow the instructions carefully.

**Anna:** Thank you. I'll do my best.

**Ms Brown:** Now, open your books at page 24 and look at Exercise 2 in the middle of the page.

**Mark:** I'm sorry, I can't find my workbook. I think I left it in my backpack.

**Ms Brown:** Then you should share with Olivia for now. Next time, you ought to check your things before coming to class.

**Mark:** You're right. I'll be more careful.

**Ms Brown:** Work in pairs and discuss the questions. You have five minutes.

**Olivia:** Mark, first we need to read the text carefully. Then we can share our thoughts.

**Mark:** Good idea. Let's underline the main points with a highlighter.

**Tom:** Can I join you? I'm not able to understand question three.

**Olivia:** Sure. Let's work together.

**Ms Brown:** All right, everyone. Let's check your answers. Who would like to start?

**Anna:** May I try? I think the answer to number one is «B».

**Ms Brown:** Excellent. That's right.

**Tom:** I made a mistake in number four. Could you explain it again, please?

**Ms Brown:** Certainly. You need to read the example more carefully. Then you'll be able to solve it.

**Tom:** Oh, now I understand. Thank you.

**Ms Brown:** Good. Now, stand up for a moment, stretch your arms and take a deep breath. Then sit down again.

**Mark:** That really helps. I was starting to feel tired.

**Anna:** Me too, but now I can concentrate better.

**Ms Brown:** Before we move on, let's practise speaking. Look at this chart and describe it.

**Tom:** Do we have to work alone?

**Ms Brown:** No, you are to work in groups of three.

**Olivia:** Let's cooperate and divide the tasks.

**Mark:** I'll describe the chart. Anna, you can give examples.

**Anna:** All right. We should support each other.

**Ms Brown:** Very good. Remember, you should speak clearly and look at the audience.

**Tom:** This activity is quite challenging. I felt nervous at first.

**Olivia:** Same here, but now I feel more confident.

**Mark:** Yes, it's a small challenge, but we're learning a lot.

**Ms Brown:** That's the right attitude. Don't give up. You're nearly there.

**Ms Brown:** Now, put your books away and take out your folders and worksheets.

**Students:** Done.

**Ms Brown:** You will prepare a short presentation about renewable energy. You ought to use poster paper, coloured markers, and charts.

**Mark:** May I be responsible for the poster?

**Ms Brown:** Yes, you may, but you have to finish it today.

**Olivia:** Can I be the speaker for our group?

**Ms Brown:** Certainly. But remember, you should practise your speech.

**Olivia:** I will. I want to do it well.

**Ms Brown:** All right. Take out your sketchbooks and brushes. We'll finish the lesson with some creative work.

**Tom:** Art always helps me relax and recharge.

**Anna:** Me too. I'm able to express myself better this way.

**Mark:** It's a peaceful way to end the lesson.

**Ms Brown:** That's all for today. Put your things away, please.

**Anna:** What's our homework?

**Ms Brown:** You have to finish your story and revise today's vocabulary. You should bring it tomorrow.

**Tom:** Do we need to practise the presentation too?

**Ms Brown:** Yes, you do. You ought to prepare at home.

**Students:** Thank you, Ms Brown. Goodbye.

**Ms Brown:** You're welcome. Have a nice afternoon.

*Exercise #8. Answer the following questions. Base your answers on the information from the dialogue «A Day in Our English Classroom». Be ready to discuss them with your classmates.*

1. How does Ms Brown start the lesson and organise the class at the beginning?
2. Why does Anna ask to use her tablet?
3. What problem does Mark have with his workbook? How does Ms Brown help him?
4. Why does Tom ask for help? How is his problem solved?
5. What does Ms Brown do to help pupils relax and concentrate better?
6. Why are mind maps, charts and speaking activities important in this lesson?
7. How do the students feel during the speaking activity? How do their feelings change?
8. What responsibilities does each student take in group work?
9. How does creative work help the pupils at the end of the lesson?
10. What activities in this lesson help pupils develop confidence and cooperation?

**Exercise #9. Complete the dialogues by your own, using the information in the brackets.**

***Dialogue 1 «Starting the Lesson»***

Teacher: \_\_\_\_\_ (start the lesson)

Student: Sorry, I \_\_\_\_\_ (look for a book)

Teacher: \_\_\_\_\_ (offer help / encourage)

Student: Thank you.

***Dialogue 2 «Asking for Help»***

Teacher: \_\_\_\_\_ (give a task)

Student: Excuse me, \_\_\_\_\_ (ask for help politely)

Teacher: \_\_\_\_\_ (give advice)

Student: Thanks. That helps a lot.

***Dialogue 3 «Checking Work»***

Teacher: \_\_\_\_\_ (check answers)

Student: I think \_\_\_\_\_, but I'm not sure.

Teacher: \_\_\_\_\_ (encourage / ask to try again)

Student: Oh, now I see. Thank you.

***Dialogue 4 «Giving Materials»***

Teacher: \_\_\_\_\_ (give out worksheets)

Student: Sorry, I \_\_\_\_\_ (say you don't have a worksheet)

Teacher: \_\_\_\_\_ (give materials)

Student: Thank you very much.

***Dialogue 5 «Classroom Discipline»***

Teacher: \_\_\_\_\_ (ask students to be quiet)

Student: I'm sorry. \_\_\_\_\_ (explain)

Teacher: \_\_\_\_\_ (accept apology / encourage)

Student: I will. Thank you.

***Dialogue 6 «Using a Device»***

Teacher: \_\_\_\_\_ (give permission / rule)

Student: Sorry, \_\_\_\_\_ (ask about using a tablet/phone)

Teacher: \_\_\_\_\_ (set condition)

Student: Thank you.

***Dialogue 7 «Working in Groups»***

Teacher: \_\_\_\_\_ (organize group work)

Student: \_\_\_\_\_ (ask about partners)

Teacher: \_\_\_\_\_ (give instruction)

Student: OK, thanks.

***Dialogue 8 «Speaking Practice»***

Teacher: \_\_\_\_\_ (invite to speak)

Student: Sorry, \_\_\_\_\_ (say you are nervous / unsure)

Teacher: \_\_\_\_\_ (encourage)

Student: I'll try. Thank you.

***Dialogue 9 «Homework Problem»***

Teacher: \_\_\_\_\_ (ask about homework)

Student: I'm sorry, \_\_\_\_\_ (explain problem)

Teacher: \_\_\_\_\_ (give advice / solution)

Student: Thanks, I will.

***Dialogue 10 «Finishing the Lesson»***

Teacher: \_\_\_\_\_ (end the lesson)

Student: \_\_\_\_\_ (ask about homework / next task)

Teacher: \_\_\_\_\_ (give instruction)

Student: Thank you. Goodbye.

***Exercise #10. Rewrite the following sentences politely:***

1. Give me your notebook.
2. Speak louder.
3. Answer now.
4. Help me.
5. Don't talk.
6. Open your book.

7. Sit down.
8. Stop that.
9. Come here.
10. Listen to me.

***Exercise #11. Fill in the blanks with can or could in the correct form.***

1. You \_\_\_\_\_ write all your notes in your notebook during the lesson.
2. When I was in primary school, I \_\_\_\_\_ always find my pencil case in my backpack.
3. We \_\_\_\_\_ use a highlighter to mark important information in the worksheet.
4. Last year, our class \_\_\_\_\_ prepare posters using poster paper and charts.
5. The teacher said we \_\_\_\_\_ share our thoughts in small groups.
6. In the past, I \_\_\_\_\_ solve equations much faster than now.
7. You \_\_\_\_\_ keep your sticky notes in the folder for better organisation.
8. After the break, we \_\_\_\_\_ relax and recharge before the next lesson.
9. When I felt nervous, my teacher \_\_\_\_\_ always encourage me.
10. At first, I \_\_\_\_\_ not cooperate well with my classmates, but later I improved.

***Exercise #12. Complete the sentences using can, could or to be able to. Open the brackets.***

1. Yesterday, I \_\_\_\_\_ (find) my notebook and pencil case in my backpack before the lesson.
2. When I was younger, I \_\_\_\_\_ (solve) equations much faster than now.
3. If you listen carefully, you \_\_\_\_\_ (correct) your notes easily.
4. Last week, we \_\_\_\_\_ (prepare) a chart using poster paper.
5. After the break, students \_\_\_\_\_ (relax and recharge) before the next class.
6. During the art lesson, I \_\_\_\_\_ (use) my sketchbook and brush freely.

7. Because I was tired, I \_\_\_\_\_ not (concentrate) on the worksheet yesterday.
8. Will you \_\_\_\_\_ (organise) your folder and sticky notes tonight?
9. When we leaned closer, we \_\_\_\_\_ (see) the chart more clearly.
10. After the presentation, it \_\_\_\_\_ (be) an unforgettable experience.

***Exercise #13. Transform the following sentences into negative and interrogative sentences.***

1. Students can keep their notebooks and pencil cases in their backpacks.
2. You were able to use a highlighter to correct your notes.
3. Last year, I could share my thoughts more confidently in class.
4. We are able to prepare charts on poster paper.
5. This school trip will be able to become an unforgettable experience.

***Exercise #14. Fill in the blanks with may or might in the correct form.***

1. I can't find my notebook. I \_\_\_ have left it in my backpack.  
(may / might)
2. She hasn't finished her worksheet yet. She \_\_\_ need more time.  
(may / might)
3. We don't know the answer. We \_\_\_ have to check it in the folder.  
(may / might)
4. He looks worried. He \_\_\_ feel nervous before sharing his thoughts.  
(may / might)
5. The students are still working. They \_\_\_ not finish on time.  
(may / might)
6. The chart isn't ready. They \_\_\_ prepare it after the break.  
(may / might)
7. I forgot my ruler. I \_\_\_ have left it at home.  
(may / might)
8. Everyone looks tired. They \_\_\_ need to relax and recharge.

(may / might)

9. This project seems difficult. It \_\_\_ be a small challenge for us.

(may / might)

10. The teacher is smiling. She \_\_\_ encourage us later.

(may / might)

***Exercise #15. Complete the sentences using may, might or to be allowed to.***

1. Tomorrow, students \_\_\_\_\_ correct their notes using the teacher's feedback, but it is not certain.

2. She \_\_\_\_\_ speak in front of the class yesterday.

3. We \_\_\_\_\_ cooperate on this project if the teacher agrees.

4. He \_\_\_\_\_ have found the task difficult, as he looked confused.

5. Last week, I \_\_\_\_\_ not relax and recharge because I had too much homework.

6. During the lesson, students \_\_\_\_\_ ask questions according to school rules.

7. They \_\_\_\_\_ have leaned closer because they could not see the chart clearly.

8. Next term, pupils \_\_\_\_\_ take part in special workshops for the first time.

9. The teacher \_\_\_\_\_ encourage us later if she sees our progress.

10. This school trip \_\_\_\_\_ become an unforgettable experience, but we are not sure yet.

***Exercise #16. Transform the following sentences into negative and interrogative sentences.***

1. You may use your sketchbook during the art lesson.

2. She might keep her notes in a folder.

3. After the exam, students will be allowed to relax and recharge.

4. Students were allowed to use their mobile phones in the test.

5. Mentors were allowed to support students during the training course.

***Exercise #17. Fill in the blanks with the correct form of have to / has to, to be to, must.***

1. Students \_\_\_\_\_ bring their notebooks and pencil cases to every lesson.
2. He \_\_\_\_\_ lead the discussion during the next seminar.
3. You \_\_\_\_\_ correct your notes before the test tomorrow.
4. She \_\_\_\_\_ share her thoughts at the conference next week.
5. She \_\_\_\_\_ organise her folder properly to avoid losing worksheets.
6. All students \_\_\_\_\_ be in the classroom by 8:30 a.m.
7. We \_\_\_\_\_ cooperate during group projects. It is part of the task.
8. The teacher says we \_\_\_\_\_ use a ruler in geometry class.
9. He \_\_\_\_\_ finish solving the equations before the bell rings.
10. According to school rules, students \_\_\_\_\_ keep their backpacks under the desk.
11. You \_\_\_\_\_ not forget your ballpoint pen for the exam.
12. Tomorrow, we \_\_\_\_\_ prepare a chart on poster paper.
13. The group \_\_\_\_\_ cooperate on this project according to the plan.
14. Every student \_\_\_\_\_ share their thoughts during the discussion.
15. The class \_\_\_\_\_ be ready for the test by Friday.
16. She \_\_\_\_\_ bring her sketchbook and brush for the art lesson.
17. We \_\_\_\_\_ relax and recharge after such a difficult test.
18. The team \_\_\_\_\_ finish the presentation by Monday.
19. He \_\_\_\_\_ apologise because he was careless and uncooperative.
20. Students \_\_\_\_\_ listen carefully when the teacher gives instructions.

***Exercise #18. Transform the following sentences into negative and interrogative sentences.***

1. Students are to share their thoughts during the discussion
2. She has to correct her notes after every lesson.
3. We have to keep our notebooks and folders in our backpacks.
4. The class is to prepare a chart on poster paper for the presentation.

5. The children need to cooperate during group work.

***Exercise #19. Fill in the blanks with shall or should. Explain your choice.***

1. We \_\_\_\_\_ correct our notes after the lesson.
2. You \_\_\_\_\_ not feel nervous before the presentation.
3. I \_\_\_\_\_ help you with this small challenge.
4. When \_\_\_\_\_ we start working on the worksheet?
5. Students \_\_\_\_\_ bring their notebooks to every lesson.
6. You \_\_\_\_\_ cooperate with your classmates.
7. Why \_\_\_\_\_ I share my thoughts in front of everyone?
8. We \_\_\_\_\_ relax and recharge after the test.
9. The teacher said we \_\_\_\_\_ finish the chart today.
10. How \_\_\_\_\_ she use her sketchbook for this task?

***Exercise #20. Fill in the blanks with should or ought to.***

1. You \_\_\_\_\_ correct your notes after every lesson.
2. We \_\_\_\_\_ cooperate during group work to achieve good results.
3. She looks tired. She \_\_\_\_\_ relax and recharge.
4. I \_\_\_\_\_ help my classmates when they feel nervous.
5. Students \_\_\_\_\_ bring their notebooks to class every day.
6. He \_\_\_\_\_ be more careful with his folder and worksheets.
7. We \_\_\_\_\_ encourage each other before presentations.
8. You \_\_\_\_\_ not feel afraid of a small challenge.
9. They \_\_\_\_\_ respect each other and share their thoughts honestly.
10. She \_\_\_\_\_ prepare her sketchbook and brush in advance.

***Exercise #21. Complete the sentences using: a) need / need not + verb (modal); b) need / needs / needed + to + verb (main verb).***

1. You \_\_\_\_\_ bring your notebook today. We will work online.
2. She \_\_\_\_\_ to correct her notes before the test.

3. \_\_\_\_\_ I bring my ruler to the lesson?
4. We \_\_\_\_\_ cooperate to finish this project.
5. He \_\_\_\_\_ wait for the teacher. The task is clear.
6. I \_\_\_\_\_ to relax and recharge after such a difficult day.
7. \_\_\_\_\_ we prepare a chart for tomorrow?
8. Students \_\_\_\_\_ to bring their folders every day.
9. You \_\_\_\_\_ worry about this small challenge.
10. She \_\_\_\_\_ to organise her backpack properly.

***Exercise #22. Complete the text using the correct modal verb form: can, could, will be able to, was able to, were able to, may, might, will be allowed to, was allowed to, has to, must, will have to.***

### **A TYPICAL SCHOOL DAY: LEARNING STEP BY STEP**

Every school day begins early in the morning. When the bell rings, students (1) \_\_\_\_\_ enter the classroom and prepare for the lesson. According to school rules, everyone (2) \_\_\_\_\_ put their backpacks under the desk and take out their notebooks and pencil cases.

In the first lesson, the teacher explains the tasks. Students (3) \_\_\_\_\_ listen carefully and follow the instructions. Sometimes they (4) \_\_\_\_\_ use a ruler, a highlighter, or sticky notes to organise their work. If they don't understand something, they (5) \_\_\_\_\_ ask questions.

Last year, I (6) \_\_\_\_\_ find my ballpoint pen in my backpack very quickly, and I never lost it. Yesterday, my classmates (7) \_\_\_\_\_ finish their project on time because they worked together well.

Today, I can't find my pen, so I (8) \_\_\_\_\_ borrow one from my friend. The teacher says that we (9) \_\_\_\_\_ share our materials and cooperate. She also explains that next term we (10) \_\_\_\_\_ use digital notebooks in class.

During group work, students (11) \_\_\_\_\_ discuss their ideas and prepare charts on poster paper. Sometimes they (12) \_\_\_\_\_ make mistakes but that is normal. Everyone (13) \_\_\_\_\_ participate actively and respect others.

If someone feels nervous before speaking, the teacher (14) \_\_\_\_\_ encourage them and give helpful advice. At break time, we (15) \_\_\_\_\_ relax and recharge in the school yard.

In the afternoon, we (16) \_\_\_\_\_ finish our worksheets and correct our notes before going home. Tomorrow, we (17) \_\_\_\_\_ bring our sketchbooks and brushes for the art lesson. We (18) \_\_\_\_\_ forget our folders, because they contain important materials.

Sometimes students think the task is difficult and it (19) \_\_\_\_\_ seem like a small challenge. However, with practice, they become more confident.

According to the timetable, next week we (20) \_\_\_\_\_ prepare a presentation, and we (21) \_\_\_\_\_ work in pairs. If we follow the rules, we (22) \_\_\_\_\_ complete it successfully.

By the end of the day, we understand that learning is not only about tests and homework. We (23) \_\_\_\_\_ respect each other, help our classmates, and grow every day. In the future, we (24) \_\_\_\_\_ use these skills in our studies and careers.

***Exercise #23. Read the dialogue carefully. Complete the gaps using the correct modal verbs (can, could, will be able to, was able to, were able to, may, might, will be allowed to, was allowed to, has to, must, will have to). Pay attention to their meaning: ability, permission, obligation, advice or possibility. Then practice reading the dialogue aloud with correct intonation and expression.***

### **A SCHOOL DAY IN ACTION**

***Characters:***

*Teacher, students (A, B, C).*

**Teacher:** Good morning, everyone! Let's start the lesson. You (1) \_\_\_\_\_ sit down and open your notebooks at page 14, please.

**Student A:** Oh no... Sorry, I (2) \_\_\_\_\_ find my pencil case earlier, but now it's gone again!

**Teacher:** Don't panic. You (3) \_\_\_\_\_ check your backpack first. If you still can't find it, you (4) \_\_\_\_\_ borrow a pen from a classmate.

**Student B:** Yesterday, we (5) \_\_\_\_\_ finish the worksheet on time because we really cooperated well.

**Teacher:** Exactly! Great teamwork. Today you (6) \_\_\_\_\_ work in pairs and prepare a chart on poster paper.

**Student A:** Miss, (7) \_\_\_\_\_ we use highlighters and sticky notes for this task?

**Teacher:** Of course, you (8) \_\_\_\_\_ use them, but you (9) \_\_\_\_\_ not leave them all over the desk.

**Student C:** I'm really nervous... I (10) \_\_\_\_\_ make mistakes during presentations.

**Teacher:** That's normal. You (11) \_\_\_\_\_ believe in yourself. Everyone (12) \_\_\_\_\_ respect and encourage each other here.

**Student B:** Last term, we (13) \_\_\_\_\_ use our sketchbooks in class, and I loved it!

**Teacher:** Yes, you were very creative. Next week, you (14) \_\_\_\_\_ bring your brushes and folders for the art project.

**Student A:** Do we (15) \_\_\_\_\_ finish everything today? It looks difficult!

**Teacher:** Yes, you (16) \_\_\_\_\_ complete the main task before the break. Then you (17) \_\_\_\_\_ relax and recharge.

**Student C:** If we practise more, we (18) \_\_\_\_\_ speak more confidently, right?

**Teacher:** Absolutely! And remember, you (19) \_\_\_\_\_ always cooperate and share your thoughts.

**Student B:** But if we forget our notebooks or rulers, it (20) \_\_\_\_\_ cause problems...

**Teacher:** That's true. So you (21) \_\_\_\_\_ be organised and responsible. Good students are prepared students!

***Exercise #24. Translate the sentences into English.***

1. Чи можна мені взяти маркер-виділювач для цього завдання?
2. Вона не змогла знайти свій пенал у рюкзаку вранці.
3. Ми повинні співпрацювати під час групової роботи.

4. Мені потрібно виправити записи перед контрольної роботою.
5. Чи дозволять нам користуватися планшетами на наступному уроці?
6. Після тесту ми зможемо відпочити й відновити сили.
7. Ти не повинен забувати свою ручку та папку вдома.
8. Вчора вони змогли підготувати схему на папері для плакатів.
9. Учні мають слухати інструкції та виконувати завдання.
10. Вона повинна підготувати альбом для малювання та пензлики заздалегідь.

***Exercise #25. Watch the video.***

***a) Watch the video on YouTube «Instructional Classroom Language» While watching, take notes on useful classroom expressions. Focus on phrases that are helpful for giving directions, managing the class, presenting tasks and maintaining a positive learning environment.***

Link: [https://www.youtube.com/watch?v=Ld5X3C\\_8OdM](https://www.youtube.com/watch?v=Ld5X3C_8OdM)

***b) After watching, write down 5 key expressions from the video. For each expression, write 1–2 sentences explaining why it is useful for a future teacher and how it can be applied in real classroom situations.***

***Exercise #26. Read the list of topics below and choose one that interests you:***

***a) write a short text (10–15 sentences) on your chosen topic; b) prepare and deliver a 1–2-minute oral talk based on your text.***

*Topics:*

1. A School day in wartime: learning under pressure.
2. A lesson that changed me during the war.
3. Strength in unity: learning through cooperation
4. Safety, discipline and responsibility in the classroom.
5. Teacher qualities for survival and success in wartime education.

## TEST №5

**Part I. Choose the correct form: can, may, must, should, have to, might, be able to**

1. Anna and Mark \_\_\_ bring their notebooks to every lesson.
2. During the lesson, the pupils of Class 6A \_\_\_ listen carefully to the teacher's instructions.
3. Olivia, \_\_\_ I use your ruler, please?
4. Andrii, you \_\_\_ not forget your folder at home.
5. Emma \_\_\_ find her pencil case yesterday.
6. Tom and Danylo \_\_\_ cooperate during group work.
7. Mark looks tired. He \_\_\_ feel exhausted.
8. Tomorrow, the science group \_\_\_ prepare a chart on poster paper.
9. Next year, Grade Five students \_\_\_ use more digital tools.
10. The teacher says we \_\_\_ practise speaking every day.
11. Yesterday, Olena and Sofia \_\_\_ finish the worksheet on time.
12. If Ivan practises more, he \_\_\_ speak more confidently.
13. At the end of the lesson, all students \_\_\_ put their books away.
14. The project group \_\_\_ bring sticky notes and highlighters for project work.
15. Maria looks worried. She \_\_\_ feel nervous before the presentation.

**Part II. Choose the correct form: need / need to / need not.**

1. You \_\_\_ bring your backpack today. We work online.
2. She \_\_\_ correct her notes before the exam.
3. \_\_\_ I stay after class?
4. We \_\_\_ worry about this small challenge.
5. He \_\_\_ organise his materials better.
6. You \_\_\_ bring your notebook. I have shared the file online.
7. Anna \_\_\_ revise the vocabulary before the test tomorrow.
8. \_\_\_ we prepare a chart for today's lesson?
9. Students \_\_\_ forget their folders at home.

10. I \_\_\_ take a break. I feel exhausted.

***Part III. Transform the sentences. Write 5 types of questions.***

1. Students can use highlighters in class.
2. She has to finish the worksheet today.
3. They were allowed to use tablets.

***Part VI. Complete the sentences with your own ideas.***

1. As a future primary school teacher, I should \_\_\_\_\_ because\_\_\_\_\_.
2. In class, students must \_\_\_\_\_ in order to \_\_\_\_\_.
3. I feel confident when I can \_\_\_\_\_.
4. Good cooperation helps me \_\_\_\_\_.
5. My main learning goal is \_\_\_\_\_ because \_\_\_\_\_.

**REFERENCES**

1. A day in the life at an American school. Here's what the school day is like in the U.S. [Электронный ресурс] / Plain English. – 2026. – Режим доступа: <https://plainenglish.com/lessons/classroom-learning-usa/> (дата звернения: 04.02.2026).
2. Instructional Classroom Language [Электронный ресурс]. – Режим доступа: [https://www.youtube.com/watch?v=Ld5X3C\\_8OdM](https://www.youtube.com/watch?v=Ld5X3C_8OdM) (дата звернения: 04.02.2026).

*Exercise #1. Read the words and word combinations with the translation.*

1. **Digital technologies** — цифрові технології
2. **online platforms** — онлайн-платформи
3. **mobile applications (apps)** — мобільні застосунки
4. **educational games** — освітні ігри
5. **digital tools** — цифрові засоби
6. **quizzes** — тести, вікторини
7. **digital storytelling** — цифровий сторітелінг
8. **mind map** — ментальна карта
9. **infographics** — інфографіка
10. **self-checking** — самоперевірка
11. **independent learning** — самостійне навчання
12. **accessible** — доступний
13. **personalized learning** — персоналізоване навчання
14. **screen time** — час перед екраном
15. **tiredness** — втома
16. **low concentration** — низька концентрація
17. **dependence on devices** — залежність від гаджетів
18. **laptop** — ноутбук
19. **tablet** — планшет
20. **smartphone** — смартфон
21. **headphones** — навушники
22. **USB flash drive** — флешка
23. **charger** — зарядний пристрій

*Exercise #2. Read and translate the text. Pay attention to the correct pronunciation of the names of mobile apps, educational games, and digital platforms.*

## **MOBILE APPS, EDUCATIONAL GAMES AND DIGITAL PLATFORMS IN PRIMARY EDUCATION**

Modern primary education is closely connected with digital technologies. Today, teachers use mobile applications, educational games and online platforms to make learning more interesting and effective. According to recent research, digital tools help pupils become more active, motivated and confident in the classroom.

One of the most popular groups of digital tools is online educational platforms. Platforms such as Google Classroom, Moodle and Teams help teachers organize lessons, share materials, check homework and communicate with pupils. These systems allow students to work both at school and at home. Teachers can upload texts, videos, presentations and tests, which makes learning more flexible and accessible.

Another important group is mobile learning applications. Mobile apps can be used on smartphones and tablets, so pupils can learn anytime and anywhere. One of the best-known examples is Kahoot!, a game-based platform where teachers create quizzes and competitions. Pupils answer questions in a playful way, which increases motivation and attention. Kahoot! can be used in English, Mathematics, Science and other subjects.

Interactive platforms also play a key role in modern classrooms. Tools such as LearningApps and Liveworksheets allow teachers to create interactive exercises. For example, pupils can match words and pictures, complete sentences, listen to audio or record their voices. These platforms support self-checking and help students learn independently.

Digital storytelling tools are especially useful in English lessons. Platforms like My Storybook and ZooBurst help children create their own stories. With My Storybook, pupils write short texts and add pictures. ZooBurst allows them to design 3D pop-up books. These tools develop imagination, speaking skills and creativity. They also encourage pupils to read and share their ideas with classmates.

Educational games are another powerful learning tool. Games such as Chainstory, Grabaminute and Anitemdescription help pupils learn vocabulary and grammar in an enjoyable way. Games can be used at different stages of a lesson: at the beginning for warm-up, during the lesson for practice and at the end for reflection. Through games, children improve memory, attention and critical thinking.

For visual learning, teachers often use audiovisual platforms such as Nearpod and Padlet. Nearpod helps create interactive presentations with videos and quizzes. Padlet works as a virtual wall where pupils post ideas, pictures and links. These tools support teamwork and communication.

For organizing ideas, teachers use mind-mapping tools like Draw.io and Canva. With these platforms, pupils create diagrams, posters and simple infographics. This helps them structure information and develop logical thinking.

Research shows that digital tools improve personalization and adaptability in learning. Pupils can work at their own pace and choose suitable tasks. However, teachers must also be careful. Too much screen time may cause tiredness, low concentration and health problems. Therefore, digital tools should be combined with traditional teaching methods.

In conclusion, mobile apps, educational games and online platforms are important innovative tools in primary education. When used correctly, they make learning more interesting, creative and effective. Teachers play a key role in selecting and using these technologies responsibly to support pupils' development.

***Exercise #3. Read the text Ex.#2. Mark the following statements as true (T) or false (F)***

1. Modern primary education is not connected with digital technologies. \_\_\_\_
2. Teachers use mobile apps and online platforms to make learning more interesting. \_\_\_\_
3. Google Classroom, Moodle, and Teams help teachers communicate with pupils and check homework. \_\_\_\_
4. Online platforms can be used only at school. \_\_\_\_

5. Digital storytelling tools are mostly used in Mathematics lessons. \_\_\_\_\_
  6. Educational games can be used only at the end of a lesson. \_\_\_\_\_
  7. Digital tools do not support personalized learning. \_\_\_\_\_
  8. Too much screen time may cause health and concentration problems. \_\_\_\_\_
  9. Teachers should combine digital tools with traditional teaching methods. \_\_\_\_\_
- \_\_\_\_\_
10. Teachers play an important role in using technologies responsibly. \_\_\_\_\_

***Exercise #4. Answer the following questions.***

1. Why is modern primary education closely connected with digital technologies?
2. What digital tools do teachers use to make learning more interesting and effective?
3. What are online educational platforms used for?
4. Which platforms help teachers organize lessons and communicate with pupils?
5. Where can pupils use online platforms for learning?
6. Why are mobile learning applications important?
7. How do interactive platforms help pupils learn independently?
8. Why are digital storytelling tools useful in English lessons?
9. How do educational games support learning?
10. When can games be used during a lesson?

***Exercise #5. Translate the words and word combinations in brackets into English and use them to complete the sentences. Pay attention to word stress in key vocabulary.***

1. Modern schools actively use \_\_\_\_\_ in the learning process (цифрові технології).
2. Teachers use \_\_\_\_\_ to organize online lessons and share materials (онлайн-платформи).

3. Pupils often learn with the help of \_\_\_\_\_ on smartphones and tablets (мобільні застосунки).

4. \_\_\_\_\_ help children learn English in a fun and motivating way (освітні ігри).

5. Teachers use different \_\_\_\_\_ to make lessons more interactive (цифрові засоби).

6. Online \_\_\_\_\_ help teachers check pupils' knowledge (тести, вікторини).

7. \_\_\_\_\_ helps pupils create their own stories using digital tools (цифровий сторітелінг).

8. A \_\_\_\_\_ helps pupils organize ideas and information (ментальна карта).

9. Teachers use \_\_\_\_\_ to present information clearly and visually (інфографіка).

10. Interactive tasks support \_\_\_\_\_ and independent work (самоперевірка).

11. Digital platforms encourage \_\_\_\_\_ at home and at school (самостійне навчання).

12. Online materials should be \_\_\_\_\_ for all pupils (доступний).

13. \_\_\_\_\_ allows pupils to learn at their own pace (персоналізоване навчання).

14. Too much \_\_\_\_\_ may cause health problems (час перед екраном).

15. Long online lessons often lead to \_\_\_\_\_ (втома).

16. Educators use different \_\_\_\_\_ to explain new topics more clearly (цифрові технології).

17. Using gadgets for many hours can cause \_\_\_\_\_ (низька концентрація).

18. Teachers should help pupils avoid \_\_\_\_\_ (залежність від гаджетів).

19. Interactive tasks help teachers develop \_\_\_\_\_ skills (самостійне навчання).

20. \_\_\_\_\_ make lessons more interesting and enjoyable for young pupils (освітні ігри).

*Exercise #6. Match each word or word combination with the correct definition.*

<b>Words /word combinations:</b>	<b>Definitions:</b>
1. Digital technologies 2. online platforms 3. mobile applications (apps) 4. educational games 5. digital tools 6. quizzes 7. mind map 8. self-checking 9. accessible 10. screen time 11. tiredness 12. dependence on devices	A. the habit of using phones, tablets, or computers too much B. feeling very tired and having little energy C. programs or systems on the Internet used for learning and communication D. electronic devices and software used for teaching and learning E. computer-based activities that help students learn in a fun way F. short tests used to check knowledge and understanding G. modern electronic systems and equipment used to process information H. the process of checking your own work and mistakes I. the amount of time spent using digital screens J. easy to use, reach, or understand for everyone K. programs used on smartphones or tablets L. a visual diagram used to organise ideas and information

**Exercise #7. Fill in the gaps using the words from the list.**

**Word list:** laptop (2), tablet, smartphone(2), headphones (2), USB flash drive, charger(2).

1. I use my \_\_\_\_\_ to type essays and prepare presentations. 2. She listens to English audio lessons with her \_\_\_\_\_. 3. Please bring your \_\_\_\_\_ to save the project file. 4. My \_\_\_\_\_ helps me stay connected to online platforms and learning apps. 5. He prefers reading digital books on his \_\_\_\_\_ in the evening. 6. During online lessons, pupils often use a \_\_\_\_\_ to take notes and do tasks. 7. The teacher asked us to upload our presentation from a \_\_\_\_\_. 8. I always keep my \_\_\_\_\_ in my bag to charge my devices at school. 9. With \_\_\_\_\_, students can watch videos without disturbing others. 10. My \_\_\_\_\_ is useful for quick research and communication with classmates.

**Exercise #8. Complete the sentences by choosing the most logical ending (A, B, or C).**

1. Digital technologies help teachers to:

- A. make lessons more interactive and effective
- B. replace pupils' homework completely
- C. stop using textbooks

2. Online platforms are mainly used to:

- A. play computer games only
- B. share materials and communicate with pupils
- C. watch movies during lessons

3. Mobile applications (apps) allow pupils to:

- A. learn anytime and anywhere
- B. study only in the classroom
- C. avoid doing exercises

4. Educational games help pupils:

- A. lose interest in learning
- B. become more active and motivated

- C. forget new vocabulary
5. Quizzes are useful because they help with:
- A. self-checking and revision
  - B. wasting lesson time
  - C. copying answers
6. Digital storytelling helps pupils to:
- A. develop creativity and imagination
  - B. stop reading books
  - C. work without thinking
7. Mind maps and infographics are used to:
- A. confuse pupils with information
  - B. make lessons longer
  - C. organise ideas clearly
8. Independent learning means that pupils:
- A. learn and practise on their own
  - B. study only with their teacher
  - C. never use digital tools
9. Personalized learning helps teachers to:
- A. give the same tasks to everyone
  - B. adapt lessons to pupils' needs
  - C. ignore weak students
10. Accessible digital tools are those that are:
- A. difficult to use
  - B. expensive and rare
  - C. easy to understand and reach
11. Too much screen time may cause:
- A. better memory
  - B. higher motivation
  - C. tiredness and low concentration

12. Dependence on devices can make pupils:

- A. more independent
- B. less focused on real learning
- C. better at teamwork

***Exercise #9. Read the text carefully.***

***a) Arrange paragraphs (A–H) in logical order. Match each content block with the appropriate heading (1–5). Write the correct number in the blank. Pay attention to the main idea of each paragraph;***

***b) Translate the text;***

***c) Share your ideas about the use of digital technologies in primary classrooms.***

## **TALKING TECH, TEACHING WITH TECH: WHAT REALLY HAPPENS IN PRIMARY CLASSROOMS**

1. Introduction
2. Technology as Support
3. Technology to Extend Learning
4. Technology to Transform Learning
5. Benefits, Risks and the Role of Teachers

A. \_\_\_\_ This approach made lessons more colourful and lively. Revision activities became more interactive, and explanations were clearer. However, in most cases, the teacher controlled the technology. Pupils usually watched, listened, and answered together. They rarely worked independently with digital tools. As a result, lessons looked modern, but learning methods stayed traditional.

B. \_\_\_\_ Lessons where technology truly changed the learning process were rare. However, some examples showed strong potential. In one case, pupils took part in a digital “escape room” in maths. They solved tasks step by step, worked in teams, and made their own decisions. The teacher guided them instead of controlling every action. In a few other lessons, pupils created digital content, for example simple

animations. These activities encouraged creativity, independence, and problem-solving. They showed that technology can help pupils become active learners, not just listeners.

C. \_\_\_\_\_ Today, digital technology is a natural part of teaching in many primary schools. Teachers use online platforms, mobile apps, educational games, and digital textbooks to make lessons more interesting and easier to understand. These tools help explain new ideas, save time, and keep pupils motivated. However, an important question remains: do teachers really use technology in the way they plan and describe?

D. \_\_\_\_\_ In most lessons, digital tools were used mainly to support traditional teaching. Teachers showed videos, presentations, and digital textbooks to explain new or difficult topics. Pictures, animations, and sound helped young learners understand better and stay focused. Common tools such as PowerPoint, Canva, and educational platforms were widely used.

E. \_\_\_\_\_ The study also highlighted the benefits of interactive and immersive learning. Virtual reality, digital games, and simulations can increase motivation and emotional involvement. They help pupils practise real-life situations safely and develop important skills. At the same time, researchers warned about possible risks. Too much screen time may cause tiredness, low concentration, and health problems. Some children may become too dependent on devices, and face-to-face communication may decrease.

F. \_\_\_\_\_ A recent study explored how digital tools are used in primary classrooms and compared teachers' intentions with real classroom practice. Researchers collected information through interviews, lesson observations, and lesson plans. This helped them see not only what teachers said, but also what they actually did. To analyse the results, they divided technology use into three main types: supporting learning, extending learning, and transforming learning.

G. \_\_\_\_\_ Many teachers said they wanted to use technology to develop creativity, teamwork, and independent learning. They talked about virtual trips, online research, digital posters, and presentations. They also mentioned using game-based

platforms like Wordwall, LearningApps, and Kahoot to motivate pupils. In practice, these activities were used less often than expected. Games were mainly used for revision and quick practice, not for deep exploration. Most lessons were still teacher-led. Although student-centred learning was discussed, it was not fully realised in everyday classroom work.

H. \_\_\_\_\_ The main conclusion is that technology alone does not improve education. Good learning depends on how teachers use digital tools. Teachers need strong pedagogical and digital skills, not only technical knowledge. They also need training, time, equipment, and support from schools. When digital tools are used wisely and combined with traditional methods, they make learning more engaging, inclusive, and meaningful. But if they are used only for showing information, classrooms may look modern while learning remains almost the same.

***Exercise #10. Read the dialogue aloud, paying attention to pronunciation and intonation of confidence and uncertainty. Work in groups to create and perform your own short dialogue about using digital tools and apps in the classroom.***

### **PRESENTING INNOVATIVE DIGITAL TOOLS IN EDUCATION**

#### ***Characters:***

*Emily — Future primary school teacher*

*Mark — Digital tools specialist*

*Sofia — Creative learning supporter*

*Daniel — Critical thinker and analyst*

**Emily:** Good morning, everyone! Today we'd like to present some innovative digital technologies that are actively and widely used in modern classrooms. They clearly change the way we learn.

**Mark:** Absolutely! Teachers regularly use online platforms and mobile applications like Kahoot, LearningApps, and Google Classroom. These apps help pupils learn more quickly and more effectively.

**Sofia:** Yes, especially through educational games. Pupils usually participate

more enthusiastically when lessons include interactive quizzes and competitions.

**Daniel:** That's true. I often use online quizzes for revision. They help students check their answers immediately through self-checking.

**Emily:** I'm sure that apps like Quizizz and Wordwall also improve motivation, don't they?

**Mark:** Well... I think so, but do they always work well with younger pupils?

**Sofia:** Yes, they do! When teachers use them properly, children learn happily and actively.

**Daniel:** Are you sure that pupils don't get distracted sometimes when using tablets and phones?

**Emily:** That's a good question. Sometimes they do, but digital tools also support independent learning. Pupils can practise individually and revise material at home.

**Mark:** And with personalized learning, teachers can easily adapt tasks in platforms like Duolingo and Khan Academy.

**Sofia:** Exactly. These tools are also highly accessible. Students can conveniently use them on their smartphones or tablets.

**Daniel:** Personally, I enjoy using digital storytelling. With apps like My Storybook and Book Creator, pupils creatively write stories and actively share them.

**Emily:** I also use mind maps and infographics in Canva. They help pupils understand information visually and more clearly.

**Mark:** But... isn't too much screen time sometimes harmful for children?

**Sofia:** Yes, it can cause tiredness and low concentration if we are not careful.

**Daniel:** And students may gradually develop dependence on devices, right?

**Emily:** Yes, that's why teachers must use technology carefully and responsibly.

**Mark:** So, digital tools should support learning, not replace real communication.

**Sofia:** Exactly! When used wisely, they motivate pupils strongly and improve results significantly.

**Daniel:** So, can we say that technology is useful only when teachers control it professionally?

**Emily:** Absolutely! Innovative platforms should be applied thoughtfully, not

blindly.

**Mark:** Let's use technology creatively, sensibly, and professionally!

**Sofia:** Then learning will be enjoyable and meaningful.

**Daniel:** And digital education will work successfully and naturally.

**Exercise #11. Answer the following questions. Base your answers on the information from the dialogue «Presenting Innovative Digital Tools in Education». Be ready to discuss them with your classmates.**

1. Why do teachers use digital technologies in modern classrooms, according to Emily and Mark?
2. Which online platforms and mobile apps are mentioned in the dialogue? What are they used for?
3. How do educational games and quizzes influence pupils' motivation and participation?
4. Why does Daniel think self-checking is important for learning?
5. What doubts does Mark express about using digital tools with younger pupils?
6. How do digital tools support independent and personalized learning?
7. What examples of digital storytelling tools are given in the dialogue?
8. Why are mind maps and infographics useful in learning?
9. What problems can too much screen time cause?
10. Do you agree that digital tools should not replace real communication? Why or why not?

**Exercise #12. Complete the sentences with a suitable adverb.**

1. Pupils work \_\_\_\_\_ when they use digital tools.  
(yesterday / carefully / very)
2. We \_\_\_\_\_ use online platforms in our English lessons.  
(often / slowly / outside)
3. She explained the task \_\_\_\_\_ with a mind map.

(tomorrow / clearly / somewhere)

4. Students are \_\_\_\_\_ motivated by educational games.

(very / there / early)

5. Our teacher has \_\_\_\_\_ checked our quizzes.

(already / well / near)

6. Pupils work \_\_\_\_\_ when they use digital tools.

(carefully / yesterday / very)

7. We \_\_\_\_\_ use online platforms in our English lessons.

(outside / often / slowly)

8. She explained the task \_\_\_\_\_ with a mind map.

(clearly / tomorrow / somewhere)

9. Students are \_\_\_\_\_ motivated by educational games.

(very / there / early)

10. Our teacher has \_\_\_\_\_ checked our quizzes.

(near / already / well)

***Exercise #13. Complete the sentences with adverbs of degree. Use: very, quite, too, enough, almost.***

1. This quiz is \_\_\_\_\_ difficult for Grade 3 pupils.

2. Digital tools are \_\_\_\_\_ helpful for independent learning.

3. I am \_\_\_\_\_ ready to present my mind map.

4. The task is not simple \_\_\_\_\_ for beginners.

5. She is \_\_\_\_\_ finished with her infographic.

6. The online platform is \_\_\_\_\_ easy for young learners to use.

7. Pupils are \_\_\_\_\_ confident when they practise with educational games.

8. This mobile app is \_\_\_\_\_ useful for daily revision.

9. The presentation is \_\_\_\_\_ clear for everyone to understand.

10. We are \_\_\_\_\_ prepared for the digital storytelling project.

**Exercise #14. Choose the correct adverb. Underline the correct answer.**

1. \_\_\_\_\_, this online platform is accessible for all pupils.  
(Yesterday / Carefully/ Probably)
2. Pupils will \_\_\_\_\_ benefit from personalized learning.  
(definitely / slowly / outside)
3. \_\_\_\_\_, too much screen time can cause tiredness.  
(Loudly / Perhaps / Here)
4. Students will \_\_\_\_\_ lose attention because of low concentration.  
(maybe / fast / upstairs)
5. \_\_\_\_\_, dependence on devices is becoming a serious problem.  
(Obviously / Quietly / Tomorrow)
6. He will \_\_\_\_\_ bring his laptop for the presentation.  
(certainly / badly / near)
7. \_\_\_\_\_, she prefers using a tablet instead of a smartphone.  
(Hard / Probably / Down)
8. Pupils will \_\_\_\_\_ use headphones during listening tasks.  
(outside / definitely / late)
9. \_\_\_\_\_, don't forget your USB flash drive for the project.  
(Surely / Slowly / Somewhere)
10. \_\_\_\_\_, you should take a charger to school today.  
(Inside / Maybe / Loudly)

**Exercise #15. Match each sentence with the type of adverb:**

- a) manner (2); b) place (1); c) time (1); d) degree (1); e) frequency (3);  
f) certainty (2).**

1. Pupils always bring their laptop to digital lessons. \_\_\_\_
2. She studies very carefully on her tablet. \_\_\_\_
3. We will check our USB flash drive tomorrow. \_\_\_\_
4. Students work here using their smartphones. \_\_\_\_
5. He is probably tired because of too much screen time. \_\_\_\_

6. This learning platform is extremely accessible for everyone. \_\_\_\_
7. They often use headphones during listening tasks. \_\_\_\_
8. She will definitely finish her project on her laptop. \_\_\_\_
9. The teacher explains tasks very clearly to avoid low concentration. \_\_\_\_
10. Pupils rarely forget their charger at school. \_\_\_\_

**Exercise 16. Fill in the gaps. Choose the correct word in brackets.**

Today, pupils \_\_\_\_\_ (often / slowly) use digital technologies and online platforms in class.

They work \_\_\_\_\_ (carefully / outside) with quizzes, mind maps and infographics on their tablets and laptops.

The teacher \_\_\_\_\_ (clearly / yesterday) explains new material and shows how to use mobile applications for self-checking.

Students are \_\_\_\_\_ (very / somewhere) interested in educational games and digital tools for independent learning.

\_\_\_\_\_ (Perhaps / Quickly), digital storytelling and personalized learning will become more accessible in the future.

However, teachers should control screen time to avoid tiredness, low concentration and dependence on devices.

**Exercise 17. Answer the questions using adverbs. Give full sentences.**

1. How often do you use mobile applications for learning?
2. How carefully do you do self-checking after quizzes?
3. How well do digital tools help you study English and other subjects?
4. When do you usually work with infographics or mind maps?
5. Do you think online platforms are definitely useful? Why?
6. How quickly do you complete tasks on digital platforms?
7. Where do you usually use your tablet or laptop for homework?
8. How confidently do you present your projects using digital tools?
9. How long do you normally spend on screen time for learning?

10. Do you probably learn better with educational games? Explain your answer.

**Exercise 18. Write the comparative and superlative forms of the adverbs.**

<b>Adverb</b>	<b>Comparative form</b>	<b>Superlative form</b>
fast	faster	fastest
carefully		
clearly		
well		
quickly		
beautifully		
badly		
comfortably		
slowly		

**Exercise 19. Complete the sentences with the correct form of the adverb: positive, comparative or superlative.**

1. Pupils work \_\_\_\_\_ (carefully) with digital tools than before.
2. Anna uses online platforms \_\_\_\_\_ (often) than her classmates.
3. This group completed the quiz \_\_\_\_\_ (fast) of all.
4. He checks his answers \_\_\_\_\_ (well) than last year.
5. Our teacher explains grammar \_\_\_\_\_ (patiently) of all teachers.
6. Mark prepares infographics \_\_\_\_\_ (quickly) than his friends.
7. Olivia works \_\_\_\_\_ (confidently) with mobile applications.
8. This pupil completes self-checking \_\_\_\_\_ (accurately) of all.
9. We study \_\_\_\_\_ (effectively) with online platforms than before.
10. Our class learns \_\_\_\_\_ (actively) with educational games.

**Exercise 20. Underline the correct form.**

1. Pupils learn (faster / more fast) with educational games.
2. She works (more carefully / carefuler) with infographics.

3. This group finished (quickest / most quickly).
4. He uses digital tools (most confidently / confidentest).
5. Anna completes quizzes (faster / more fast) than before.
6. Mark explains projects (more clearly / clearer) this term.
7. This pupil works (most accurately / accuratest) with self-checking.
8. Our class studies (more actively / activer) with mobile apps.
9. Olivia prepares presentations (most carefully / carefulest) of all.
10. Students use online platforms (more effectively / effectiver) now.

***Exercise 21. Find and correct the mistakes.***

1. She works more faster with her tablet.
2. Anna learns more good than last year.
3. Tom does quizzes most better in class.
4. They work more harder with laptops now.
5. Students study more carefullyer with digital tools.
6. Olivia speaks more confidentlyer during presentations.
7. We use online platforms most effectivelyer this term.
8. Pupils check answers more well than before.
9. This group works most activelyer in projects.
10. Dora prepares infographics more easier than last month.

***Exercise 22. Answer the questions using comparative or superlative adverbs.***

***Write 6–8 sentences using at least 3 comparative and 2 superlative adverbs.***

1. Who works more carefully: you or your classmate?
2. Who finishes quizzes fastest in your group?
3. Who uses digital tools best?
4. Do you study more effectively with apps or books? Why?
5. Who learns most independently in your class?

*Exercise #23. Read and translate the dialogue. Pay attention to the intonation of confidence and uncertainty, during the presentation of innovative digital tools.*

*a) Complete the gaps using positive, comparative or superlative form of the adverb;*

*b) Work in pairs or small groups. Create your own short dialogue (3–4 speakers);*

*c) Act out your dialogue in front of the class.*

### MAKING ENGLISH FUN: DIGITAL TOOLS IN PRIMARY SCHOOL

**Characters:**

*Aurora Bloom — Future primary school teacher*

*Leo Quantum — Digital literacy trainer*

*Mira Cloud — Educational content designer*

*Nova Spark — Student-teacher and researcher*

**Aurora:** Good afternoon, everyone! Today we are presenting some innovative mobile applications and digital tools for English teaching in primary school.

**Leo:** Yes, and I think digital technologies are used \_\_\_\_\_ (effectively) than ever before in modern classrooms.

**Mira:** I agree. Online platforms and educational games help pupils learn \_\_\_\_\_ (actively) and \_\_\_\_\_ (independently).

**Nova:** Are you sure they work \_\_\_\_\_ (well) than traditional textbooks?

**Aurora:** I'm quite sure they do. But do you think all teachers are ready to use them properly?

**Leo:** That's a good question. Are we confident enough in our digital skills?

**Mira:** Honestly, I'm not completely sure. Sometimes I feel I need more training. What about you, Nova?

**Nova:** Well, I try my best, but I still wonder if I use mobile applications correctly.

**Aurora:** In my opinion, they do work well when used wisely. Quizzes and self-checking tools help students practise \_\_\_\_\_ (confidently) and \_\_\_\_\_ (quickly).

**Leo:** Exactly. With mobile applications like Kahoot and LearningApps, pupils answer questions \_\_\_\_\_ (fast) than before.

**Mira:** But do they always stay focused, or do they sometimes lose attention?

**Nova:** I'm not sure. Could low concentration be a problem in long digital lessons?

**Aurora:** It might be. That's why teachers must guide pupils carefully.

**Mira:** And digital storytelling apps allow children to create stories \_\_\_\_\_ (creatively) than in paper notebooks.

**Nova:** But what about screen time? Don't pupils get tired \_\_\_\_\_ (easily) when they use tablets and smartphones?

**Aurora:** Sometimes, yes. Too much screen time can cause tiredness and low concentration. That's why teachers must work \_\_\_\_\_ (carefully).

**Leo:** Do you think personalized learning really helps every pupil, or only some of them?

**Mira:** I believe it helps most learners, but maybe not equally.

**Aurora:** I think personalized learning platforms help teachers adapt tasks \_\_\_\_\_ (successfully) for every pupil.

**Mira:** Also, mind maps and infographics help children understand grammar \_\_\_\_\_ (clearly) of all visual tools.

**Nova:** So, do you really believe digital tools are the \_\_\_\_\_ (useful) instruments in language education?

**Aurora:** Perhaps they are. But only when teachers use them \_\_\_\_\_ (wisely) and \_\_\_\_\_ (responsibly).

**Leo:** I'm \_\_\_\_\_ (confident) than before that mobile learning supports independent learning.

**Mira:** Me too. Digital platforms are becoming \_\_\_\_\_ (accessible) every year.

**Nova:** Then our task is to teach pupils digital literacy \_\_\_\_\_ (professionally) than ever.

**Aurora:** Absolutely! Let's use technology creatively, sensibly, and thoughtfully.

**Leo:** Then English learning will become more engaging and meaningful!

**Exercise #24.** *Answer the following questions. Base your answers on the dialogue : «Making English Fun: Digital Tools in Primary School». Be ready to discuss them with your classmates.*

1. What digital tools and mobile applications are mentioned in the dialogue?
2. Why do Aurora and Leo think digital technologies are useful in primary education?
3. What doubts does Nova express about using mobile applications?
4. How does Mira describe the role of educational games and online platforms?
5. What problems related to screen time are discussed in the dialogue?
6. How do teachers use quizzes and self-checking tools to support learning?
7. Why is personalized learning important according to the speakers?
8. Which expressions in the dialogue show uncertainty? Give examples.
9. Which sentences show confidence in using digital technologies?
10. Do you agree that digital tools should be used wisely and responsibly?  
Why or why not?

**Exercise #25.** *Discuss in pairs:*

1. Which digital tools do you use most often in your studies?
2. Do you feel confident using online platforms? Why/Why not?
3. How can teachers reduce tiredness and low concentration in digital lessons?

**Exercise 26.** *Translate the sentences, using degrees of comparison.*

1. Вона працює уважніше з онлайн-платформами.

2. Він проходить тести найшвидше в класі.
3. Анна перевіряє роботи краще за інших.
4. Ця група працює найорганізованіше.
5. Учні зараз виконують завдання швидше, ніж минулого року.
6. Марк пояснює матеріал чіткіше, ніж раніше.
7. Олівія найвпевненіше виступає з презентаціями.
8. Ми використовуємо онлайн-платформи найактивніше цього семестру.
9. Учні працюють старанніше з мобільними застосунками.
10. Цей клас навчається найуспішніше з цифровими технологіями.

***Exercise #27. Watch the video.***

***a) Watch the YouTube video «Educational Mobile Apps». While watching, take notes on the useful tips, key vocabulary and examples of mobile apps or platforms mentioned in the video.***

Link: [https:// https://www.youtube.com/watch?v=Wb5ucz2SsG4](https://www.youtube.com/watch?v=Wb5ucz2SsG4)

***b) After watching, write down 5 key ideas or expressions from the video that you think are most useful for understanding mobile apps and educational platforms. Then explain in some sentences why you chose each idea.***

***Exercise #28. Read the list of topics below and choose one that interests you:***

***a) write a short text (10–15 sentences) on your chosen topic;***

***b) prepare and deliver a 1–2-minute oral talk based on your text.***

1. Mobile Apps for Young Learners
2. Educational Games in the English Classroom
3. Online Platforms for Teaching and Communication
4. Personalized Learning with Technology
5. Learning with Mind Maps and Infographics.
6. Digital Literacy for Primary Pupils
7. Screen Time in Primary Education: Benefits and Risks
8. Modern Digital Tools for Future Primary Teachers

9. Teaching English Online and Offline
10. Motivation through Technology

### TEST №6

#### *Part I. Choose the correct word.*

1. **A \_\_\_\_\_ helps pupils organise ideas visually.**
  - A. quiz
  - B. charger
  - C. mind map
2. **\_\_\_\_\_ allow pupils to learn anytime and anywhere.**
  - A. Mobile applications
  - B. Headphones
  - C. Infographics
3. **Too much \_\_\_\_\_ may cause tiredness.**
  - A. independent learning
  - B. self-checking
  - C. screen time
4. **\_\_\_\_\_ help teachers check knowledge quickly.**
  - A. Quizzes
  - B. Laptops
  - C. USB flash drives
5. **Digital storytelling develops pupils' \_\_\_\_\_.**
  - A. dependence
  - B. imagination
  - C. tiredness
6. **\_\_\_\_\_ are used to create visual posters and diagrams.**
  - A. Infographics
  - B. Headphones
  - C. Chargers
7. **\_\_\_\_\_ supports pupils in checking their own mistakes.**

- A. Self-checking
- B. Screen time
- C. Dependence

**8. A \_\_\_\_\_ is used to save and transfer files.**

- A. smartphone
- B. USB flash drive
- C. tablet

**9. \_\_\_\_\_ helps teachers adapt tasks to pupils' needs.**

- A. Personalized learning
- B. Educational games
- C. Quizzes

**10. \_\_\_\_\_ help pupils listen to audio materials without disturbing others.**

- A. Headphones
- B. Laptops
- C. Mind maps

**11. Long digital lessons may cause \_\_\_\_\_ and low concentration.**

- A. motivation
- B. tiredness
- C. imagination

**12. \_\_\_\_\_ are Internet systems for learning and communication.**

- A. Online platforms
- B. Mobile phones
- C. Flash drives

**13. Pupils use a \_\_\_\_\_ to read digital books and do homework.**

- A. charger
- B. tablet
- C. headphones

**14. \_\_\_\_\_ help make lessons more fun and interactive.**

- A. Educational games

- B. Screen time
- C. Dependence

**15. Teachers use \_\_\_\_\_ to create tests and competitions.**

- A. posters
- B. laptops
- C. quizzes

*Part II. Choose the correct form of the adverb. Circle or underline the correct answer (A, B, or C).*

**1. Pupils work \_\_\_\_\_ with digital tools.**

- A. careful
- B. carefully
- C. carefuller

**2. She uses online platforms \_\_\_\_\_ than before.**

- A. more often
- B. most often
- C. oftenest

**3. This group finished the quiz \_\_\_\_\_ of all.**

- A. fast
- B. faster
- C. fastest

**4. He checks his answers \_\_\_\_\_.**

- A. good
- B. well
- C. better

**5. Our teacher explains grammar \_\_\_\_\_.**

- A. more clearly
- B. clearly
- C. clearestly

**6. Anna completes her projects \_\_\_\_\_ than last term.**

- A. more accurately
- B. most accurately
- C. accurate

**7. Pupils learn \_\_\_\_\_ with educational games.**

- A. fast
- B. faster
- C. fastest

**8. This pupil works \_\_\_\_\_ in the class.**

- A. most carefully
- B. more careful
- C. carefulest

**9. We use online platforms \_\_\_\_\_ this year.**

- A. more effectively
- B. most effective
- C. effective

**10. Mark answers questions \_\_\_\_\_ than his classmates.**

- A. confident
- B. most confidently
- C. more confidently

***Part III. Read the text and choose the correct answer.***

### **SMART CLASSROOMS FOR SMART PUPILS**

Responsibly today, digital technologies are used more widely in primary education than ever before. In English lessons, teachers often combine online platforms, mobile applications and other digital tools to make learning more accessible, more engaging and more effective.

Pupils can practise new vocabulary through quizzes, create a mind map to organise ideas or design simple infographics to present information clearly. These activities help children learn more actively and more independently. Online platforms such as Google Classroom, Teams or Moodle help teachers organise materials, assign

tasks and communicate with pupils. Teachers can upload worksheets, short videos and interactive exercises, so learners can revise at home and work at their own pace.

In many cases, these systems support personalized learning: some pupils practise easier tasks, while others complete more challenging ones. As a result, learning becomes more flexible and more learner-centred. Mobile applications are also popular because pupils use a smartphone or tablet easily in class. For example, game-based apps like Kahoot! and Quizizz help teachers check understanding quickly. Pupils usually answer questions faster and feel more confident because they receive instant feedback. Self-checking becomes simpler than in paper tasks and pupils can correct mistakes immediately. When children use headphones, they can listen to short audio tasks without disturbing classmates, which improves concentration.

Digital storytelling is one of the most creative ways to use technology in English teaching. Pupils can write short stories, add pictures and share their work online. This method develops imagination and supports speaking and writing skills. Many pupils express ideas more freely in digital projects than in traditional notebooks. At the same time, teachers can guide pupils and help them plan stories step by step.

However, teachers should use digital tools responsibly. Too much screen time may cause tiredness and low concentration. Some pupils may develop dependence on devices if they use apps without clear learning goals. That is why teachers need to balance digital and traditional activities. For example, after an online quiz, pupils can discuss answers orally, work with flashcards or complete a short writing task in pairs.

Digital lessons also require good organisation. A teacher may need a laptop for presentations, a charger to avoid technical problems or a USB flash drive to transfer materials quickly. When technology is planned carefully, it supports learning successfully. When it is used only for entertainment, it may not improve results.

Online platforms, mobile applications, educational games and digital storytelling can make English lessons more meaningful and more motivating. Yet technology alone does not guarantee progress. The best results appear when teachers choose digital tools wisely, control screen time and help pupils develop independent learning

skills. In this way, digital technologies become not only modern, but also truly educational.

1. Digital technologies in English lessons help make learning:
  - A. boring and difficult
  - B. more accessible and engaging
  - C. unnecessary
2. Pupils can use digital tools to:
  - A. organise ideas and present information
  - B. avoid doing homework
  - C. copy answers
3. Online platforms help teachers to:
  - A. replace traditional teaching
  - B. organise materials and communicate
  - C. stop giving tasks
4. Personalized learning means that:
  - A. all pupils do the same tasks
  - B. pupils work only at school
  - C. pupils practise tasks at different levels
5. Game-based apps like Kahoot! and Quizizz help pupils:
  - A. feel more confident and answer faster
  - B. waste lesson time
  - C. avoid learning
6. Self-checking is useful because pupils:
  - A. wait for the teacher's correction
  - B. correct mistakes immediately
  - C. ignore errors
7. Digital storytelling helps pupils develop:
  - A. tiredness and dependence
  - B. imagination and language skills
  - C. low concentration

8. Teachers should use digital tools responsibly because:
  - A. they are always harmful
  - B. they can replace books
  - C. too much screen time causes problems
9. After online activities, pupils can:
  - A. only use smartphones
  - B. discuss answers and work in pairs
  - C. stop learning
10. Good organisation of digital lessons requires:
  - A. only a tablet
  - B. no preparation
  - C. proper devices and planning

***Part IV. Complete the sentences according to the text «Smart Classrooms for Smart Pupils».***

1. Teachers combine \_\_\_\_\_, \_\_\_\_\_ and other digital tools to make learning more effective.
2. Pupils practise vocabulary through \_\_\_\_\_, create a \_\_\_\_\_ and design \_\_\_\_\_.
3. Platforms such as \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ help teachers organise materials and communicate with pupils.
4. These systems support \_\_\_\_\_ learning and help pupils work at their own pace.
5. Kahoot! and Quizizz help teachers \_\_\_\_\_ understanding quickly.
6. Pupils feel more confident because they receive \_\_\_\_\_ \_\_\_\_\_.
7. Using \_\_\_\_\_ helps pupils listen to audio tasks without disturbing others.
8. Digital storytelling develops pupils' \_\_\_\_\_ and \_\_\_\_\_ skills.
9. Too much \_\_\_\_\_ may cause tiredness and low concentration.
10. Teachers need to balance \_\_\_\_\_ and \_\_\_\_\_ activities.

11. A teacher may need a \_\_\_\_\_, a \_\_\_\_\_ and a \_\_\_\_\_ for digital lessons.

12. The best results appear when teachers use digital tools \_\_\_\_\_ and help pupils develop \_\_\_\_\_ learning skills.

***Part V. According to the text, what are the main benefits of digital tools in primary education? What risks are mentioned in the text, and how can teachers reduce them?***

### ЛІТЕРАТУРА

1. Aleksieva L., Racheva V., Peytcheva-Forsyth R. Talking Tech, Teaching with Tech: How Primary Teachers Implement Digital Technologies in Practice // Informatics. — 2025. — Vol. 12, № 3. — Art. 99. — Режим доступу: <https://www.mdpi.com/2227-9709/12/3/99> (дата звернення: 05.02.2026).
2. Educational Mobile Apps [Відео]. — YouTube. — Режим доступу: <https://www.youtube.com/watch?v=Wb5ucz2SsG4> (дата звернення: 05.02.2026).
3. How Primary Teachers Implement Digital Technologies in Practice [Електронний ресурс]. — MDPI Open Access. — Режим доступу: <https://www.mdpi.com/2227-9709/12/3/99> (дата звернення: 05.02.2026).
4. Pavelko V., Predyk A., Radchenia I., Kanibolotska O., Ryabokin Yu. The Use of Digital Technologies in Primary Education through the Prism of Potential and Challenges [Електронний ресурс]. — Режим доступу: <https://dspace.hnpu.edu.ua/handle/123456789/20749> (дата звернення: 05.02.2026).

*Exercise #1. Read the words and word combinations with the translation.*

- |   |  |
|---|--|
| 1. <b>email</b> — електронний лист      | 19. <b>to reflect on</b> — замислюватися     |
| 2. <b>to craft</b> — створювати         | 20. <b>to phrase</b> — формулювати           |
| 3. <b>effective</b> — ефективний        | 21. <b>brief</b> — короткий                  |
| 4. <b>to outline</b> — окреслювати      | 22. <b>direct</b> — прямий                   |
| 5. <b>template</b> — шаблон             | 23. <b>concise</b> — стислий                 |
| 6. <b>recipient</b> — отримувач         | 24. <b>attachment</b> — вкладення            |
| 7. <b>recruiter</b> — рекрутер          | 25. <b>call to action</b> — заклик до дії    |
| 8. <b>to apply</b> — подавати заявку    | 26. <b>to schedule</b> — планувати           |
| 9. <b>senior executive</b> — керівник   | 27. <b>to forward</b> — пересилати           |
| 10. <b>teammate</b> — член команди      | 28. <b>closing</b> — завершення              |
| 11. <b>casual</b> — неформальний        | 29. <b>sign-off</b> — прощальна фраза        |
| 12. <b>polite</b> — ввічливий           | 30. <b>email signature</b> — підпис у листі  |
| 13. <b>respectful</b> — шанобливий      | 31. <b>to attach</b> — додавати              |
| 14. <b>subject line</b> — тема листа    | 32. <b>to confirm</b> — підтверджувати       |
| 15. <b>to determine</b> — визначати     | 33. <b>accurate</b> — точний                 |
| 16. <b>to summarize</b> — узагальнювати | 34. <b>to request</b> — просити              |
| 17. <b>salutation</b> — звертання       | 35. <b>follow-up</b> — подальше<br>звернення |
| 18. <b>coworker</b> — колега            |  |

*Exercise #2. Read and translate the text. Pay attention to word and sentence stress.*

**HOW TO WRITE AN EMAIL**

Many people write emails at work every day. Different emails require different approaches, so it's helpful to understand the best practices for both formal and

informal emails. Learning how to craft an effective email based on the style and goal of your message can also help you optimize your digital communication.

In this article, we discuss the difference between formal and informal emails, outline how to write an email and share templates and examples to help you communicate more effectively.

### ***Formal emails vs. informal email.***

In your career, you may send both formal and informal emails, and it's important to differentiate between the two so you can craft an appropriate message for the context. Here are some key differences between these two types of emails:

#### ***Recipient.***

Formal emails are professional communications fit for a more serious context. You might send a formal email to a recruiter when you're applying for a job or to a senior executive to set up a meeting about your professional development. Informal emails are messages you send to people you know well. You might send an informal email to a teammate to ask a brief question or to a friend to congratulate them on a new job. If you're unsure which format to opt for based on your relationship with the recipient, a formal email might be best.

#### ***Tone.***

The primary difference in content between formal and informal emails is tone. The tone of an email depends on your language choice and syntax. Formal emails typically use more professional language, while casual emails can include idioms and slang. In both formal and casual emails, it's important to be brief, direct and positive, but you might achieve this in different ways. Casual language makes an informal email seem friendlier and more relatable, while a professional email uses clear, concise, formal language that is easy to read and interpret.

#### ***Greetings and closings.***

Formal and informal emails use different openings and closings to establish the tone. For example, an informal email might use greetings like «hey», while a formal email may require an opening like «dear». Similarly, informal emails can use a casual sign-off. A sign-off in an informal email is sometimes altogether unnecessary. Formal

emails, conversely, use salutations like «cordially» or «respectfully».

**Subject lines.** Subject lines provide another area of difference between formal and informal emails. In a professional email, it's important to offer a subject line that is a practical summary of the email. An email that takes a more casual tone can use that space to draw in the reader with a question or other notable attention-grabbing subject line. For example, you might title a formal email.

**How to write an email.** Below are the steps to take to write an email the right way:

*1. Consider your audience.*

When you're preparing to write your email, it's important to consider your audience. For example, if you're writing for a business audience, consider a formal tone that uses language accordingly. However, if you're writing to a friend, significant other or family member, you might opt to include casual language or even terms of endearment or nicknames that make sense for the receiver and occasion. A casual tone that includes terms of endearment would only be acceptable in informal contexts.

It might also help to think about the goal of your email. Reflect on what action you want the recipient to take. You might email someone to share information, invite them to an event, pursue a job or request more information about a topic. Knowing the intention behind your email may help you phrase it appropriately and choose the right style.

*2. Create a subject.*

After you've determined your audience, you can craft your subject line. If you're writing a professional email, aim for a practical subject line that accurately summarizes the contents of your message. For a casual email, you can create a subject line that's more creative or gets attention by asking a relevant question. Choosing a subject line that's accurate and clarifies your intention may encourage the recipient to open and read your message.

*3. Issue a standard greeting.*

Choose a greeting that's appropriate for your audience. Remember to use a friendly greeting to establish a positive tone for your conversation. Many people stop

using greetings at a certain point in a long email thread, but it's best to use one in your first email or response to a new person. Remember to use non-gendered language if you're unaware of the recipient's gender.

*4. Discuss any important context.*

If your message requires some background information, explain it first. For example, maybe a former coworker suggested you apply to the company where they work. You might mention their name when writing to the hiring manager with your resume. If you're writing to somebody you recently met in person, you might remind them of who you are by referencing where you met.

*5. Write a brief message.*

It's important to be clear and avoid redundancy in an email. Clearly explain why you're writing and what you want the recipient to know. In a formal email, use direct, literal language. You have more freedom when writing an informal email, but it's still important to be concise and specific. Opt for short sentences so that your message is easy to read and comprehend.

Consider using bulleted lists or images to make the email simple to scan. If you have wordy, complex information to share, consider putting it in an attachment instead of in the email's body. This may make it less overwhelming for the reader when they open the message.

*6. Add a call to action.*

If you want the other person to take a specific action, include a call to action. This might be a request for a response, like a follow-up or an answer to a question. You might ask to schedule a meeting, or you could ask that they forward your message to somebody else. Make it clear exactly what the recipient can do to address your concern. If you're writing an informal email to a friend or family member for casual conversation, a call to action might be unnecessary.

*7. Choose a simple closing.*

When you close any email, keep it simple. Choose an appropriate closing and sign off warmly without being overly formal. Add your name or an email signature if you'd like. Email signatures can be especially useful for formal emails. These

typically include your name, title, employer and contact information. If your organization has a standard template for signatures they every team member uses, include it in outgoing emails.

Here's the examples of an informal and a formal email you can use as a reference:

<b>Informal email</b>	<b>Formal email</b>
<p data-bbox="165 546 766 645">Subject: Want to carpool to the basketball tournament?</p> <p data-bbox="204 672 395 707">Hi Rebekah,</p> <p data-bbox="165 734 766 1415">I was wondering if you were going to the Raleigh Girls Basketball Tournament that is happening this weekend at Jackson High School. My daughter is playing in the tournament with your daughter, and I thought it could be fun to ride together. It's good for the environment, too! Let me know if you're planning on going by Wednesday and we can make plans to carpool if you'd like.</p> <p data-bbox="204 1442 472 1541">Talk to you soon, Deborah Merrick</p>	<p data-bbox="849 546 1430 582">Subject: Follow-up about our meeting</p> <p data-bbox="849 609 1059 645">Hello Steven,</p> <p data-bbox="804 672 1430 1352">I'm writing to thank you for making time to sit with me on Friday to talk about the products that National Chem can offer your business. I wanted to let you know I'm available if you have any follow-up questions about anything we discussed. As you mentioned in the meeting, the sooner we can start working together, the more your business can save. When do you think you might reach a decision?</p> <p data-bbox="804 1379 1430 1603">Please forward any of the attached documents to your team if they'd like more information about National Chem. I look forward to speaking with you soon.</p> <p data-bbox="849 1630 1142 1926">Respectfully, Anna Gaston Account Executive National Chem 309-225-7835</p>

**Exercise #3. Read the text Ex.#2. Mark the following statements as true (T) or false (F)**

1. Different emails always require the same writing style. \_\_\_\_
2. Formal emails are usually sent in professional situations. \_\_\_\_
3. Informal emails are mostly sent to people you do not know well. \_\_\_\_
4. Tone depends on language choice and sentence structure. \_\_\_\_
5. Slang and idioms are more common in formal emails. \_\_\_\_
6. Informal emails must always include a formal closing. \_\_\_\_
7. A subject line in a formal email should summarize the content. \_\_\_\_
8. Creative subject lines are more suitable for casual emails. \_\_\_\_
9. A greeting is especially important in the first email to a new person. \_\_\_\_
10. Background information should be given only at the end of an email. \_\_\_\_
11. Emails should be clear, brief, and easy to read. \_\_\_\_
12. Long and complex information is better placed in attachments. \_\_\_\_

**Exercise #4. Answer the following questions.**

1. Why is it important to understand the difference between formal and informal emails?
2. What does the tone of an email depend on?
3. Why is professional language important in formal emails?
4. What kind of language can be used in informal emails?
5. How do greetings help establish the tone of an email?
6. Why is a clear subject line important in professional emails?
7. How can casual subject lines attract the reader's attention?
8. Why should a writer consider the audience before writing an email?
9. What role does the goal of the email play in choosing the style?
10. When should background information be included in an email?
11. Why is it important to keep an email brief and clear?
12. How can attachments make an email easier to read?

**Exercise #5. Read the words and word combinations below and put them into the correct category:**

**Word list:** *to reflect on, polite, concise, to request, email signature, call to action, email, senior executive, salutation, to schedule, to confirm, respectful, subject line, sign-off, coworker, teammate, attachment, to apply, to attach, closing, to craft, recruiter, template, recipient, casual, accurate, direct, effective, to forward, to outline, to determine, to summarize, to phrase, brief, follow-up.*

<b>Email Structure</b>	<b>People in Communication</b>	<b>Writing &amp; Organising an Email</b>	<b>Style &amp; Tone of an Email</b>	<b>Email Actions &amp; Processes</b>

**Exercise #6. Read the text. Complete the gaps using the words from the word list. Use each word in the correct form and context. Pay attention to meaning, grammar and style. Then read the completed text aloud and check if it sounds clear and logical.**

**Word list:** *closing, craft, email signature (2), call to action, respectful, salutation, effective, recipient, sign-off, email, polite, apply, determine, casual, template, request (2), attached, phrase, outline, accurate (2), concise, direct, brief, subject line, coworker, attachment, attach, teammate, recruiter, senior executive, reflect, summarize, follow-up, forward, schedule, confirm, request.*

### **STARTING AND FINISHING EMAILS**

How should you begin and finish an \_\_\_\_\_ message to someone you don't know? Find out here!

Here are some important points to consider when starting and finishing an email.

*Formal or informal?*

We write a formal email when we want to be \_\_\_\_\_ and \_\_\_\_\_ or when we do not know the \_\_\_\_\_ very well. A lot of work emails are formal. We write informal emails when we want to be friendly and \_\_\_\_\_ or when we know the reader well. A lot of social emails are informal.

Before you start writing an email, it is important to \_\_\_\_\_ the correct style.

<b>Formal</b>	<b>Informal</b>
An email to a customer . A job application. An email to your manager. A complaint to a shop. An email from one company to another company	A birthday greeting to a colleague. An email to a colleague who is also a good friend. A social invitation to a friend at your workplace. An email with a link to a funny YouTube clip. A message to a friend on a social networking site

*Layout and punctuation.*

When you \_\_\_\_\_ an email, you should follow a clear structure.

*Starting an email:*

We normally write a comma after the \_\_\_\_\_. We start a new line after the name of the recipient.

*Finishing an email:*

We write a comma after the \_\_\_\_\_ and add a \_\_\_\_\_. Then we write our name and \_\_\_\_\_.

A clear layout makes your message more \_\_\_\_\_ and \_\_\_\_\_.

Here are some phrases, which we use for starting and finishing emails. We use these in formal and informal emails:

<b>Formal</b>	<b>Informal</b>
Dear Mr Piper, I am writing to thank you for all your help. I look forward to seeing you next week. With best wishes, John Smith	Hi Tim, Many thanks for your help. See you next week. Cheers, John

Starting phrases	Dear Tim, Good morning Tim,
Ending phrases	Regards, With best wishes, With many thanks and best wishes,

You also need to know which phrases to use only in a formal email or an informal one:

	<b>Formal</b>	<b>Informal</b>
Starting phrases	Dear Mr Piper, Dear Sir or Madam,	Hi Tim, Hi there Tim, Morning/Afternoon/Evening Tim, Hello again Tim,
Ending phrases	Yours sincerely, Yours faithfully, Yours truly,	Rgds, Cheers, Bye for now, See you soon,

### ***Subject Line and Structure.***

Always write a clear \_\_\_\_\_. It helps the recipient understand the purpose of your email.

You may use an email \_\_\_\_\_ to \_\_\_\_\_ your message and keep it \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

### ***Writing the Message.***

Before sending an email, take time to \_\_\_\_\_ on your ideas and \_\_\_\_\_ them correctly.

Try to \_\_\_\_\_ your main points clearly.

If you write to a \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_, use formal language.

When you \_\_\_\_\_ for a job, your email should include a strong \_\_\_\_\_.

### ***Attachments and Actions.***

If you need to send a document, \_\_\_\_\_ it as an \_\_\_\_\_.

You may also:

- \_\_\_\_\_ information
- \_\_\_\_\_ details
- \_\_\_\_\_ a meeting
- \_\_\_\_\_ an email
- send a \_\_\_\_\_ message

Make sure all information is \_\_\_\_\_.

### ***Example:***

Dear Mr Brown,

I am writing to \_\_\_\_\_ information about the position. Please find the document \_\_\_\_\_.

I look forward to your reply.

Yours sincerely,

Anna Smith

***Exercise #7. Read the email templates carefully. Identify the main parts of formal and informal emails. Choose one template and write your own email following its structure. Pay attention to the subject line, greeting, body and closing.***

<p><i>Template for an informal email:</i></p> <p>Subject: [Entertaining or inviting subject line]</p> <p>[Casual greeting] [Name of the recipient],</p> <p>[Explain the context around your message.]</p> <p>[Include a brief, thoughtful body discussing your reason for writing.]</p> <p>[Casual sign off],</p> <p>[Your name]</p>	<p><i>Template for a formal email:</i></p> <p>Subject: [Practical subject line that addresses why you're writing]</p> <p>[Formal greeting] [Name of the recipient],</p> <p>[Discuss any important background information, especially if you're writing to someone new.]</p> <p>[Craft a message body that is clear and direct.]</p> <p>[End with a call to action.]</p> <p>[Formal sign off],</p> <p>[Your name]</p> <p>[Title]</p> <p>[Company name]</p> <p>[Contact information]</p>
--	--

***Exercise #8. Read the dialogue aloud. Focus on the intonation of polite questions. Find and mark the expressions used to show agreement, disagreement, personal opinion and requests. Discuss how these phrases make communication polite, clear and professional. Then practise acting out one of the dialogues, using correct pronunciation and suitable intonation.***

## PROFESSIONAL COMMUNICATION IN PRIMARY EDUCATION

### *Characters:*

*Ms Brown — primary school teacher*

*Mr Taylor — school administrator*

*Mrs Green — parent*

*Ms Wilson — methodologist*

### *Dialogue #1.*

**Ms Brown:** Good afternoon. This is Ms Brown, a primary school teacher from Sunshine School. May I speak to Mr Taylor, please?

**Mr Taylor:** Good afternoon, Ms Brown. Yes, speaking. How can I help you?

**Ms Brown:** Thank you. I'm calling to confirm our meeting about the English project for Grade Three. Is tomorrow at 3 p.m. still convenient for you?

**Mr Taylor:** Yes, that's correct. Tomorrow at 3 p.m. in my office. Everything is prepared.

**Ms Brown:** Great. I really appreciate your support. May I also ask if the new materials are ready?

**Mr Taylor:** Well... I think they are ready, but let me double-check. Could I call you back in ten minutes?

**Ms Brown:** Of course. Thank you very much. I'll wait for your call.

### *Dialogue #2.*

**Ms Brown:** Good evening, Mrs Green. This is Ms Brown, your son's English teacher. Is this a good time to talk?

**Mrs Green:** Yes, certainly. How can I help?

**Ms Brown:** I'd like to confirm Alex's participation in the online reading project. Will he be able to join tomorrow?

**Mrs Green:** Yes, absolutely. He has already prepared everything.

**Ms Brown:** That's wonderful. Thank you for your cooperation. If you have any questions, please feel free to contact me.

**Mrs Green:** Thank you. I appreciate your call.

**Dialogue #3.**

**Ms Brown:** Hello, Ms Wilson. This is Ms Brown. I'm calling to request your advice about digital storytelling activities.

**Ms Wilson:** Hello, Ms Brown. I'm glad you called. How can I support you?

**Ms Brown:** I'm not completely sure if my pupils are ready for independent projects. What do you think?

**Ms Wilson:** In my opinion, they are ready. You can start with simple tasks and guide them step by step.

**Ms Brown:** That sounds very helpful. So, shall I prepare a pilot lesson first?

**Ms Wilson:** Yes, definitely. And please send me your plan. I'll review it.

**Ms Brown:** Thank you very much. I look forward to your feedback.

**Ms Wilson:** You're welcome. I look forward to working with you.

**Exercise #9. Match each rule with an example. Write the correct letter.**

<b>Rules</b>	<b>Examples</b>
1. First mention (a/an)	a) I need <b>a</b> template for a formal email.
2. Second mention / known item (the)	b) <b>The</b> template you sent is very helpful.
3. General meaning (Ø)	c) Ø Emails should be brief and direct.
4. Job / role (a/an)	d) She is <b>a</b> recruiter.
5. Specific person in context (the)	e) I spoke to <b>the</b> recruiter you mentioned.
6. Uncountable/general (Ø)	f) Ø Communication must be respectful.
7. «The»with a specific attachment or email (the)	g) <b>The</b> attachment is missing.
8. «A/an» with one of many templates (a/an)	h) She shared <b>a</b> template with her teammate.
9. «The» with superlative or «only» (the)	i) This is <b>the</b> most effective subject line.
10.Names/titles with role + name (Ø)	j) Ø Mr Smith will confirm the meeting. k) Ø Subject lines should summarize

11. Formal elements as a category (Ø)	messages.
12. A specific subject line in this email (the)	l) Please rewrite <b>the</b> subject line in this email.
13. A request as one action (a)	m) I made <b>a</b> request by phone.
14. Requests in general (Ø)	n) Ø Requests should be polite.
15. Specific meeting (the)	o) <b>The</b> meeting is scheduled for Friday.
16. Meetings in general (Ø)	p) Ø Meetings should start on time.

***Exercise #10. Fill in the articles: a / an / the. Explain the choice.***

1. I sent \_\_\_ email to a recruiter. \_\_\_ email was polite and brief.
2. She attached \_\_\_ file. \_\_\_ file contained an outline.
3. He wrote \_\_\_ subject line. \_\_\_ subject line summarized the message.
4. We used \_\_\_ template. \_\_\_ template helped us craft an effective email.
5. I received \_\_\_ message from a coworker. \_\_\_ message was too casual.
6. They scheduled \_\_\_ meeting. \_\_\_ meeting was confirmed by phone.
7. She added \_\_\_ call to action. \_\_\_ call to action was clear.
8. He used \_\_\_ salutation. \_\_\_ salutation sounded respectful.
9. I got \_\_\_ follow-up email. \_\_\_ follow-up email answered my request.
10. She created \_\_\_ email signature. \_\_\_ email signature included her title.
11. He sent \_\_\_ attachment. \_\_\_ attachment did not open.
12. We made \_\_\_ request. \_\_\_ request was phrased politely.
13. I spoke to \_\_\_ senior executive. \_\_\_ senior executive confirmed the decision.
14. She wrote \_\_\_ closing. \_\_\_ closing was professional.
15. He forwarded \_\_\_ email to a teammate. \_\_\_ email was accurate.

***Exercise #11. Fill in the articles: a / an / the / Ø. Explain your choice.***

1. Please send \_\_\_ email to \_\_\_ recipient today.
2. She used \_\_\_ template to craft \_\_\_ effective message.
3. I wrote \_\_\_ subject line that was brief and direct.
4. He is \_\_\_ recruiter at \_\_\_ large company.

5. We attached \_\_\_ file, but \_\_\_ attachment did not open.
6. After \_\_\_ call, I sent \_\_\_ follow-up email.
7. Could you forward \_\_\_ email to \_\_\_ senior executive?
8. He gave me \_\_\_ polite sign-off in \_\_\_ closing.
9. She wants to apply for \_\_\_ job and needs \_\_\_ accurate email.
10. In \_\_\_ salutation, use \_\_\_ respectful tone.
11. I received \_\_\_ email, but \_\_\_ message was too casual.
12. They scheduled \_\_\_ meeting and confirmed \_\_\_ time by phone.
13. Add \_\_\_ call to action at \_\_\_ end of \_\_\_ email.
14. My coworker wrote \_\_\_ concise email with \_\_\_ attachment.
15. We need \_\_\_ brief summary in \_\_\_ subject line.
16. She crafted \_\_\_ email signature for \_\_\_ formal emails.
17. He outlined \_\_\_ steps in \_\_\_ message to his teammate.
18. Could you attach \_\_\_ document to \_\_\_ email, please?
19. The recipient asked for \_\_\_ follow-up.
20. She prefers \_\_\_ direct communication.

***Exercise #12. Choose the correct article: a / an / the / Ø. Explain your choice.***

1. She sent (a / the / Ø) email to the recruiter.
2. Please write (a / an / the / Ø) subject line.
3. He added (a / an / the / Ø) attachment to his message.
4. We discussed (a / the / Ø) tone of the email.
5. I need (a / an / the / Ø) template for a formal email.
6. She is (a / an / the / Ø) senior executive in the company.
7. He wrote (a / an / the / Ø) respectful closing.
8. Could you forward (a / the / Ø) email to my teammate?
9. I received (a / an / the / Ø) email you mentioned.
10. She made (a / an / the / Ø) request by phone.
11. They scheduled (a / an / the / Ø) meeting for Friday.
12. Please attach (a / an / the / Ø) document.

13. He gave (a / an / the / Ø) accurate summary.
14. I want to apply for (a / the / Ø) position.
15. She uses (a / an / the / Ø) polite salutation.

***Exercise #13. Choose the correct form: some / most / none (+ of the) or the only / the first / the last / the wrong / the right / the very.***

1. \_\_\_ emails we received were too casual.
2. \_\_\_ of the recipients replied to the message.
3. This is \_\_\_ template for formal communication.
4. \_\_\_ coworkers prefer concise emails.
5. She sent the message to \_\_\_ person.
6. \_\_\_ of the attachments were missing.
7. This was \_\_\_ chance to confirm the meeting.
8. \_\_\_ teammates use email signatures.
9. He chose \_\_\_ subject line for the application.
10. \_\_\_ of the recruiters answered her request.
11. That was \_\_\_ email I sent before the interview.
12. \_\_\_ messages should be polite and respectful.
13. She forwarded the file to \_\_\_ recipient.
14. \_\_\_ of the emails contained accurate information.
15. This is \_\_\_ way to phrase a formal request.
16. \_\_\_ coworkers prefer phone calls to emails.
17. He attached the document to \_\_\_ message.
18. \_\_\_ of the candidates applied by email.
19. That was \_\_\_ follow-up after the interview.
20. She selected \_\_\_ template for the recruiter.

***Exercise #14. Each sentence has one article mistake. Correct it.***

1. She sent an email to the recruiter and the recipient answered quickly.
2. Please attach a attachment to the email.

3. He wrote an concise subject line.
4. I need the template to craft a effective email.
5. She is a senior executive, so write her an respectful message.
6. The tone of an informal email can include the slang.
7. Could you forward the email to a teammate? I mean, to the teammate in our group.
8. We scheduled meeting for Monday and confirmed the time.
9. My coworker sent a follow-up, but the follow-up was too long.
10. Add the call to action at an end of the email.
11. She wrote a closing and a sign-off, but sign-off was unnecessary.
12. The recipient asked for a clarification during the call.
13. I received the email signature with a wrong phone number.
14. He wants to apply for the job, so he wrote a resume.
15. Please send me an accurate information in the message.

***Exercise #15. Complete phone dialogues. Fill in the gaps with a/an/the/Ø.***

A: Could you send \_\_\_ email to \_\_\_ recipient today?

B: Yes, I'll craft \_\_\_ brief message now.

A: Did you attach \_\_\_ file?

B: Yes, but \_\_\_ attachment is not opening.

A: Please forward \_\_\_ email to \_\_\_ senior executive.

B: Sure. I'll send \_\_\_ follow-up, too.

A: Can we schedule \_\_\_ meeting?

B: Yes. Let's confirm \_\_\_ time by phone.

A: I need \_\_\_ template for \_\_\_ formal email

B: I can share \_\_\_ template with you.

A: What should I write in \_\_\_ subject line?

B: Use \_\_\_ short summary of \_\_\_ message.

A: Should I use \_\_\_ salutation «Hey»?

B: No, use \_\_\_ polite salutation.

A: Do I need \_\_\_ sign-off?

B: In \_\_\_ informal email, \_\_\_ sign-off can be unnecessary.

A: Can you send \_\_\_ attachment again?

B: Sure, I'll attach \_\_\_ document now.

A: Please add \_\_\_ call to action.

B: OK, I'll include \_\_\_ clear request.

A: Did you receive \_\_\_ email I sent?

B: Yes, \_\_\_ email was accurate.

A: Should I include \_\_\_ email signature?

B: Yes, in \_\_\_ formal email.

***Exercise #16. Make full sentences. Add a/an/the/Ø correctly.***

1. (craft / email / recruiter)

2. (write / subject line / brief)

3. (attach / document / email)

4. (send / follow-up / after / call)

5. (use / template / formal email)

6. (forward / email / teammate)

7. (confirm / meeting / by phone)

8. (phrase / request / polite way)

9. (summarize / message / concise)
10. (include / call to action / end)
11. (choose / salutation / respectful)
12. (add / closing / sign-off)
13. (create / email signature / senior executive)
14. (determine / tone / message)
15. (reflect on / recipient / before writing)

***Exercise #17. Read and translate the dialogue. Focus on how agreement, disagreement, opinions and requests are expressed in the dialogue.***

- a) Fill in the blanks using: a / an / the / Ø where necessary.***
- b) Work in pairs or small groups. Create your own short dialogue***
- c) Act out your dialogue in front of the class.***

#### **PREPARING AN EMAIL AFTER A PHONE CALL**

***Characters:***

*Anna — applicant*

*Mark — teammate*

*Olena — coworker*

*Mr Brown — senior executive*

**Anna:** Hello, \_\_\_ Mark. This is \_\_\_ Anna speaking. I'm calling about \_\_\_ email I'm going to send to \_\_\_ recruiter. Could you help me?

**Mark:** Of course. In my opinion, you should craft \_\_\_ effective message. Have you already chosen \_\_\_ template?

**Anna:** Yes, but I'm not sure if it's suitable for \_\_\_ recipient. I want to apply for \_\_\_ job and I need \_\_\_ very polite and respectful \_\_\_ style.

**Mark:** I agree with you. The tone must not be too casual. Let's first outline \_\_\_ main points.

**Anna:** Good idea. I also need to write \_\_\_ clear subject line. What do you think?

**Mark:** I think it should be brief, direct and concise. It should also summarize your purpose.

**Anna:** Yes, that sounds right. I'm trying to determine how to start. Which salutation should I use?

**Mark:** In my opinion, «Dear Sir or Madam» is appropriate. It sounds professional.

**Anna:** I agree. I will also reflect on how to phrase my request.

**Olena** (joining the call): Hi, everyone. I'm your coworker Olena. Can I join \_\_\_ discussion?

**Anna:** Of course! We're discussing my email.

**Olena:** Then don't forget to add \_\_\_ attachment and \_\_\_ clear call to action. For example, ask for \_\_\_ interview.

**Anna:** You're right. I'll request \_\_\_ meeting and try to schedule it next week.

**Mark:** After that, you should forward the email to me for checking.

**Anna:** Sure. I'll do that. What about the closing and sign-off?

**Olena:** Use something formal, like «Best regards», and don't forget your \_\_\_ email signature.

**Anna:** Yes, I'll include my contact details. I will also attach my CV.

**Mr Brown** (calling): Good afternoon. This is Mr Brown, \_\_\_ senior executive. I've received your message.

**Anna:** Good afternoon, Mr Brown. Thank you for calling. Did you get \_\_\_ attachment?

**Mr Brown:** Yes, everything was accurate. I'd like to confirm that your application is complete.

**Anna:** That's great news! Thank you very much.

**Mr Brown:** However, I'd like to make \_\_\_ small suggestion. Please send \_\_\_ short follow-up email tomorrow.

**Anna:** Of course. I agree. I'll send it first thing in \_\_\_ morning.

**Mark:** See? Your preparation was successful.

**Anna:** Yes, I think so too. Thank you all for your help!

**Exercise #18. Answer the following questions. Base your answers on the dialogue : «Preparing an Email After a Phone Call».**

1. Why does Anna call Mark at the beginning of the dialogue?
2. Who is Mark and how does he help Anna?
3. What kind of email does Anna want to write?
4. Why does Anna need a polite and respectful style?
5. What advice does Mark give about the tone of the email?
6. Why is it important to outline the main points before writing?
7. What does Mark say about the subject line?
8. Which salutation does Mark recommend and why?
9. Why does Anna want to reflect on how to phrase her request?
10. Who joins the conversation later and why?
11. What important elements does Olena advise Anna to add to the email?
12. Why does Anna plan to request a meeting?
13. What does Mark suggest doing after writing the email?
14. What kind of closing and sign-off does Olena recommend?
15. Why does Anna include her contact details and CV?
16. Who is Mr Brown and why does he call Anna?
17. What information does Mr Brown confirm?
18. What suggestion does Mr Brown make at the end of the conversation?
19. When does Anna promise to send the follow-up email?
20. How do the characters evaluate Anna's preparation at the end?

**Exercise #19. Translate the sentences into English. Use a/an/the/Ø correctly.**

1. Вона вчора надіслала електронний лист адресатові.
2. Рекрутер вже отримав повідомлення.
3. Чи могли б ви додати відповідний шаблон до листа?
4. Минулого тижня він підготував ефективний лист для керівника.
5. Мій колега надіслав подальший лист після телефонної розмови.
6. Чи могли б ви зараз переслати цей лист членові команди?

7. Учора ми запланували зустріч і підтвердили час її проведення.
8. Вам слід використати ввічливе звертання та шанобливу форму завершення.
9. Вона щойно додала підпис до листа.
10. У неформальному повідомленні прощальна фраза може бути не обов'язковою.
11. Вам доцільно додати чіткий заклик до дії.
12. Він планує подати заявку на роботу, тому наразі готує лист рекрутеру.
13. Чи могли б ви, будь ласка, прикріпити відповідний документ?
14. Тема листа має стисло узагальнювати його зміст.
15. Її відповідь була точною, логічною та лаконічною.

***Exercise #20. Watch the video.***

***a) Watch the video «Telephone Conversations: 45 Essential Phrases To Speak On The Phone in English». Take notes on useful phrases for phone communication.***

Link: <https://www.youtube.com/watch?v=CKBIobXLrrc&t=16s>

***b) After watching, write down 5-7 key phrases from the video. Explain in some sentences why they are useful in phone conversations.***

***Exercise #21. Read the list of topics below and choose one that interests you: a) write a short text (10–15 sentences) on your chosen topic; b) prepare and deliver a 1–2-minute oral talk based on your text.***

1. Formal vs Informal Emails: When and Why Should We Choose Each Style?
2. How a Subject Line Can Make an Email Effective or Unsuccessful
3. Polite Requests in Emails and Phone Calls: Why They Matter in Professional Communication
4. The Role of Tone: How to Sound Respectful Without Sounding Too Formal
5. Templates in Professional Writing: Help or Harm for Communication Skills?

6. Being Brief, Direct and Concise: The Most Important Rule of Business Emails?

7. Greetings, Closings and Sign-offs: Small Details with a Big Impact.

8. Email Signatures and Professional Image: What Should a Good Signature Include?

9. Attachments in Emails: Best Practices and Common Mistakes

10. Follow-up Emails: When Should We Send Them and What Should We Say?

11. Clarification and Confirmation: How to Avoid Misunderstandings in Workplace Communication

12. Phone Calls vs Emails: Which Is More Effective for Solving Problems Quickly?

13. Communication with a Recruiter: How to Write an Email That Gets a Reply

14. Team Communication: How Coworkers and Teammates Should Communicate Professionally

15. Calls to Action in Emails: How to Motivate the Recipient to Respond.

## TEST №7

**Part I. Choose the correct article. (a / an / the / Ø)**

1. Please send \_\_\_ email to \_\_\_ recipient today.
2. She used \_\_\_ template to craft \_\_\_ effective message.
3. I wrote \_\_\_ subject line that was brief and direct.
4. He is \_\_\_ recruiter at \_\_\_ large company.
5. We attached \_\_\_ file, but \_\_\_ attachment did not open.
6. After \_\_\_ call, I sent \_\_\_ follow-up email.
7. Could you forward \_\_\_ email to \_\_\_ senior executive?
8. In \_\_\_ salutation, use \_\_\_ respectful tone.
9. Add \_\_\_ call to action at \_\_\_ end of \_\_\_ email.
10. She included \_\_\_ email signature in \_\_\_ formal email.

**Part II. Choose the correct word. Circle or underline the correct answer (A, B, or C).**

1. The person who receives an email is the \_\_\_\_.  
A) template B) recipient C) salutation
2. A short title of an email is the \_\_\_\_.  
A) subject line B) sign-off C) attachment
3. A file added to an email is an \_\_\_\_.  
A) closing B) outline C) attachment
4. To send an email to another person again is to \_\_\_\_.  
A) forward B) summarize C) determine
5. To plan a meeting is to \_\_\_\_.  
A) craft B) schedule C) attach
6. A polite beginning of an email is a \_\_\_\_.  
A) salutation B) call to action C) template
7. A short ending part of an email is the \_\_\_\_.  
A) recipient B) closing C) subject line
8. A friendly, informal style is \_\_\_\_.  
A) accurate B) casual C) respectful
9. To ask for something politely is to \_\_\_\_.  
A) reflect on B) outline C) request
10. A message after the first email is a \_\_\_\_.  
A) sign-off B) template C) follow-up

**Part III. Choose what fits best: Formal or Informal.**

1. «Dear Sir or Madam», — \_\_\_\_
2. «Hey Mark!» — \_\_\_\_
3. «Respectfully» — \_\_\_\_
4. «Cheers» — \_\_\_\_
5. «I am writing to request...» — \_\_\_\_
6. «Thanks a lot!» — \_\_\_\_

7. «Please find the document attached» — \_\_\_\_
8. «Just checking in 😊» — \_\_\_\_
9. «I would like to confirm the meeting time» — \_\_\_\_
10. «Wanna talk later?» — \_\_\_\_

**Part IV. Match A–B. Write the correct letter.**

<b>Parts:</b>	<b>Sentences:</b>
1. subject line	A) «Could we schedule a meeting next week?»
2. salutation	B) «Best regards,»
3. opening context	C) «Subject: Follow-up about our meeting»
4. main message	D) «Dear Mr Brown,»
5. call to action	E) «Please find the file attached.»
6. attachment line	F) «I'm writing to thank you for your time.»
7. closing	G) «Account Executive   National Chem   309-...»
8. sign-off	H) «Thank you for your cooperation.»
9. email signature	I) «I wanted to check if you received my previous email.»
10. follow-up purpose	J) «I am available on Tuesday or Wednesday»

**Part V. Read the text carefully. Fill in the gaps with a / an / the / Ø (no article) where necessary. Pay attention to the rules of using articles in formal and informal professional communication.**

**PROFESSIONAL COMMUNICATION OF A PRIMARY SCHOOL**

**TEACHER**

\_\_\_ primary school teacher uses both \_\_\_ written and \_\_\_ oral communication every day. In \_\_\_ morning, \_\_\_ teacher may write \_\_\_ email to \_\_\_ parent about \_\_\_ pupil's progress or send \_\_\_ brief message to \_\_\_ coworker. In many schools, \_\_\_ email is \_\_\_ most common way to share information because it is clear, direct and easy to forward.

When \_\_\_ teacher writes \_\_\_ formal email, it is important to consider \_\_\_

recipient. For example, \_\_\_ email to \_\_\_ senior executive or \_\_\_ school administrator usually needs \_\_\_ polite tone and \_\_\_ respectful style. \_\_\_ subject line should summarize \_\_\_ purpose of \_\_\_ message, and \_\_\_ salutation should match \_\_\_ level of formality. Sometimes \_\_\_ teacher uses \_\_\_ template to craft \_\_\_ effective email, especially when there is \_\_\_ request or \_\_\_ follow-up after \_\_\_ phone call.

In \_\_\_ body of \_\_\_ email, \_\_\_ teacher should outline \_\_\_ main points and keep \_\_\_ message concise. If there is \_\_\_ document, it can be added as \_\_\_ attachment. For example, \_\_\_ teacher may attach \_\_\_ lesson plan, \_\_\_ pupil's worksheet or \_\_\_ report for \_\_\_ meeting. At \_\_\_ end of \_\_\_ email, \_\_\_ call to action helps \_\_\_ recipient understand what to do next: confirm \_\_\_ time, schedule \_\_\_ meeting or reply with \_\_\_ decision. Then \_\_\_ closing and \_\_\_ sign-off should sound professional. \_\_\_ email signature is also important in \_\_\_ formal emails because it includes \_\_\_ teacher's name, \_\_\_ position and \_\_\_ contact details.

However, \_\_\_ informal communication is also common. \_\_\_ teacher may send \_\_\_ casual message to \_\_\_ teammate: «Can you forward \_\_\_ email to me?» or «Could you confirm \_\_\_ time?» In such messages, \_\_\_ sign-off can be unnecessary, but \_\_\_ meaning must still be accurate.

\_\_\_ phone communication requires \_\_\_ clear pronunciation and \_\_\_ polite intonation. When \_\_\_ teacher calls \_\_\_ parent, it is useful to start with: «Good afternoon. This is \_\_\_ Ms Brown from \_\_\_ Sunshine School.» During \_\_\_ call, \_\_\_ teacher may request information, express \_\_\_ personal opinion or ask for clarification. If \_\_\_ parent disagrees, \_\_\_ teacher should stay calm and respectful: «I understand, but I think \_\_\_ best solution is \_\_\_ short follow-up meeting.» After \_\_\_ call, \_\_\_ teacher often writes \_\_\_ follow-up email to summarize \_\_\_ conversation and confirm \_\_\_ agreement.

In \_\_\_ conclusion, professional communication helps \_\_\_ primary school teacher build trust with \_\_\_ parents, support \_\_\_ pupils, and cooperate with \_\_\_ colleagues. \_\_\_ right tone, \_\_\_ appropriate structure, and \_\_\_ correct use of articles make \_\_\_ message more effective in \_\_\_ real school life.

## REFERENCES

1. How to Write an Email (With Formal and Informal Examples) [Електронний ресурс] / Indeed Career Guide. — Updated December 16, 2025. — Режим доступу: <https://www.indeed.com/career-advice/career-development/how-to-write-an-email> (дата звернення: 06.02.2026).
2. Starting and Finishing Emails [Електронний ресурс] / British Council. — Режим доступу: <https://learnenglish.britishcouncil.org/business-english/english-emails/unit-4-starting-finishing-emails> (дата звернення: 06.02.2026).
3. Telephone Conversations: 45 Essential Phrases To Speak On The Phone in English [Відеоресурс]. — YouTube. — Режим доступу: <https://www.youtube.com/watch?v=CKBIobXLrrc&t=16s> (дата звернення: 06.02.2026).

*Exercise #1. Read the words and word combinations with their translations. Pay attention to the pronunciation of of psychological terms.*

1. **Abuse** — насильство
2. **psychological** — психологічний
3. **mental** — психічний, розумовий
4. **to include** — включати
5. **care** — турбота
6. **threat / threaten** — загроза / погрожувати
7. **victim** — жертва
8. **intimidation** — залякування
9. **insulting** — образа
10. **name-calling** — обзивання, лайка
11. **shouting / yelling** — крик, галас
12. **emotional roller-coaster** — емоційні «гойдалки»
13. **serotonin** — серотонін
14. **dopamine** — дофамін
15. **melatonin** — мелатонін
16. **cortisol** — кортизол
17. **bullying** — знущання

*Exercise #2. Read and translate the text.*

### **INVISIBLE HARM: EMOTIONAL ABUSE IN THE CLASSROOM**

Not all pain can be seen. Some wounds are inside the heart and mind. Many children feel scared or unhappy not because someone hits them, but because of harsh words, control, or unfair treatment.

Abuse means hurting another person physically, emotionally or mentally. Psychological abuse is one of the most dangerous types because it is often hidden. It uses words, fear or manipulation to control someone. Learning about it helps children, parents and teachers create safer schools and homes.

One common form is *verbal abuse*. It includes shouting, insulting and name-calling. For example, a teacher may say, «You'll never be good at this.» A classmate may laugh and say, «You are so slow.» A parent may compare a child to others and call them a failure. Such words slowly destroy confidence and make children feel ashamed.

Another form is *manipulation*. It happens when someone controls another person's feelings using guilt or pressure. A classmate may say, «If you don't help me, I won't be your friend.» A teacher may say, «If you cared, you would work more.» A parent may say, «I do everything for you, and you still disappoint me.» These words make children feel responsible for others' emotions.

Gaslighting is also dangerous. It makes a child doubt their memory and feelings. For example, an adult may say, «I never said that,» even when they did. Over time, the child stops trusting themselves.

Isolation happens when someone separates a child from friends and classmates. A teacher may not allow group work. Classmates may exclude one person. Parents may forbid visits. This makes the child lonely and dependent.

Threats and intimidation use fear to control. A teacher may threaten to shame a student. A classmate may threaten to hurt them. A parent may scare the child with punishment. Fear makes victim silent and weak.

*Control* is another quiet form of abuse. It happens when someone decides everything for the child: friends, hobbies, messages, or opinions. It looks like care, but it takes away freedom and independence.

Psychological abuse also affects the body. Stress hormones like cortisol make children anxious and tired. When abusers suddenly act kind, hormones like dopamine give short happiness. This creates an emotional «roller-coaster.» Over time, serotonin and melatonin levels change, causing sadness and sleep problems. That is why abuse

is not only «in the head» — it changes how the body works.

To protect yourself and others, follow these steps:

1. Recognise abuse. If someone often hurts your feelings or controls you, it may be abuse.
2. Talk to someone you trust. Share your feelings with a friend, teacher, parent, or counsellor.
3. Set boundaries. You have the right to say, «Please don't talk to me like that.»
4. Seek professional help. Psychologists and school counsellors can support you.
5. Practice self-care. Do things you enjoy: sports, music, drawing, talking to friends.
6. Create a safety plan if the situation is serious. Find safe people and places.
7. Limit contact with the abuser when possible.

Spend time with kind and supportive people. They help you rebuild confidence and remember your value.

Remember: emotional abuse can be quiet and hidden. It may look like discipline or love but it slowly harms a child's mind and heart. By recognising it early, we can build schools and families based on respect, trust and kindness.

***Exercise #3. Read the text Ex.#2. Mark the following statements as true (T) or false (F)***

1. Not all pain can be seen, and some wounds are inside the heart and mind. \_\_\_\_
2. Verbal abuse includes shouting, insulting and name-calling. \_\_\_\_
3. Manipulation helps children feel more confident. \_\_\_\_
4. Gaslighting makes children doubt their memory and feelings. \_\_\_\_
5. Isolation means spending more time with friends and classmates. \_\_\_\_
6. Threats and intimidation use fear to control people. \_\_\_\_
7. Control allows children to make their own decisions. \_\_\_\_
8. Stress hormones like cortisol can make children anxious and tired. \_\_\_\_
9. Dopamine gives short moments of happiness when abusers act kind. \_\_\_\_
10. Psychological abuse affects only emotions, not the body. \_\_\_\_

11. Setting boundaries is important for mental health. \_\_\_\_
12. Self-care includes doing hobbies and talking to friends. \_\_\_\_

***Exercise #4. Answer the following questions.***

1. What is psychological abuse?
2. What examples of verbal abuse are mentioned in the text?
3. How does manipulation make children feel?
4. What is gaslighting and why is it dangerous?
5. How does isolation affect a child's life?
6. Why are threats and intimidation harmful?
7. How does psychological abuse affect the body?
8. Why is emotional abuse compared to an «emotional roller-coaster»?
9. Which hormones are mentioned in the text and what do they do?
10. Why is it important to talk to anyone you trust?
11. Which self-care activities are recommended in the text?
12. How can kind and supportive people help a child?

***Exercise #5. Fill in the gaps, using the words and word combinations from the list.***

**Word list:** *abuse, psychological, care, name-calling, intimidation, threat, emotional roller-coaster, serotonin, dopamine, cortisol, bullying*

1. Verbal \_\_\_\_\_ such as shouting and \_\_\_\_\_ can hurt a child's confidence.
2. \_\_\_\_\_ abuse is often hidden and difficult to recognise.
3. A \_\_\_\_\_ can make a child feel scared and silent.
4. \_\_\_\_\_ and fear are used in intimidation.
5. Living in constant stress increases the level of \_\_\_\_\_ in the body.
6. When abusers act kind, \_\_\_\_\_ gives short moments of happiness.
7. Sudden changes of emotions create an \_\_\_\_\_.
8. Low levels of \_\_\_\_\_ can cause sadness and sleep problems.

9. Parents and teachers should show \_\_\_\_\_ and support.
10. Victims of \_\_\_\_\_ may experience stress and anxiety.
11. Emotional \_\_\_\_\_ can damage a child's mind and heart.

**Exercise #6. Match the types of abuse with their correct definitions**

Type of abuse	Definition
1. Insulting	A. Using loud and angry voice to scare or control someone. B. Using bad or hurtful names to make someone feel ashamed. C. Hurting someone physically, emotionally or mentally. D. Saying rude or unkind words to hurt another person's feelings. E. Making someone afraid by using fear or pressure. F. Saying that you will hurt someone if they do not obey.
2. Name-calling	
3. Shouting / Yelling	
4. Threat	
5. Intimidation	
6. Abuse	

**Exercise #7. Read and translate the text. Put the following statements in the correct order (1–7) according to the text.**

**Statements:**

- a) Psychological safety helps people feel safe to speak, ask questions, and make mistakes. \_\_\_\_
- b) When psychological safety is missing, people become silent and afraid to take risks. \_\_\_\_
- c) Schools today face high pressure and many difficulties. \_\_\_\_
- d) Psychological safety allows teachers, students, and teams to ask for help and try new ideas. \_\_\_\_
- e) When psychological safety is present, teachers collaborate and students are engaged. \_\_\_\_

f) Psychological safety is important for learning, feedback and belonging. \_\_\_\_

g) Psychological safety is based on trust, not just comfort. \_\_\_\_

1. \_\_\_\_ Let's be honest: Schools are stretched.

2. \_\_\_\_ The demands on educators, leaders, and students are higher than ever.

Staff are expected to be calm under pressure, compassionate under strain, and creative amid chaos. And while many schools are doing their best with the tools they have — one critical piece is often missing.

3. \_\_\_\_ Psychological safety. Not as a buzzword. But as a lived, felt reality. It's what allows educators to say, «I need help.» It's what allows students to say, «I don't get it.» It's what allows teams to say, «Let's try something new.»

4. \_\_\_\_ Psychological safety is the condition that makes learning, risk-taking, feedback, innovation, and belonging possible. And right now, schools need it more than ever.

5. \_\_\_\_ What Psychological Safety Really Means. At its core, psychological safety is about this: People feel safe to speak up, ask questions, make mistakes, and be human — without fear of judgment, punishment or shame.

6. \_\_\_\_ When psychological safety is present:

- Teachers are more collaborative
- Students are more engaged
- Leaders are more trusted
- Innovation becomes normal
- People stay longer and thrive more

7. \_\_\_\_ When it's absent? You get silence. Defensiveness. Risk aversion. Surface-level compliance. This isn't about creating comfort. It's about creating trust — the kind that can handle discomfort, disruption, and real dialogue.

***Exercise #8. Rewrite each sentence using the word in brackets.***

1. Hurting someone physically or emotionally is wrong. (**abuse**)
2. This problem affects a child's feelings and emotions. (**psychological**)

3. Stress can harm a person's mind and thinking. (**mental**)
4. This program has shouting and name-calling. (**include**)
5. The child suffered because of bullying. (**victim**)
6. Fear and pressure were used to control the student. (**intimidation**)
7. The teacher spoke in rude and hurtful words. (**insulting**)
8. Calling someone bad names hurts their feelings. (**name-calling**)
9. The parent spoke in a very loud and angry voice. (**shouting / yelling**)
10. Her feelings changed very quickly from happy to sad. (**emotional roller-coaster**)
11. Low happiness levels can cause depression. (**serotonin**)
12. Praise gives short moments of pleasure. (**dopamine**)
13. Stress made it hard for him to sleep at night. (**melatonin**)
14. Long-term stress increased anxiety in his body. (**cortisol**)

***Exercise #9. Read the dialogue aloud:***

- a) Read the dialogue aloud. Pay attention to intonation in opinions and statements.
- b) Work in pairs or small groups. Discuss the topic and practise giving arguments and counter-arguments using polite phrases (*I think..., I agree..., I don't agree..., However..., On the other hand...*).
- c) Create a short dialogue (3–4 speakers) about a classroom situation. Include:
  - an opinion,
  - an argument,
  - a counter-argument,
  - a conclusion.
- d) Practise and act out your dialogue. Focus on pronunciation and respectful intonation.

## **BULLYING**

***Characters:***

*Anna – student*

*Mark – student*

*Teacher*

*School Counsellor*

**Anna:** I think bullying is not always serious. Sometimes it is just joking between classmates.

**Mark:** I don't agree. Many jokes have turned into abuse. Name-calling and insulting words can really hurt.

**Anna:** But if nobody hits you, is it really a problem?

**Teacher:** Yes, it is. Psychological abuse is also dangerous. Shouting, threats and intimidation can harm a child's mental health.

**Mark:** Exactly. A victim may look fine outside but inside they are on an emotional roller-coaster.

**Anna:** Still, some people say children must learn to be strong.

**School Counsellor:** That is not true. Constant stress increases cortisol and lowers serotonin and melatonin. This can cause anxiety and sleep problems.

**Anna:** I didn't know bullying could affect the body.

**Teacher:** Yes. And sometimes abusers pretend they care but in reality they try to control others.

**Mark:** They may say, «I'm helping you,» but they are actually threatening and humiliating.

**Anna:** So shouting and yelling are also forms of abuse, aren't they?

**School Counsellor:** Of course. They include emotional pressure and fear.

**Anna:** But some teachers think strict control is necessary.

**Teacher:** Discipline is important but it must not include insults or intimidation. Real care means respect and support.

**Mark:** When students feel safe, their dopamine increases and they feel motivated to learn.

**Anna:** So bullying doesn't make people stronger — it makes them weaker?

**School Counsellor:** Exactly. It creates fear, stress and low self-esteem.

**Teacher:** That is why we must speak up. Silence only helps abuse continue.

**Mark:** We should protect every victim and show that bullying is not acceptable.

**Anna:** I agree now. We need to stop name-calling and threats and support each other.

**School Counsellor:** And remember: kindness and understanding are stronger than fear.

***Exercise #10. Answer the following questions based on the dialogue «Bullying».***

1. Why does Anna think bullying is sometimes not serious at the beginning?
2. Why does Mark disagree with Anna's opinion?
3. What examples of abuse does Mark mention?
4. How does the teacher explain the danger of psychological abuse?
5. How does stress affect the body, according to the school counsellor?
6. Why are shouting and yelling considered forms of abuse?
7. What is the difference between discipline and abuse, according to the teacher?
8. Why does bullying make people weaker?
9. Why is it important to speak up about abuse?
10. What final message does the school counsellor give?

***Exercise #11. Choose the correct answer***

1. What is psychological abuse?
  - A) Abuse that causes only physical injuries
  - B) Abuse that involves stealing
  - C) Abuse that affects emotions and mental health
  - D) Abuse that always leaves visible marks
2. What does verbal abuse include?
  - A) Silent behaviour and isolation
  - B) Insults, shouting, and name-calling
  - C) Refusing to talk to classmates
  - D) Threatening with weapons
3. What is the main goal of manipulation in abusive relationships?

- A) To control another person's actions and feelings communication
  - B) To improve
  - C) To support personal development
  - D) To solve problems together
4. What is gaslighting?
- A) Encouraging someone to share ideas
  - B) Making a person doubt their memories and feelings
  - C) Giving helpful advice
  - D) Helping someone make friends
5. What is one effect of isolation?
- A) Stronger independence
  - B) Better family relationships
  - C) More loneliness and dependence on the abuser
  - D) Higher self-confidence
6. What does controlling behaviour involve?
- A) Limiting freedom and monitoring actions
  - B) Respecting privacy
  - C) Supporting free choice
  - D) Encouraging independence
7. What is the first step in coping with abuse?
- A) Recognising the abuse
  - B) Blaming yourself
  - C) Ignoring the problem
  - D) Arguing with the abuser
8. Why is it helpful to talk to someone you trust?
- A) To make them feel worried
  - B) To increase stress
  - C) To get support and understand the situation better
  - D) To punish the abuser
9. What is the purpose of setting boundaries?

- A) To get revenge
  - B) To protect mental well-being
  - C) To avoid all people
  - D) To confuse others
10. Who can help rebuild self-esteem?
- A) Only friends
  - B) Neighbours
  - C) Psychologists, counsellors, and support groups
  - D) Online strangers
11. What is part of self-care?
- A) Doing hobbies and physical activities
  - B) Doing nothing
  - C) Hiding emotions
  - D) Ignoring problems
12. What does a safety plan include?
- A) Spending more time with the abuser
  - B) Writing a list of gifts
  - C) Deleting important
  - D) Finding safe places and emergency contacts phone numbers
13. Why should someone distance themselves from an abuser?
- A) To protect mental and emotional health better
  - B) To hurt their feelings
  - C) To make the relationship
  - D) To start conflicts
14. What can psychological abuse affect?
- A) Language learning skills
  - B) Mental health and quality of life
  - C) Physical strength
  - D) Cooking habits
15. What should anyone do if they experience psychological abuse?

- A) Stay silent
- B) Isolate themselves
- C) Accept it as normal
- D) Ask for help and talk to trusted people

*Exercise #12. Read the text. Fill the blanks, using the words: abuse, words, psychological, bullying, verbal, victim, emotional, social and bullying.*

### **BULLYING IS THE HIDDEN FORM OF PSYCHOLOGICAL ABUSE**

Not all pain can be seen. Sometimes children smile on the outside, but inside they feel lonely, scared, or ashamed. This invisible pain often comes from \_\_\_\_\_, one of the most common forms of \_\_\_\_\_ in schools around the world. Bullying happens when one or more people repeatedly hurt, tease, or control another person. It is not just about physical violence like hitting or pushing. More often, it is about \_\_\_\_\_, actions, and attitudes that slowly break a person's confidence and self-esteem.

Bullying can take many forms — \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ or online. It can happen anywhere: in the classroom, in the school corridor, during break time, or even at home through the Internet. Sometimes it starts with a joke, a whisper, or a small act of exclusion, but if it continues, it becomes a real threat to a child's emotional health. When people laugh at someone, spread rumours, post cruel messages online, or control others through fear, they are not «just playing». They are causing deep emotional wounds that may last for years.

Children who are bullied often feel powerless and alone. They may stop enjoying school, lose concentration, or start believing they are “not good enough.” Some become anxious, avoid friends, or find it hard to sleep. Research shows that constant bullying can even affect the brain — the stress hormones in the body rise, making children feel tense and frightened all the time. Over time, this can lead to sadness, depression, and low self-esteem.

Bullying is not only a problem between students — sometimes it can also come from adults. A teacher's harsh words, unfair treatment, or public humiliation can also

create fear and pain. Parents who use shouting, threats, or comparisons may cause emotional harm without realising it. In all these cases, the child becomes a \_\_\_\_\_ of psychological abuse, which affects both their emotions and their mental health.

It is important to remember that bullying is never «just a part of growing up». It is a form of emotional violence that can destroy trust, confidence, and joy. Every child deserves to feel safe, respected, and supported — in school, online, and at home. Recognising \_\_\_\_\_ early, talking about it openly, and responding with kindness and understanding are the first steps toward ending this hidden form of abuse.

***Exercise #13. Work in pairs or small groups. Read the questions and discuss your ideas. Share your own experiences, thoughts and opinions. Try to use complete sentences and explain why you think so.***

1. Have you ever seen bullying in your school or community? What happened?
2. Why do some children become bullies?
3. How do you think victims of bullying feel?
4. What can schools do to make children feel safe?
5. What can you personally do to stop bullying around you?

***Exercise #14. Read each situation carefully. Identify the form of abuse illustrated in the example. Propose constructive teacher strategies that could replace abusive or harmful actions. Fill in the last column with your ideas.***

### **Pedagogical Situations Involving Forms of Abuse**

<b>Type of Abuse</b>	<b>Scenario</b>	<b>Discussion Task</b>	<b>Preventive Strategy</b>
Verbal Abuse	A teacher shouts: «You’ll never be good at English!» in front of the	Identify the problem and suggest a more constructive way to	

	class.	give feedback.	
Manipulation	«If you respect me, you'll stay after class and help.»	Explain why this is manipulation and how to maintain professional boundaries.	
Gaslighting	The teacher denies previous promises: «I never said that.»	Describe the emotional impact and suggest how to rebuild trust.	
Public Humiliation	«Even my nephew knows this better than you!»	Reflect on teacher's ethical responsibility.	
Excessive Control	The teacher forbids questions and discussion.	Discuss the difference between discipline and control.	
Isolation	«You'll work alone because no one wants you in their group»	Identify why this is harmful and propose a better approach.	
Threats	«If you forget homework again, you'll fail the course»	Explain how threats affect motivation.	
Victim Blaming	«If you behaved differently, others wouldn't tease you»	Identify the ethical mistake and suggest a supportive	

		response.	
--	--	-----------	--

***Exercise #15. Fill in the blanks with the correct form of the verb in the Present Perfect Tense.***

1. I \_\_\_\_\_ (never/experience) psychological abuse before.
2. She \_\_\_\_\_ (already/learn) how to protect her mental health.
3. They \_\_\_\_\_ (just/report) a case of bullying at school.
4. He \_\_\_\_\_ (not/yet/recover) from emotional stress.
5. We \_\_\_\_\_ (see) many examples of care from our teachers this year.
6. She \_\_\_\_\_ (already/help) a victim of name-calling.
7. Students \_\_\_\_\_ (face) intimidation in this class so far.
8. Many children \_\_\_\_\_ (suffer) from shouting and insulting words.
9. They \_\_\_\_\_ (not/forget) the threats they received.
10. The teacher \_\_\_\_\_ (just/stop) verbal abuse in the classroom.
11. I \_\_\_\_\_ (never/use) shouting to solve problems.
12. She \_\_\_\_\_ (already/notice) changes in her emotional state.
13. Doctors \_\_\_\_\_ (study) the effects of cortisol on stress recently.
14. Scientists \_\_\_\_\_ (discover) how dopamine affects motivation.
15. He \_\_\_\_\_ (have) sleep problems because of low melatonin.

***Exercise #16. Transform the following sentences into negative and interrogative sentences.***

1. The school has included lessons on psychological safety this year.
2. The counsellor has helped a victim of intimidation.
3. Parents have stopped using threats and name-calling.
4. The teacher has noticed signs of mental stress in students.
5. Doctors have studied the effects of cortisol on stress.
6. The programme has reduced cases of abuse at school.
7. Students have experienced an emotional roller-coaster this term.
8. The school has created a safe environment with respect and care.

9. Teachers have shown great care to victims of bullying.
10. Students have suffered from shouting and insulting words.

***Exercise #17. Fill in the blanks with the correct form of the verb in Past Perfect***

***Tense.***

1. The teacher \_\_\_\_\_ (stop) shouting before the lesson ended.
2. The counsellor \_\_\_\_\_ (help) the victim before the parents arrived.
3. Students \_\_\_\_\_ (learn) about psychological abuse before the project started.
4. She \_\_\_\_\_ (show) care to her classmates before the conflict happened.
5. They \_\_\_\_\_ (include) mental health topics before the semester finished.
6. He \_\_\_\_\_ (report) the threat before the situation became serious.
7. The school \_\_\_\_\_ (reduce) cases of intimidation by that time.
8. We \_\_\_\_\_ (discuss) the effects of cortisol before the exam began.
9. She \_\_\_\_\_ (not realise) the harm of name-calling before the teacher explained it.
10. Doctors \_\_\_\_\_ (study) the role of dopamine before the new programme started.

***Exercise #18. Transform the following sentences into negative and interrogative sentences.***

1. The school psychologist had explained the effects of cortisol before the workshop started.
2. The student had reported the abuse before it became public.
3. Parents had noticed signs of mental stress before the child asked for help.
4. The counsellor had prepared a support plan for the victim by that time.
5. The teacher had stopped name-calling in class before strict rules were introduced.
6. The class had discussed the dangers of name-calling before the new rules were introduced.

7. She had controlled her emotions before the argument turned into shouting.
8. The school had organised a programme against intimidation before several students complained.
9. Doctors had measured serotonin levels before starting treatment.
10. The teacher had reduced threats and insulting behaviour before the parents' meeting.

***Exercise #19. Read and translate the text. Fill in the gaps. Pay attention to the difference between the Present Perfect and the Past Perfect.***

### **EDUCATION WITHOUT FEAR: A TEACHER'S RESPONSIBILITY**

In recent years, many teachers \_\_\_\_\_ (realise) how important psychological safety is in the classroom. They understand that abuse, shouting, and name-calling can seriously harm students' mental health.

Before some schools introduced new rules, many pupils \_\_\_\_\_ (experience) intimidation and insulting behaviour. Some students \_\_\_\_\_ (become) victims of emotional pressure before teachers noticed the problem.

Over the past few years, educators \_\_\_\_\_ (include) more lessons about care, respect, and responsibility in their programmes. Teachers \_\_\_\_\_ (learn) how stress hormones such as cortisol affect students' behaviour and concentration.

By the time the new support system was created, many children \_\_\_\_\_ (suffer) from anxiety and low self-esteem. Some of them \_\_\_\_\_ (lose) confidence because of threats and constant criticism.

Recently, school counsellors \_\_\_\_\_ (help) many victims of psychological abuse. They \_\_\_\_\_ (teach) students how dopamine and serotonin influence emotions and motivation. As a result, pupils \_\_\_\_\_ (feel) more confident and calm.

Before parents and teachers started working together, children \_\_\_\_\_ (feel) lonely and unsupported. Now, they \_\_\_\_\_ (receive) more attention, care, and understanding.

Teachers also explain that emotional safety is not created in one day. It

\_\_\_\_\_ (require) patience, trust, and cooperation. When students feel protected, they \_\_\_\_\_ (stop) being afraid of mistakes and \_\_\_\_\_ (start) participating more actively in lessons.

Creating a safe environment means stopping intimidation, reducing threats, and showing real care. Thanks to teachers' efforts, many schools \_\_\_\_\_ (become) places where students feel respected and valued.

***Exercise #20. Fill in the blanks with the correct verb form in the Future Perfect Tense.***

1. By next term, teachers \_\_\_\_\_ (create) clear rules against name-calling and insulting behaviour.

2. The counsellor \_\_\_\_\_ (prepare) a support programme for victims by the end of this month.

3. Students \_\_\_\_\_ (understand) the effects of psychological abuse before the final discussion.

4. Parents \_\_\_\_\_ (learn) how to show more care and support by the next meeting.

5. The school \_\_\_\_\_ (organise) training on intimidation and threats by next semester.

6. Doctors \_\_\_\_\_ (measure) cortisol and melatonin levels before the new treatment begins.

7. We \_\_\_\_\_ (discuss) the emotional roller-coaster of bullying by tomorrow afternoon.

8. Teachers \_\_\_\_\_ (receive) special training on mental health by the end of the year.

9. The class \_\_\_\_\_ (develop) respectful communication without shouting by then.

10. School leaders \_\_\_\_\_ (introduce) new rules to prevent abuse by next autumn.

**Exercise #21. Fill in the blanks with the correct verb form in the Future Perfect**

**Tense**

**Teacher:** By next week, \_\_\_\_\_ (you / learn) how to deal with name-calling and insulting behaviour?

**Student:** Yes, I think I \_\_\_\_\_ (understand) the main rules by then.

**Teacher:** That's good to hear. \_\_\_\_\_ (what / you / change) first in your behaviour?

**Student:** I \_\_\_\_\_ (stop) shouting at my classmates before the end of this term.

**Teacher:** Great. \_\_\_\_\_ (the class / prepare) a project about psychological safety by Friday?

**Student:** Yes, we \_\_\_\_\_ (finish) it by tomorrow evening.

**Teacher:** And \_\_\_\_\_ (who / help) students who face intimidation by that time?

**Student:** The counsellor \_\_\_\_\_ (support) them and give them advice.

**Teacher:** Do you think students \_\_\_\_\_ (control) their emotions better by next month?

**Student:** I believe we \_\_\_\_\_ (improve) our mental health skills by then.

**Teacher:** Good. And what about stress? \_\_\_\_\_ (you / reduce) cortisol levels with new routines?

**Student:** Yes, we \_\_\_\_\_ (start) doing relaxation exercises before exams.

**Teacher:** One more thing. \_\_\_\_\_ (the school / include) more lessons on care and respect by next year?

**Student:** Yes, the administration \_\_\_\_\_ (add) them to the programme.

**Teacher:** Excellent. By the end of the year, we \_\_\_\_\_ (create) a safer environment for everyone.

**Exercise #22. Transform the following sentences into negative and interrogative sentences.**

1. By next term, teachers will have reduced cases of psychological abuse at school.
2. The counsellor will have supported every victim of intimidation by Friday.
3. Students will have learned how to stop name-calling and insulting behaviour by then.
4. The school will have included more lessons on care and mental health by next year.
5. Doctors will have studied the effects of cortisol and serotonin by the end of the project.

**Exercise #23. Fill in the blanks. Pay attention to the context of the sentence to choose the correct verb form.**

Last year, a secondary school started an online support project for students who \_\_\_\_\_ (1) \_\_\_\_\_ (experience) bullying and psychological abuse. Before the project began, many victims \_\_\_\_\_ (2) \_\_\_\_\_ (feel) lonely and afraid to speak about intimidation and threats.

Since the programme started, teachers \_\_\_\_\_ (3) \_\_\_\_\_ (include) special lessons about care, respect, and mental health. They \_\_\_\_\_ (4) \_\_\_\_\_ (stop) shouting and insulting behaviour in online and offline classes.

By the time the first training ended, counsellors \_\_\_\_\_ (5) \_\_\_\_\_ (help) several students who \_\_\_\_\_ (6) \_\_\_\_\_ (suffer) from emotional stress and anxiety. Some of them \_\_\_\_\_ (7) \_\_\_\_\_ (live) on an emotional roller-coaster before they received support.

Recently, doctors \_\_\_\_\_ (8) \_\_\_\_\_ (explain) how cortisol affects fear and how serotonin and dopamine influence motivation. Teachers \_\_\_\_\_ (9)

\_\_\_\_\_ (use) this information in their lessons.

Over the past few months, students \_\_\_\_\_ (10) \_\_\_\_\_ (learn) how to protect themselves from name-calling and intimidation. They \_\_\_\_\_ (11) \_\_\_\_\_ (become) more confident and active in group work.

Next year, the school \_\_\_\_\_ (12) \_\_\_\_\_ (organise) a summer camp for victims of bullying. By the end of the camp, students \_\_\_\_\_ (13) \_\_\_\_\_ (develop) strong communication skills and self-respect.

By that time, teachers \_\_\_\_\_ (14) \_\_\_\_\_ (create) a system that prevents abuse and supports every child's mental well-being.

***Exercise #24. Watch the video.***

***a) Watch the video on YouTube «Building Psychological Safety in The Classroom». While watching, take notes on the main tips and useful expressions about creating a psychologically safe classroom.***

Link: <https://www.youtube.com/watch?v=PXRqwtJsSI0>

***b) After watching, write down some tips from the video. Explain in 7-10 sentences why each one is important for teachers or students.***

***Exercise #25. Translate the sentences into English.***

1. До завершення курсу здобувачі освіти сформують стійкі навички саморегуляції та емоційного контролю.

2. За останнє десятиліття насильство стало серйозною проблемою в багатьох школах.

3. Багато учнів зазнали залякування до того, як була запроваджена система підтримки.

4. Протягом багатьох років психологічне насильство залишається серйозною проблемою.

5. Протягом цього семестру учні зазнали емоційного стресу.

6. До початку наступного семестру освітні заклади інтегрують системні модулі з емоційної безпеки та добробуту.

7. Лікарі пояснили вплив серотоніну до початку тренінгу.
8. До цього часу фахівці психологічної служби забезпечать комплексну допомогу постраждалим учням.
9. До випуску учні розвинуть емоційну стійкість.
10. За останні роки школи зменшили кількість випадків булінгу.
11. Від початку програми консультанти допомогли багатьом жертвам.
12. За останні місяці ми отримали значну підтримку.
13. Жертва потребувала допомоги задовго до того, як проблему помітили.
14. До 2027 року педагогічні колективи сформують культуру взаємної поваги та підтримки.
15. Він зазнав психологічного тиску раніше.
16. Школа створила правила безпеки перед тим, як сталася криза.
17. До моменту завершення навчання учні набуть здатності ефективно долати стресові ситуації.
18. До того часу консультанти підтримають усіх жертв булінгу.
19. До кінця цього семестру програма покращить психічне здоров'я учнів.
20. До кінця курсу студенти опанують навички управління стресом.

***Exercise #26. Read the list of topics below and choose one that interests you: a) write a short text (10–15 sentences) on your chosen topic; b) prepare and deliver a 1–2-minute oral talk based on your text.***

1. The Hidden Pain: How Psychological Abuse Affects Mental Health.
2. Gaslighting and Its Impact on Self-Perception.
3. Recognizing the Unseen: Why Verbal Abuse Should Not Be Ignored.
4. Setting Boundaries: A First Step to Healing from Psychological Abuse.
5. The Power of Manipulation: How It Destroys Confidence.
6. Creating a Safety Plan: Preparing for Life After Abuse.
7. The Importance of Talking About Abuse and Seeking Help.
8. Psychological Abuse vs. Physical Abuse: Which is More Damaging?

***Exercise #27. Answer briefly.***

1. A student is bullied online. What is this called?
2. A teacher shouts in class. What type of abuse is it?
3. A child feels afraid and silent. Why?
4. Who can help victims?
5. Why is support important?
6. What hormones change during stress?
7. How can classmates help?
8. Why is silence dangerous?
9. What is healthy discipline?
10. Why should schools prevent bullying?

***Exercise #28. Organise a discussion based on Exercise #26.***

**TEST №8**

***Part I. Choose the correct answer.***

1. Calling someone bad names is called:
  - A) care
  - B) name-calling
  - C) respect
  - D) praise
2. A person who suffers from abuse is a:
  - A) helper
  - B) victim
  - C) leader
  - D) bully
3. A hormone connected with stress is:
  - A) dopamine
  - B) serotonin

- C) melatonin
- D) cortisol
- 4. Speaking in a loud and angry way means:
  - A) insulting
  - B) threatening
  - C) shouting
  - D) caring
- 5. Sudden emotional changes are called:
  - A) manipulation
  - B) emotional roller-coaster
  - C) isolation
  - D) support
- 6. Fear and pressure used to control someone is:
  - A) care
  - B) threat
  - C) encouragement
  - D) praise
- 7. Psychological abuse mainly affects:
  - A) muscles
  - B) emotions and mind
  - C) eyesight
  - D) hearing
- 8. Being kind and supportive shows:
  - A) pressure
  - B) care
  - C) fear
  - D) control
- 9. A hormone connected with motivation is:
  - A) cortisol
  - B) melatonin

C) dopamine

D) insulin

10. Repeated harmful behaviour at school is:

A) discipline

B) bullying

C) teamwork

D) cooperation

**Part II. Write T (True) or F (False).**

1. Psychological abuse is always easy to notice. \_\_\_\_
2. Verbal abuse includes shouting and insulting words. \_\_\_\_
3. Manipulation helps children feel confident. \_\_\_\_
4. Gaslighting makes people doubt themselves. \_\_\_\_
5. Isolation makes children more independent. \_\_\_\_
6. Cortisol increases during stress. \_\_\_\_
7. Dopamine is connected with pleasure. \_\_\_\_
8. Threats help students study better. \_\_\_\_
9. Setting boundaries supports mental health. \_\_\_\_
10. Emotional abuse affects only feelings. \_\_\_\_

**Part III. Fill in the gaps, using the words and word combinations from the list.**

**Word list:** *abuse, name-calling, intimidation, care, cortisol, dopamine, bullying, serotonin, threat, emotional roller-coaster.*

1. Verbal \_\_\_\_\_ can hurt self-esteem.
2. Fear and pressure are forms of \_\_\_\_\_.
3. Teachers should show \_\_\_\_\_ to students.
4. High \_\_\_\_\_ causes stress.
5. Praise increases \_\_\_\_\_.
6. Low \_\_\_\_\_ may cause sadness.

7. Repeated harassment is called \_\_\_\_\_.
8. Calling someone names is \_\_\_\_\_.
9. His life felt like an \_\_\_\_\_.
10. A serious warning is a \_\_\_\_\_.

**Part IV. Answer the questions.**

1. What is psychological abuse?
2. Why is verbal abuse dangerous?
3. How does manipulation affect children?
4. What is gaslighting?
5. Why is isolation harmful?
6. How do threats influence behaviour?
7. What is an emotional roller-coaster?
8. How does stress affect sleep?
9. Why is self-care important?
10. How can teachers help victims?

**V. Choose the correct answer.**

1. Teachers \_\_\_\_\_ stopped shouting this year.  
A) have  
B) had  
C) will
2. She \_\_\_\_\_ helped the victim before parents arrived.  
A) has  
B) had  
C) will
3. By next term, schools \_\_\_\_\_ reduced bullying.  
A) have  
B) will have  
C) had

4. Students \_\_\_\_\_ learned about abuse recently.  
A) have  
B) had  
C) will
5. Before the rules changed, pupils \_\_\_\_\_ suffered.  
A) have  
B) had  
C) will
6. The counsellor \_\_\_\_\_ prepared a plan by Friday.  
A) has  
B) had  
C) will have
7. Teachers \_\_\_\_\_ included safety lessons this year.  
A) have  
B) had  
C) will
8. By tomorrow, we \_\_\_\_\_ finished the project.  
A) have  
B) had  
C) will have
9. Doctors \_\_\_\_\_ studied cortisol recently.  
A) have  
B) had  
C) will
10. By 2027, schools \_\_\_\_\_ created safe spaces.  
A) have  
B) had  
C) will have

## REFERENCES

1. White J. Building Psychological Safety in the Classroom [Електронний ресурс]: відео // YouTube. — Режим доступу: <https://www.youtube.com/watch?v=PXrqwtJsSI0> (дата звернення: 07.02.2026).
2. What Psychological Safety Really Means [Електронний ресурс] // Safe House Schools. — Режим доступу: <https://safehouseschools.org/psychological-safety-is-the-culture-shift-schools-are-crying-out-for/> (дата звернення: 07.02.2026).

***Exercise #1. Read the words and word combinations with the translation.***

1. **To enrol** — зараховувати, вступати
2. **entry requirements** — вимоги до вступу
3. **educational framework** — освітня система
4. **phase** — етап
5. **compulsory** — обов'язковий
6. **optional subjects** — предмети за вибором
7. **curriculum** — навчальна програма
8. **key stage** — ключовий етап навчання
9. **year group** — клас (рік навчання)
10. **SATs** — стандартизовані тести
11. **Common Entrance Exam** — вступний іспит
12. **GCSE** — атестат про середню освіту
13. **IGCSE** — міжнародний сертифікат середньої освіти
14. **certificate** — сертифікат
15. **compulsory subjects** — обов'язкові предмети
16. **assessment** — оцінювання
17. **undergraduate** — бакалаврський рівень
18. **postgraduate** — післядипломний рівень
19. **bachelor's degree** — ступінь бакалавра
20. **master's degree** — ступінь магістра
21. **PhD** — доктор філософії
22. **foundation course** — підготовчий курс
23. **diploma** — диплом
24. **degree programme** — освітня програма
25. «**A levels**» — іспити для вступу до вишу

26. **International Baccalaureate (IB)** — міжнародний бакалаврат
27. **sixth form college** — старша школа при коледжі
28. **vocational course** — професійний курс
29. **BTEC** — практична кваліфікація
30. **boarding school** — школа-інтернат
31. **tutorial college** — коледж із малими групами
32. **guardian** — опікун
33. **guardianship** — опіка
34. **accommodation** — проживання
35. **emergency support** — допомога в екстрених ситуаціях

*Exercise #2. Read and translate the text.*

### **THE BRITISH EDUCATION SYSTEM**

The British Education System can be very different and potentially confusing for new overseas parents looking to enrol their child at school in the UK but it's important that both parents and students understand this system to clarify entry requirements, study options available, and navigate the educational framework. In this guide, we will provide a clear step-by-step introduction to each stage of British education and answer any common questions.

How does the British education system work? The education system in the UK is divided into four main phases:

- Primary education – the first phase of formal schooling for children aged between 4/5 and 11.
- Secondary education – the phase of schooling that follows primary education, covering children between the ages of 11 and 16.
- Further education – a non-compulsory phase of education where individuals can choose to further develop their knowledge and skills.
- Higher education – refers to a university where individuals can choose to take undergraduate and postgraduate degrees.

Children progress through school in year groups. For example, Year 1, Year 2, Year 3, Year 4, and so on. Primary School includes Years 1-6, and Secondary School includes Years 7-11.

The education system in the UK further breaks down into «key stages», which are the blocks inside the primary and secondary education phases. Each key stage has its own curriculum and learning goals. They break down as follows:

*Primary Education:*

- Key Stage 1: 5 to 7 years old
- Key Stage 2: 7 to 11 years old

*Secondary Education:*

- Key Stage 3: 11 to 14years old
- Key Stage 4: 14 to 16 years old

Most schools follow the National Curriculum, which outlines what students should be learning at each key stage.

*UK primary education.*

Primary school in the UK starts at the age of 5 and finishes at 11. Some primary schools are divided into two parts: Infant School and Junior School. Infant School is for children from 5 to 7 years old. Junior School is for children from 7 to 11 years old. These schools are often in the same area.

Children study in different year groups. First, they go to Reception at the age of 4 or 5. Then they continue from Year 1 to Year 6.

In Year 2 and Year 6, pupils take important tests called SATs. These tests help teachers check students' progress.

Year groups in primary school are:

- Reception (4–5 years old)
- Year 1 (5–6)
- Year 2 (6–7)
- Year 3 (7–8)
- Year 4 (8–9)
- Year 5 (9–10)

- Year 6 (10–11)

Primary school helps children learn basic subjects and prepares them for secondary school.

### ***Secondary Education in the UK.***

Secondary school in the UK starts in Year 7 and finishes in Year 11. Years 7 and 8 are the first two years. In some private schools, these years are part of Junior School. In other schools, they belong to Senior School.

In secondary school, all students study main subjects such as English, Maths, Science, Humanities, and a foreign language. They can also choose optional subjects, for example Art, Music, Drama, Computer Science or Design Technology.

In some schools, students take the Common Entrance Exam in Year 7. The results may help them move from Junior School to Senior School.

Year 9 is an important year. It helps students prepare for future exams and for the GCSE programme

In Years 10 and 11, students prepare for GCSE exams. They usually study 9 to 12 subjects. Some subjects are compulsory, and others are chosen by students. After two years, they take exams and receive GCSE certificates (General Certificate of Secondary Education).

Some international students can study on a one-year GCSE course with fewer subjects.

International students can also choose the IGCSE programme. They study 5 to 7 subjects, including English, Maths, and Science, and take exams at the end of Year 11.

Some schools offer a one-year GCSE programme in Year 11. This course is for international students aged 15 and over. Students must have a good level of education from their home country. In this programme, they study fewer subjects, usually up to six.

Another option is the IGCSE programme. IGCSE means International General Certificate of Secondary Education. It helps international students prepare for A levels or the IB programme.

In IGCSE, students study five to seven subjects. These usually include English,

Maths, and Science. Each school offers different subjects. At the end of Year 11, students take exams and receive IGCSE certificates.

After secondary school, students move to university preparation in Years 12 and 13. During this time, they study for A levels or the International Baccalaureate to enter university.

#### *A Level and IB Programmes.*

In the UK, students can start A level studies at the age of 16. This programme lasts two years. Students usually choose three or four subjects. These subjects are connected to the degree they want to study at university. A levels are important exams and are accepted by universities in the UK and in other countries. At the end of Year 13, students receive A level certificates.

Some students choose the International Baccalaureate (IB) programme. In this programme, students study six subjects: three at a higher level and three at a standard level. They also complete special projects and activities. At the end, students take written exams.

#### *Further Education and Vocational Courses.*

After the age of 16, students can study at sixth form colleges or further education colleges. These colleges offer GCSE, A level, and foundation courses. They help students prepare for university.

Some students choose BTEC courses. These courses focus on practical skills in subjects like Business, Engineering, or Art. Students are tested during the course through projects and tasks, not only by final exams.

#### *University Foundation and Undergraduate Study.*

From the age of 17, international students can study one-year foundation courses. These courses prepare them for university. After that, students can enter undergraduate programmes, which usually last three years.

#### *University and Further Education in the UK.*

In the UK, a bachelor's degree usually takes three years. Common degrees are BA(Bachelor of Arts), BSc(Bachelor of Science), and BEng(Bachelor of Engineering).

Some colleges offer two-year diplomas. These diplomas can help students enter the second year of university. Some private colleges also offer one-year diploma courses.

Postgraduate study in the UK is often short and intensive. A master's degree usually takes one year. An MBA (Master of Business Administration) can take two years. A PhD takes between two and seven years.

#### *Boarding Schools and Tutorial Colleges.*

A boarding school is a school where students live and study. There are about 500 boarding schools in the UK. They offer good education and help students improve their English.

Tutorial colleges are for students from age 15. They have small classes and give personal attention. Teachers help students prepare for university, especially for Oxford and Cambridge.

#### *State Boarding Schools and FE Colleges.*

In state boarding schools, students pay for living, but education is free. Only some students can study there.

FE colleges teach students over 16. They offer different courses, including sixth form and adult education.

#### *Pathway Courses and Universities*

Pathway and foundation courses help students improve English and study skills before university. They often lead directly to degree programmes.

The UK is very popular with international students. There are more than 140 universities. Students usually study three years for a degree and one year for a master's.

#### *Guardianship and Student Support*

International students under 18 need a guardian in the UK. Guardians help with safety, travel, and school life. They also give support in emergencies.

Schools and colleges also help students with visas, documents and choosing the right programme.

**Exercise #3. Read the text Ex.#2. Mark the following statements as true (T) or false (F)**

1. Primary school in the UK starts at the age of 5. \_\_\_\_
2. Students finish secondary school in Year 9. \_\_\_\_
3. All students must study English and Maths in secondary school. \_\_\_\_
4. GCSE exams are taken in Years 10 and 11. \_\_\_\_
5. IGCSE is only for British students. \_\_\_\_
6. A level courses usually last two years. \_\_\_\_
7. BTEC courses focus on practical skills. \_\_\_\_
8. A bachelor's degree in the UK usually takes four years. \_\_\_\_
9. Boarding school students live at school. \_\_\_\_
10. International students under 18 need a guardian. \_\_\_\_

**Exercise #4. Answer the following questions.**

1. When do children begin primary school in the UK?
2. How long does primary education last?
3. What subjects are compulsory in secondary school?
4. When do students take GCSE exams?
5. How many subjects do students usually study for GCSE?
6. What is the IGCSE programme for?
7. When can students begin A level courses?
8. How long does an A level programme last?
9. What is the main purpose of BTEC courses?
10. Why do international students need a guardian in the UK?

**Exercise #5. Fill in the gaps, using the words and word combinations from the list.**

**Word list:** compulsory, accommodation, certificate, Common Entrance Exam, enroll, bachelor's degree, phase, curriculum, year group, diploma, assessment, undergraduate, master's degree, vocational course, boarding school.

1. Before you \_\_\_\_\_ in a school, you must check the entry rules.
2. Primary education is the first \_\_\_\_\_ of formal learning.
3. English and Maths are \_\_\_\_\_ subjects in secondary school.
4. The school \_\_\_\_\_ shows what students must learn each year.
5. Pupils in the same \_\_\_\_\_ study together.
6. Some private schools ask students to pass the \_\_\_\_\_.
7. After exams, students get an official \_\_\_\_\_.
8. Teachers use tests and projects for student \_\_\_\_\_.
9. Many students enter \_\_\_\_\_ programmes after school.
10. After three years at university, students get a \_\_\_\_\_.
11. A \_\_\_\_\_ usually takes one year in the UK.
12. After college, students receive a \_\_\_\_\_.
13. A \_\_\_\_\_ helps students learn practical skills.
14. Students who live and study at school attend a \_\_\_\_\_.
15. The school helps students find safe \_\_\_\_\_.

***Exercise #6. Read and translate the text. Find and write the new words. Pay attention to the pronunciation of them. Explain the meaning of the words: funded, curriculum, controlled, fees and support. Example: «Funded» means paid for by the government.***

### **TYPES OF SCHOOLS IN THE UK**

If you want to work as a teacher in the UK, it is important to know about different types of schools. This will help you choose the right place to work.

#### *State Schools.*

State schools are free and are paid for by the government. Most of them follow the national curriculum.

There are several types of state schools:

- Community schools are controlled by the local council.
- Foundation schools have more freedom in their work.

- Academies are funded by the government and do not always follow the national curriculum.

- Grammar schools choose students by exam results.

- State boarding schools offer free education, but students pay for living at school.

#### *Free Schools.*

Free schools are also funded by the government. They are not controlled by local councils. They can change their timetable and teaching style. They do not choose students by exams.

Some free schools focus on special subjects, such as engineering or project work.

#### *City Technology Colleges.*

These schools are usually in cities. They teach science and technology.

Education is free, and companies also help pay for them.

#### *Private Schools.*

Private schools are not free. Students pay fees to study there. These schools do not have to follow the national curriculum, but they are checked by the government.

#### *Special Schools.*

Special schools help students with special educational needs. They support students with learning, communication, physical, or emotional problems.

#### *Teaching in the UK.*

If you are looking for a teaching job in the UK, it is useful to understand these school types. This knowledge can help you find the best place for your career.

#### ***Exercise #7. Read the dialogue aloud:***

***a) Pay attention to the pronunciation of British school and university names;***

***b) Work in pairs or small groups. Create your own short dialogue (3–4 speakers);***

***c) Act out your dialogue in front of the class. Pay attention to pronunciation and intonation.***

## A NEW BEGINNING IN THE UK

### **Characters:**

*Emily — British education adviser*

*James — School coordinator*

*Iryna — Ukrainian student (future university student)*

*Oleh — Ukrainian father*

**Emily:** Good afternoon! Welcome to the International Education Office. How can I help you today?

**Oleh:** Good afternoon. Thank you for meeting with us. Our family is moving to the UK, and we are looking for a university for my daughter and a school for my son.

**Emily:** That's wonderful. When are you moving?

**Oleh:** We are moving next month, so we are preparing all the documents now.

**Iryna:** Now, I am finishing school in Ukraine and I think about studying in the UK.

**James:** Great. While you are preparing for university, we can help you choose the right programme.

**Emily:** Iryna, what are you planning to study?

**Iryna:** I am planning to study International Relations. I have been learning English for many years, and I am improving my speaking skills every day.

**Emily:** That's excellent. Many universities, such as the University of Manchester and the University of Birmingham, are offering strong programmes in this field.

**Oleh:** And what about my younger son? He is twelve and he is starting secondary school soon.

**James:** At his age, he will be studying in Year 7. At the moment, he is learning Maths and Science in Ukraine and he will be continuing these subjects here.

**Oleh:** He is a little nervous because he is changing schools.

**Emily:** That's normal. While he is adapting to a new environment, teachers will be supporting him.

**Iryna:** Right now, he is watching English videos and practising every evening.

**James:** That's very good. When he is studying in the UK, he will be making new friends quickly.

**Oleh:** We are also learning about British politeness and business communication.

**Emily:** Yes, that is very important. When you are writing emails, you should use polite phrases.

**Iryna:** I have been practising formal emails. I am writing «Dear Sir or Madam» and «Kind regards».

**James:** Perfect. While you are studying and working here, polite communication will help you a lot.

**Emily:** Next year, Iryna will be starting her university course, and your son will be attending secondary school.

**Oleh:** Thank you very much. You are helping us a lot during this move.

**Iryna:** Yes, we are feeling more confident now.

**James:** You're welcome. While you are settling in, please contact us if you need any support.

**Emily:** We are wishing your family good luck in the UK.

**Oleh:** Thank you. We really appreciate your help.

**Exercise #8. Answer the following questions. Base your answers on the information from the dialogue «A New Beginning in the UK». Be ready to discuss them with your classmates.**

1. Why did Oleh and his family visit the International Education Office?
2. What does Iryna plan to study at university?
3. Which universities does Emily mention?
4. How old is Oleh's younger son and what school year will he enter?
5. Why is the boy nervous about moving to the UK?
6. Why is learning British politeness important for the family?
7. What polite phrases does Iryna use in her emails?
8. How will polite communication help Iryna in the future?

9. When will Iryna start her university course?
10. How does the family feel at the end of the dialogue?
11. What kind of support do Emily and James offer to the family?

***Exercise #9. Put the verbs in brackets into the Present Continuous tense.***

1. I \_\_\_\_\_ (enrol) in a sixth form college now.
2. She \_\_\_\_\_ (prepare) for her GCSE exams these days.
3. They \_\_\_\_\_ (study) compulsory subjects at present.
4. We \_\_\_\_\_ (follow) the national curriculum this year.
5. He \_\_\_\_\_ (work) on his bachelor's degree now.
6. My sister \_\_\_\_\_ (choose) optional subjects this afternoon.
7. The teacher \_\_\_\_\_ (check) our assessment right now.
8. Students \_\_\_\_\_ (apply) for a foundation course today.
9. I \_\_\_\_\_ (write) my diploma project at the moment.
10. They \_\_\_\_\_ (revise) for A levels this evening.

***Exercise #10. Transform the following sentences into negative and interrogative sentences.***

1. I am choosing optional subjects now.
2. My brother is looking for accommodation.
3. Students are working on their certificates.
4. She is doing a vocational course these days.
5. He is completing his master's degree now.

***Exercise #11. Choose the Correct auxiliary verb: am / is / are.***

1. I \_\_\_ studying at a tutorial college now.
2. She \_\_\_ preparing for her certificate.
3. They \_\_\_ applying for accommodation.
4. We \_\_\_ revising for A levels.
5. He \_\_\_ completing his diploma.
6. My friends \_\_\_ enrolling in university.
7. The student \_\_\_ writing his assessment.
8. You \_\_\_ choosing a vocational course.
9. The teacher \_\_\_ checking our work.
10. I \_\_\_ waiting for emergency support.

**Exercise #12. Complete with time markers. Use: now, right now, these days, at present, today, tonight, currently, at the moment.**

1. She is studying for GCSE \_\_\_\_\_. 2. I am preparing my documents \_\_\_\_\_. 3. They are working on their diploma \_\_\_\_\_. 4. We are revising for exams \_\_\_\_\_. 5. He is looking for accommodation \_\_\_\_\_. 6. Students are enrolling \_\_\_\_\_. 7. My brother is studying IB \_\_\_\_\_. 8. She is attending college \_\_\_\_\_. 9. We are choosing subjects \_\_\_\_\_. 10. The teacher is explaining the task \_\_\_\_\_.

**Exercise #13. Make sentences in the Present Continuous using the words.**

1. enrol / now
2. assessment / at present
3. bachelor's degree / these days
4. optional subjects / today
5. diploma / right now
6. accommodation / currently
7. certificate / this evening
8. vocational course / now
9. guardian / today
10. foundation course / at the moment

**Exercise #14. Put the verbs in brackets into the Past Continuous tense.**

1. I \_\_\_\_\_ (study) at a sixth form college at 6 p.m. yesterday.
2. She \_\_\_\_\_ (prepare) for her IB exams all evening.
3. They \_\_\_\_\_ (work) on their BTEC project last night.
4. We \_\_\_\_\_ (look for) accommodation at the same time.
5. He \_\_\_\_\_ (attend) a tutorial college last year.
6. My sister \_\_\_\_\_ (revise) for exams all morning.
7. The students \_\_\_\_\_ (wait) for emergency support.
8. I \_\_\_\_\_ (write) my diploma while my friend was reading.

9. They \_\_\_\_\_ (discuss) guardianship issues yesterday evening.
10. We \_\_\_\_\_ (do) a vocational course last summer.

**Exercise #15. Transform the following sentences into negative and interrogative sentences.**

1. She was studying at a boarding school.
2. We were preparing for IB exams.
3. He was looking for accommodation.
4. They were attending a sixth form college.
5. Students were revising all night.

**Exercise #16. Choose the correct auxiliary verb: was / were.**

1. I \_\_\_ studying all night. 2. She \_\_\_ preparing for her certificate. 3. They \_\_\_ working on their project. 4. We \_\_\_ waiting for help. He \_\_\_ attending college. 5. My friends \_\_\_ revising together. 6. The student \_\_\_ writing his report. 7. You \_\_\_ living in a boarding school. 8. The teacher \_\_\_ explaining the task. 9. I \_\_\_ looking for accommodation. 10. My brother \_\_\_ doing a vocational course. 11. We \_\_\_ waiting for emergency support. 12. She \_\_\_ working on her BTEC project. 13. They \_\_\_ applying for guardianship. 14. She \_\_\_ studying for IB. 15. They \_\_\_ preparing for exams. 16. He \_\_\_ living in student accommodation. 17. We \_\_\_ attending a tutorial college. 18. I \_\_\_ revising all evening. 19. Students \_\_\_ waiting for support. 20. My sister \_\_\_ doing a vocational course.

**Exercise #17. Complete with Time Markers. Use: while, when, at the same time, all evening, last week, yesterday, all night, last year.**

1. I was studying \_\_\_\_\_ my friend was watching TV.
2. She was preparing for exams \_\_\_\_\_.
3. They were travelling \_\_\_\_\_.
4. We were working \_\_\_\_\_ on our projects.
5. He was sleeping \_\_\_\_\_ I was studying.

6. Students were revising \_\_\_\_\_.
7. She was attending college \_\_\_\_\_.
8. I was writing my diploma \_\_\_\_\_.
9. They were waiting \_\_\_\_\_ for support.
10. We were studying \_\_\_\_\_.

**Exercise #18.** Combine two sentences using when or while.

Example: I was studying. My phone rang. → I was studying when my phone rang.

1. I was studying. My phone rang.
2. She was revising. Her teacher called.
3. We were walking. It started to rain.
4. They were travelling. The train stopped.
5. He was writing. The computer broke.
6. I was sleeping. The alarm rang.
7. She was cooking. The guests arrived.
8. We were watching TV. The lights went off.
9. They were discussing exams. The teacher entered.
10. I was working. My friend visited me.

**Exercise #19.** Complete the sentences using the *Future Continuous Tense*.

1. At this time tomorrow, we \_\_\_\_\_ (discuss) the entry requirements for the foundation course.
2. This time next week, the students \_\_\_\_\_ (prepare) for their GCSE assessment.
3. By 8 o'clock tomorrow, she \_\_\_\_\_ (work) on her diploma project.
4. In a month, we \_\_\_\_\_ (revise) the compulsory subjects in our curriculum.
5. Next Monday at noon, I \_\_\_\_\_ (enrol) in a sixth form college.

6. By this time next year, he \_\_\_\_\_ (study) for his bachelor's degree.

7. At 10 p.m. tomorrow, they \_\_\_\_\_ (revise) for A levels.

8. By the time you arrive, we \_\_\_\_\_ (organise) student accommodation.

9. During the meeting next week, we \_\_\_\_\_ (discuss) guardianship and student support.

10. This time tomorrow, she \_\_\_\_\_ (choose) optional subjects for her degree programme.

***Exercise #20. Transform the following sentences into negative and interrogative sentences.***

1. We will be discussing the educational framework and entry requirements during the training session.

2. She will be preparing for her GCSE and choosing optional subjects throughout the day.

3. The teacher will be monitoring students' assessment and progress during the next academic phase.

4. We will be organising accommodation and guardianship support by this time tomorrow.

5. He will be working on his bachelor's degree and diploma project through regular study and practice.

***Exercise #21. Read the text carefully. Fill in the gaps using the correct form of Present, Past or Future Continuous.***

### **A NEW LIFE IN THE UK: OLENA'S ACADEMIC JOURNEY**

Last year, when Olena first arrived in London, everything seemed exciting and confusing at the same time. She \_\_\_\_\_ (enrol) in a foundation course at a tutorial college and \_\_\_\_\_ (learn) about the educational framework and entry requirements for her future degree programme.

During her first week, she felt nervous but curious. While she \_\_\_\_\_ (wait) for her assessment results, her classmates \_\_\_\_\_ (discuss) compulsory subjects and optional subjects, trying to choose the best ones for their careers.

Meanwhile, Olena \_\_\_\_\_ (prepare) for her IGCSE exams, and her younger brother \_\_\_\_\_ (study) at a sixth form college. He \_\_\_\_\_ (revise) for A levels every evening while their guardian \_\_\_\_\_ (organise) their accommodation and guardianship documents. Everything seemed under control — until one unexpected evening changed everything.

One evening, while Olena \_\_\_\_\_ (work) on her diploma project, her phone suddenly rang. It was James, and he sounded anxious and confused. He explained that he \_\_\_\_\_ (apply) for a postgraduate programme and \_\_\_\_\_ (collect) his certificates for the university office when he discovered a serious problem with his documents. At that moment, Olena clearly realised how important responsibility, careful planning were in British academic life.

After that moment, she became even more determined. Now, Olena \_\_\_\_\_ (study) at the undergraduate level and \_\_\_\_\_ (work) hard on her bachelor's degree. These days, she \_\_\_\_\_ (follow) the curriculum carefully.

At present, many students \_\_\_\_\_ (prepare) for their GCSE and IB exams, while teachers \_\_\_\_\_ (check) their assessments. Some students \_\_\_\_\_ (take) vocational courses or BTEC programmes to improve their practical skills. The campus is always full of energy and ambition.

Next year, Olena \_\_\_\_\_ (start) her master's degree, and her brother \_\_\_\_\_ (enter) a boarding school. At this time next summer, they \_\_\_\_\_ (live) in new accommodation and \_\_\_\_\_ (adapt) to a new phase of student life together.

By that time, they \_\_\_\_\_ (develop) strong communication skills. If any problems appear, they \_\_\_\_\_ (receive) emergency support from their university services.

For Olena, British education is no longer just about certificates and diplomas. It is about respect, confidence, responsibility, and building successful relationships in an international environment.

***Exercise #22. Read and translate the dialogue.***

***a) Complete the gaps using the correct tense***

***b) Work in pairs or small groups. Create your own short dialogue (3–4 speakers);***

***c) Act out your dialogue in front of the class.***

### **EDUCATIONAL TRADITIONS IN THE UNITED KINGDOM**

***Characters:***

*Anna — Ukrainian student,*

*Olena — Ukrainian student,*

*James — British university student*

*Tom — British teacher / academic advisor*

**Anna:**

When I first came to the UK last year, I \_\_\_\_\_ (be) really surprised by how polite and friendly students and teachers were.

**James:**

Yes, politeness \_\_\_\_\_ always \_\_\_\_\_ (be) an important part of British education. We usually say “please,” “thank you,” and “sorry” in class and in everyday situations.

**Olena:** At my school in Ukraine, we \_\_\_\_\_ (not use) these expressions so often. But now I \_\_\_\_\_ (try) to follow British traditions and communicate more politely.

**Tom:** Right now, our students \_\_\_\_\_ (prepare) for exams, and teachers \_\_\_\_\_ (support) them not only with studies, but also emotionally.

**Anna:** Yesterday, while I \_\_\_\_\_ (study) in the library, my teacher \_\_\_\_\_ (ask) if I needed any help. It made me feel more confident.

**James:** Yes, teachers here often \_\_\_\_\_ (care) about students' feelings, progress, and well-being.

**Olena:** Next year, I \_\_\_\_\_ (enter) university, and I \_\_\_\_\_ (learn) more about academic traditions and student life.

**Tom:** At this time next autumn, you \_\_\_\_\_ (attend) lectures, \_\_\_\_\_ (work) on group projects, and probably \_\_\_\_\_ (meet) students from many countries.

**Anna:** By the way, do students usually \_\_\_\_\_ (wear) uniforms in British schools?

**James:** Yes, many schools \_\_\_\_\_ (have) uniforms, but universities \_\_\_\_\_ (not require) them. Students can wear what they like.

**Olena:** At the moment, I \_\_\_\_\_ (adapt) to British student life, and I \_\_\_\_\_ (feel) more comfortable every day.

**Tom:** In the future, international students \_\_\_\_\_ (play) an even bigger role in British education and culture.

**Anna:** I agree. I think these traditions \_\_\_\_\_ (help) students become more confident, respectful, and open-minded.

***Exercise #24. Translate the sentences into English.***

1. Я зараз готуюсь до GCSE.
2. Завтра ввечері ми обговорюватимемо вибіркові предмети з куратором.
3. Вона вступає до університету сьогодні.
4. Завтра вранці вона проходитиме співбесіду для вступу на освітню програму.
5. Вони обирають предмети зараз.
6. У цей час наступного місяця студенти працюватимуть над груповим проектом.
7. Ми працюємо над дипломом.
8. Наступного року він проходитиме стажування після закінчення бакалаврату.

9. Минулого семестру студенти проходили оцінювання, коли система раптово зламалася.

10. Він шукає житло в ці дні.

11. Через два роки вона писатиме дисертацію для здобуття ступеня PhD.

12. Я складаю іспити сьогодні ввечері.

13. Вчитель перевіряє оцінювання.

14. Ми чекали на сертифікати, коли оголосили нові правила вступу.

15. У той момент він готував презентацію про освітню систему Великої Британії.

16. Вони навчаються в школі-інтернаті.

17. Вони шукали житло, поки університет надсилав документи.

18. Ми готуємось до A levels.

19. Учора пізно ввечері вона проходила онлайн-реєстрацію на підготовчий курс.

20. Вона проходить професійний курс.

***Exercise #25. Watch the video.***

***a) Watch the video on YouTube «The UK Education System: From Early Years to Further Education. How to navigate UK Education System». Take notes on the main stages of education and key facts.***

Link: <https://www.youtube.com/watch?v=LSRVmTNQV4>

***b) After watching, work in pairs and discuss:***

- ***Which stage of the UK education system is the most interesting for you?***
- ***Would you like to study in the UK? Why / Why not?***

***Exercise #26. Read the list of topics below and choose one that interests you: a) write a short text (180–220 words) on your chosen topic; b) prepare and deliver a 1–2-minute oral talk based on your text.***

1. Factors Influencing International Students' Choice of the United Kingdom.
2. Creating a Safe and Supportive Learning Environment in British Schools.

3. The Balance Between Discipline and Creativity in British Education.
4. Grammar Schools: Academic Opportunity or Psychological Pressure?
5. Private Education in the UK: Quality Assurance and Social Inequality.
6. Oxford and Cambridge: Academic Excellence and Student Well-being.
7. The Practical Value of School Subjects in Students' Future Lives.
8. Academic Workload and Student Well-being in British Schools.
9. Academic and Social Aspects of Student Life in the United Kingdom.
10. Studying Abroad as a Factor of Personal and Professional Development.

***Exercise #27. Role Play «Navigating the British Education System».***

Work in groups of 3–4 students. Perform a role play in which an international family is planning their educational path in the UK. Use at least 10 vocabulary items from the unit and apply formal academic language.

**NAVIGATING THE BRITISH EDUCATION SYSTEM**

**Roles:**

*Education Adviser*

*Student*

*Parent / Guardian*

*University or College Representative*

**What to Discuss:**

- School Stage
- enrolment and entry requirements
- key stage and year group
- compulsory and optional subjects
- GCSE / IGCSE
- Further Education
- A levels / IB / BTEC
- sixth form college
- vocational course
- Higher Education

- foundation course
- undergraduate degree programme
- bachelor's or master's degree
- accommodation and guardianship

## TEST №9

### *Part I. Choose the correct answer.*

1. A document you get after exams is called a:

- A) curriculum
- B) certificate
- C) assessment

2. A course for practical skills is a:

- A) vocational course
- B) foundation course
- C) diploma

3. A student studying for a bachelor's degree is:

- A) postgraduate
- B) undergraduate
- C) guardian

4. Living place for students is:

- A) phase
- B) guardianship
- C) accommodation

5. A school where students live is a:

- A) tutorial college
- B) boarding school
- C) sixth form college

6. The first stage of formal schooling is called:

- A) postgraduate
- B) primary education

C) PhD

7. Rules you must meet to enter a school or programme are:

A) accommodation

B) optional subjects

C) entry requirements

8. A plan of what students study during the year is:

A) curriculum

B) certificate

C) guardianship

9. A group of students in the same school year is a:

A) key stage

B) year group

C) diploma

10. A person who helps an international student under 18 is a:

A) coordinator

B) undergraduate

C) guardian

***Part II. Put the verbs in brackets into the correct form.***

1. Right now, she \_\_\_\_\_ (prepare) for GCSE.
2. Last week at this time, she \_\_\_\_\_ (prepare) documents for student exchange.
3. At this time tomorrow, we \_\_\_\_\_ (study) in the library.
4. While I \_\_\_\_\_ (update) my academic profile, I received an important email.
5. At the moment, they \_\_\_\_\_ (study) optional subjects.
6. These days, we \_\_\_\_\_ (apply) for accommodation.
7. At present, he \_\_\_\_\_ (work) on his diploma.
8. Tomorrow evening at 7 p.m., we \_\_\_\_\_ (revise) for exams.
9. This evening, students \_\_\_\_\_ (revise) for A levels.

10. At 6 p.m. last Friday, she \_\_\_\_\_ (record) a video presentation for her online course.
11. Now, I \_\_\_\_\_ (enrol) in college.
12. Next year at this time, I \_\_\_\_\_ (do) my bachelor's degree.
13. This time next week, she \_\_\_\_\_ (prepare) for exams.
14. Last Sunday afternoon, we \_\_\_\_\_ (compare) different degree programmes.
15. Right now, the teacher \_\_\_\_\_ (check) our tests.
16. Yesterday morning, they \_\_\_\_\_ (interview) international students for their research.
17. Yesterday at midnight, I \_\_\_\_\_ (translate) an article about British universities.
18. While the teacher \_\_\_\_\_ (explaining) the new system, some students were taking photos of the slides.
19. Now my sister \_\_\_\_\_ (choose) subjects.
20. At 8 p.m. tonight, they \_\_\_\_\_ (work) on projects.
21. In a month at this time, he \_\_\_\_\_ (study) IB.
22. While the students \_\_\_\_\_ (design) their group project, the internet suddenly stopped working.
23. At 9 p.m. last night, my brother \_\_\_\_\_ (practise) his online entrance test
24. By this time next year, she \_\_\_\_\_ (live) in a dormitory.
25. At that moment, he \_\_\_\_\_ (download) study materials from the university website.

***Part III. Translate into English.***

1. Вони працювали над дипломом учора ввечері з шостої до дев'ятої години.
2. Завтра о десятій годині ранку ми обговорюватимемо навчальну програму з викладачем.

3. Ми обговорювали вибір предметів, коли куратор зайшов до аудиторії.
4. Вона шукає житло вже кілька тижнів у ці дні, бо скоро переїжджає.
5. Ми складали іспити, коли раптово зникло світло в аудиторії.
6. Наступного року в цей самий час я навчатимусь в університеті за новою програмою.
7. Учитель перевіряє оцінювання просто зараз після уроків у кабінеті.
8. Вони проходять професійний курс наступного семестру в цьому коледжі.
9. Наступного літа я навчатимусь за міжнародною програмою в одному з британських університетів.
10. Я зараз переглядаю вимоги до вступу, бо подаю документи саме сьогодні ввечері.
11. Вони готували презентацію вчора до пізньої ночі перед захистом проекту.
12. Учитель пояснює завдання просто зараз, поки всі уважно слухають.
13. Я працював над мотиваційним листом, коли мені подзвонили з приймальною комісією.
14. Через місяць ми складатимемо фінальні іспити вже в новому навчальному корпусі.
15. Завтра в цей час ми працюватимемо в групах над новим навчальним проектом.

***Part VI. Develop a brief text (8–10 sentences) about studying abroad, using Continuous tenses.***

## REFERENCES

1. A guide to the British education system [Electronic resource]. – Mode of access:  
<https://www.brightworldguardianships.com/en/guardianship/british-education-system/> (date of access: 11.02.2026).

2. Dr Yemz. The UK Education System: From Early Years to Further Education | How to navigate UK Education System [Electronic resource] // YouTube. – Mode of access:  
<https://www.youtube.com/watch?v=LSRVmTNQV4> (date of access: 11.02.2026).
3. Types of Schools in UK: Everything You Need to Know [Electronic resource]. – Mode of access:  
<https://www.reesoneducation.com/blog/2020/04/types-of-schools-in-uk-everything-you-need-to-know> (date of access: 11.02.2026).

**UNIT#10.**

The Education System of the USA.

Prepositions. Conjunctions.

Constructions such as: as...as, not

so...as, the more...the better.

*Exercise #1. Read the words and word combinations with the translation.*

1. **Accredited** — акредитований
2. **accrediting body** — орган акредитації
3. **public university** — державний університет
4. **private college / university** — приватний коледж / університет
5. **community college** — громадський коледж
6. **state university** — державний університет штату
7. **liberal arts institution** — заклад гуманітарного профілю
8. **associate degree** — ступінь молодшого спеціаліста
9. **tuition fees** — плата за навчання
10. **endowment** — цільовий фонд
11. **research grant** — науковий грант
12. **alumni** — випускники
13. **subsidized** — фінансований
14. **completion** — завершення
15. **academic calendar** — навчальний календар
16. **term** — навчальний період
17. **employment training** — професійна підготовка
18. **well-rounded education** — всебічна освіта
19. **research opportunities** — можливості для досліджень
20. **religious affiliation** — релігійна приналежність

*Exercise #2. Read and translate the text. Pay attention to the American variant of the pronunciation of educational terms.*

## **THE U.S. EDUCATIONAL SYSTEM**

One of the most attractive features of the U.S. higher education system is the flexibility it provides through the number and range of institution types it encompasses.

This vast range offers students options to specialize in a variety of academic disciplines and even gain employment training.

Nearly 4,000 accredited institutions make up U.S. higher education in the United States. Unlike many countries, U.S. higher education institutions are not centrally organized or managed, but are accredited on a national or regional level by independent accrediting bodies.

A variety of institution types offer higher-education degrees. Liberal arts institutions, for example, offer courses in the arts, humanities, languages, and social and physical sciences. The majority of liberal arts institutions are private. Private colleges and universities are funded by a combination of endowments, gifts from alumni, research grants, and tuition fees. Private colleges and universities are usually smaller than public institutions and can have a religious affiliation or be single-sex schools.

Community colleges are another option and provide two-year associate degree programs to prepare students to continue studies for an undergraduate degree or help them gain occupational skills for immediate employment. State colleges and universities, also called «public universities», were founded and subsidized by U.S. state governments to provide a low-cost education to residents of that state. Public universities generally offer access to research opportunities and classes in a wide variety of fields of study. These universities tend to be very large and generally admit a wider range of students than private universities. Each student's interests will guide his/her choice among the many possibilities.

Regardless of the institution type, in the United States, students typically earn credits for courses they take and these credits count towards the completion of a program. Courses are often divided into «core» subject areas to provide the foundation of the degree program and «major» courses to provide specialization in a subject area. Students can also take «elective» courses to explore other topics of interest for a well-

rounded educational experience.

The U.S. academic calendar typically runs from September to May and can be divided into two academic terms of 16-18 weeks known as semesters. Alternatively, some schools may operate on a quarter or trimester system of multiple terms of 10-12 weeks.

With the variety of available U.S. higher education options, students are sure to find the right fit for their academic, financial, and personal needs.

***Exercise #3. Read the text Ex.#2. Mark the following statements as true (T) or false (F)***

1. The U.S. higher education system offers students many types of institutions to choose from. \_\_\_\_

2. All higher education institutions in the United States are managed by the central government. \_\_\_\_

3. Liberal arts institutions mainly offer courses in engineering and medicine.

\_\_\_\_

4. Most liberal arts institutions in the U.S. are private. \_\_\_\_

5. Private colleges are funded only by the government. \_\_\_\_

6. Community colleges usually offer four-year degree programs. \_\_\_\_

7. Community colleges help students gain occupational skills for employment.

\_\_\_\_

8. Public universities were founded and supported by state governments. \_\_\_\_

9. Public universities usually admit fewer students than private universities.

\_\_\_\_

10. Students earn credits for the courses they complete. \_\_\_\_

11. «Core» subjects provide the foundation of a degree program. \_\_\_\_

12. «Elective» courses allow students to explore personal interests. \_\_\_\_

13. The academic year in the U.S. usually lasts from September to May. \_\_\_\_

14. All American universities use only the semester system. \_\_\_\_

15. Students can choose institutions according to their academic, financial, and

personal needs. \_\_\_\_

***Exercise #4. Answer the following questions.***

1. What is one of the main advantages of the U.S. higher education system?
2. Why do students have many opportunities to specialize in different academic disciplines?
3. How many accredited higher education institutions are there in the United States?
4. Who is responsible for accrediting higher education institutions in the U.S.?
5. What subjects are usually taught at liberal arts institutions?
6. How are private colleges and universities funded?
7. What is the main purpose of community colleges?
8. Why were public universities founded by state governments?
9. What opportunities do public universities usually offer to students?
10. How do students earn credits in American universities?
11. What is the difference between «core» courses and «major» courses?
12. Why do students take elective courses?
13. When does the U.S. academic year usually begin and end?
14. What alternative systems to the semester system are mentioned in the text?
15. Why are students likely to find a suitable institution in the U.S.?

***Exercise #5. Translate the words and word combinations in brackets into English and use them to complete the sentences. Pay attention to word stress in key vocabulary.***

1. Only \_\_\_\_\_ institutions can officially issue recognized diplomas (акредитовані).
2. An independent \_\_\_\_\_ checks the quality of higher education (орган акредитації).
3. Many students choose a \_\_\_\_\_ because tuition is usually lower (державний університет).
4. A \_\_\_\_\_ often offers smaller classes and individual support (приватний коледж).
5. After finishing school, some students enter a \_\_\_\_\_ to get practical skills (громадський коледж).
6. A \_\_\_\_\_ is

funded and supported by the government of a particular state (державний університет штату). 7. A \_\_\_\_\_ focuses on humanities, arts, and social sciences (заклад гуманітарного профілю). 8. Students can receive an \_\_\_\_\_ after two years of study (ступінь молодшого спеціаліста). 9. High \_\_\_\_\_ can prevent some students from entering universities (плата за навчання). 10. Many universities use their \_\_\_\_\_ to support talented students (цільовий фонд). 11. Young researchers often apply for a \_\_\_\_\_ to finance their projects (науковий грант). 12. Universities keep strong connections with their \_\_\_\_\_ after graduation (випускники). 13. Some programs are \_\_\_\_\_ by the state to make education affordable (фінансовані). 14. The \_\_\_\_\_ of the degree program usually takes four years (завершення). 15. The \_\_\_\_\_ shows important dates, exams, and holidays (навчальний календар). 16. Each \_\_\_\_\_ lasts about 15–18 weeks in most universities (навчальний період). 17. Many colleges offer \_\_\_\_\_ for future specialists (професійна підготовка). 18. Universities aim to provide students with a \_\_\_\_\_ (всебічна освіта). 19. Students are encouraged to take part in \_\_\_\_\_ during their studies (можливості для досліджень). 20. Some private schools have a strong \_\_\_\_\_ (релігійна приналежність).

**Exercise #6. Match each word or word combination with the correct definition.**

<b>Word or word combination</b>	<b>Definition</b>
1. Accredited	A. Money paid by students for studying at a college or university
2. Accrediting body	
3. Public university	B. A government-supported university funded by a state
4. Private college / university	C. A school that offers courses in arts, humanities, and social sciences
5. Community college	
6. State university	D. Financial support given for scientific research
7. Liberal arts institution	E. A two-year academic qualification
8. Associate degree	F. A list of important academic dates and events

9. Tuition fees	G. Officially recognized as meeting educational standards
10. Endowment	H. Former students who have graduated from an institution
11. Research grant	I. A period of study in an academic year
12. Alumni	J. Professional training for future employment
13. Subsidized	K. Financial support provided by the government
14. Completion	L. A fund of money used to support an institution
15. Academic calendar	M. A university owned and financed by private organizations
16. Term	N. A publicly funded institution offering affordable education
17. Employment training	O. An organization that evaluates and approves educational institutions
18. Well-rounded education	P. The act of finishing a course or program
19. Research opportunities	Q. Opportunities for students to take part in scientific projects
20. Religious affiliation	R. Education that develops academic, social, and practical skills
	S. Connection with a particular religion
	T. A college that usually offers two-year programs and transfer options

***Exercise #7. Read each sentence carefully and choose the correct answer (A, B or C) to complete it.***

- Only \_\_\_\_\_ institutions can officially issue recognized diplomas.
  - accredited
  - informal
  - temporary

2. An \_\_\_\_\_ is responsible for checking the quality of universities.
  - A. alumni association
  - B. accrediting body
  - C. student council
3. A \_\_\_\_\_ is usually funded by the government and offers affordable education.
  - A. private college
  - B. language school
  - C. public university
4. A \_\_\_\_\_ often depends on donations and tuition fees.
  - A. state university
  - B. community center
  - C. private university
5. Many students choose a \_\_\_\_\_ to complete a two-year program.
  - A. community college
  - B. research institute
  - C. boarding school
6. A \_\_\_\_\_ is supported by the government of a particular state.
  - A. state university
  - B. online school
  - C. private academy
7. A \_\_\_\_\_ focuses mainly on arts, humanities, and social sciences.
  - A. technical institute
  - B. liberal arts institution
  - C. military school
8. After two years of study, students can receive an \_\_\_\_\_.
  - A. bachelor's degree
  - B. associate degree
  - C. master's degree
9. High \_\_\_\_\_ can limit access to higher education.

- A. tuition fees
  - B. transport costs
  - C. library fines
10. Universities use their \_\_\_\_\_ to support talented students.
- A. endowment
  - B. penalty fund
  - C. emergency fund
11. Young scientists often apply for a \_\_\_\_\_.
- A. research grant
  - B. travel visa
  - C. part-time job
12. \_\_\_\_\_ help universities keep strong traditions and networks.
- A. Lecturers
  - B. Alumni
  - C. Freshmen
13. Some study programs are \_\_\_\_\_ by the government.
- A. subsidized
  - B. cancelled
  - C. ignored
14. The \_\_\_\_\_ of a degree usually takes several years.
- A. delay
  - B. completion
  - C. break
15. The \_\_\_\_\_ shows exam dates and holidays.
- A. timetable
  - B. academic calendar
  - C. notebook
16. Each \_\_\_\_\_ lasts about 15–18 weeks.
- A. term
  - B. lesson

- C. break
17. Colleges offer \_\_\_\_\_ for future specialists.
- A. hobby clubs
  - B. sport activities
  - C. employment training
18. A \_\_\_\_\_ helps students develop academic and social skills.
- A. strict schedule
  - B. short course
  - C. well-rounded education
19. Many universities provide \_\_\_\_\_ for talented students.
- A. travel discounts
  - B. research opportunities
  - C. free meals
20. Some private schools have a strong \_\_\_\_\_.
- A. business strategy
  - B. religious affiliation
  - C. political program

***Exercise #8. Read and translate the dialogue.***

***a) Identify the main ideas about non-verbal communication in higher education;***

***b) Work in pairs or small groups. Create your own short dialogue (3–4 speakers);***

***c) Act out your dialogue in front of the class.***

### **NON-VERBAL COMMUNICATION IN HIGHER EDUCATION**

***Characters:***

*Emily — second-year student at a public university, active and responsible*

*Mark — master's student at a private university, confident and ambitious*

*Olivia — exchange student at a liberal arts institution*

*Daniel — community college graduate, finishing an associate degree*

**Emily:** You know, during my first term at a public university, I realized that non-verbal communication is almost as important as academic knowledge.

**Mark:** Exactly. At my private university, professors expect us to behave as professionally as possible — especially when guests from the accrediting body visit.

**Olivia:** Oh yes! In my liberal arts institution, teachers always say: «Your posture speaks before your words.»

**Daniel:** That's so true. When I studied at a community college, I thought only knowledge mattered. But later, during my associate degree interviews, I understood that attitude is everything.

**Emily:** I think confidence is important, but it's not so important as respect and openness.

**Mark:** Right. And eye contact is as necessary as clear speech — especially when you apply for a research grant.

**Olivia:** The more international students communicate, the better they understand cultural differences.

**Daniel:** When I went to a meeting about employment training, I noticed that students who sat straight and listened carefully were taken more seriously.

**Emily:** At our state university, this training is subsidized, so everyone can join.

**Mark:** That really helps to create a well-rounded education, not just academic but social as well.

**Olivia:** During the completion of my last project, I had to present it in front of alumni. I was more nervous about my gestures than my slides!

**Daniel:** Same here. And we always have to follow the academic calendar and respect deadlines — it shows responsibility.

**Emily:** By the way, do you think high tuition fees make students more professional?

**Mark:** Not necessarily. A strong endowment and good mentors are more important than money.

**Olivia:** I agree. Research opportunities help students learn how to behave at conferences and formal meetings.

**Daniel:** And in colleges with religious affiliation, behavior is often more formal than in others.

**Emily:** The more we practice professional communication, the more confident we become.

**Mark:** Yes, and cooperation between teachers, alumni and students makes everything easier.

**Olivia:** So, in the end, non-verbal communication is as valuable as diplomas.

**Daniel:** Absolutely. Without it, even an accredited university cannot prepare students for real professional life.

**Exercise #9. Answer the following questions. Base your answers on the information from the dialogue «Non-Verbal Communication in Higher Education». Be ready to discuss them with your classmates.**

1. Why does Emily think non-verbal communication is almost as important as academic knowledge?
2. What do teachers at Olivia's liberal arts institution say about posture?
3. What did Daniel realize during his associate degree interviews?
4. Why does Emily believe respect and openness are more important than confidence?
5. Why is eye contact important when applying for a research grant?
6. How does international communication help students, according to Olivia?
7. What behavior was taken seriously at the employment training meeting?
8. What question does Emily ask about tuition fees?
9. How do research opportunities help students develop professional behavior?
10. Why is behavior more formal in colleges with religious affiliation?
11. What role does cooperation between teachers, alumni and students play?
12. Why does Olivia think non-verbal communication is as valuable as diplomas?

**Exercise #10. Choose the correct conjunction: as / when / while.**

1. \_\_\_\_\_ the academic calendar was updated, students received an email.

2. I met several alumni \_\_\_\_\_ I was visiting the public university.
3. The dean was speaking \_\_\_\_\_ the accrediting body entered the room.
4. \_\_\_\_\_ she was applying for a research grant, she prepared all documents carefully.
5. Students discussed tuition fees \_\_\_\_\_ they were waiting for the lecture.
6. \_\_\_\_\_ the term began, the campus became very busy.
7. He improved his skills \_\_\_\_\_ he was completing his associate degree.
8. \_\_\_\_\_ the professor was explaining research opportunities, students took notes.
9. She felt nervous \_\_\_\_\_ she was presenting at a liberal arts institution.
10. \_\_\_\_\_ the meeting ended, everyone thanked the alumni.

***Exercise #11. Choose: at / on / in (time)***

1. The new term begins \_\_\_\_\_ September.
2. Students must pay tuition fees \_\_\_\_\_ the beginning of each term.
3. The academic year ended \_\_\_\_\_ May.
4. The meeting is scheduled \_\_\_\_\_ Friday.
5. He completed his associate degree \_\_\_\_\_ 2022.
6. The conference will take place \_\_\_\_\_ the morning.
7. Many alumni visit the university \_\_\_\_\_ Christmas Day.
8. She submitted her research grant application \_\_\_\_\_ time.
9. The exam starts \_\_\_\_\_ 9 a.m.
10. The state university was founded \_\_\_\_\_ the 19th century.

***Exercise #12. Use: on time / in time.***

1. The students arrived \_\_\_\_\_ for their interview at the private university.
2. She finished her research paper just \_\_\_\_\_.
3. The meeting with the accrediting body started \_\_\_\_\_.
4. He submitted his documents just \_\_\_\_\_ before the deadline.
5. The alumni arrived \_\_\_\_\_ for the ceremony.

6. We reached the campus just \_\_\_\_\_ to attend the lecture.
7. The term began \_\_\_\_\_ as planned.
8. She received the research grant approval \_\_\_\_\_ to start the project.
9. The academic calendar was published \_\_\_\_\_.
10. They completed the project just \_\_\_\_\_ to apply for employment training.

***Exercise #13. Use: at the end / in the end***

1. \_\_\_\_\_ of the term, students take final exams.
2. \_\_\_\_\_ of the academic year, there is a graduation ceremony.
3. He had many problems with tuition fees, but \_\_\_\_\_ he found a scholarship.
4. \_\_\_\_\_ of the project, she presented her research results.
5. \_\_\_\_\_ of the discussion, they agreed to improve employment training.
6. They considered several public universities, but \_\_\_\_\_ chose a state university.
7. \_\_\_\_\_ of the associate degree program, students receive a diploma.
8. The alumni were invited \_\_\_\_\_ of the conference.
9. \_\_\_\_\_ of the meeting, the accrediting body gave its approval.
10. She was unsure at first, but \_\_\_\_\_ she decided to apply.

***Exercise #14. Use in / at / on (place)***

1. She studies \_\_\_\_\_ a public university.
2. There were many students \_\_\_\_\_ the campus.
3. The meeting took place \_\_\_\_\_ the dean's office.
4. The documents are \_\_\_\_\_ the table.
5. Students were sitting \_\_\_\_\_ the classroom.
6. There is a notice \_\_\_\_\_ the door about tuition fees.
7. Alumni gathered \_\_\_\_\_ the conference hall.
8. The research results are published \_\_\_\_\_ the website.
9. He lives \_\_\_\_\_ a dormitory near the university.
10. The library is \_\_\_\_\_ the second floor.

11. The dean is waiting \_\_\_ the conference hall.
12. Many alumni were sitting \_\_\_ the front row.
13. There is a notice about tuition fees \_\_\_ the website.
14. Students were standing \_\_\_ the entrance to the state university.
15. The research results were displayed \_\_\_ the screen.
16. She left her documents \_\_\_ the desk in the office.
17. A famous professor works \_\_\_ a liberal arts institution.
18. There were many guests \_\_\_ the graduation ceremony.
19. The meeting took place \_\_\_ the headquarters of the accrediting body.
20. He studied economics \_\_\_ a private university.

***Exercise #15. Use to / at / in / into where necessary***

1. She applied \_\_\_ a public university last year.
2. They arrived \_\_\_ the campus early in the morning.
3. The students went \_\_\_ the library to prepare for exams.
4. He was admitted \_\_\_ an accredited institution.
5. We returned \_\_\_ the conference after lunch.
6. She entered \_\_\_ the classroom quietly.
7. They moved \_\_\_ a larger state university.
8. The application was sent \_\_\_ the accrediting body.
9. Many graduates travel \_\_\_ the USA for employment training.
10. He got \_\_\_ the university just before the lecture started.

***Exercise #16. Choose correct expression (home / at home / get home / go home)***

1. After the term ended, students went \_\_\_.
2. She stayed \_\_\_ to prepare her research grant proposal.
3. When did you get \_\_\_ after the alumni meeting?
4. Many students live far from \_\_\_ and stay in dormitories.
5. He arrived \_\_\_ late after the conference.

6. Do you prefer studying \_\_\_ or in the library?
7. She called her parents when she got \_\_\_.
8. After completion of the associate degree, he went \_\_\_.
9. They worked on the project \_\_\_ during the weekend.
10. I'll go \_\_\_ after the employment training session.

***Exercise #17. Complete with: on holiday / on business / on a trip / on a tour***

1. The professor is \_\_\_ in Washington attending an education conference.
2. Some alumni are \_\_\_ around Europe visiting partner universities.
3. The dean is \_\_\_ discussing accreditation issues.
4. Students went \_\_\_ to New York to visit a liberal arts institution.
5. He met a famous researcher while he was \_\_\_ abroad.
6. She is \_\_\_ and will return next week.
7. The university organized \_\_\_ to explore research opportunities.
8. They were \_\_\_ when they visited several community colleges.
9. The rector is \_\_\_ negotiating a research grant.
10. Many students travel \_\_\_ during the summer term.

***Exercise #18. Complete with on / in / by / at***

1. Many students work \_\_\_ part-time jobs during the term.
2. The university operates \_\_\_ the whole modern campus system.
3. The ceremony was broadcast \_\_\_ television.
4. The professor explained the results \_\_\_ detail.
5. She submitted the application \_\_\_ mistake and had to correct it.
6. The university is located \_\_\_ the east coast of the USA.
7. The student wrote the essay \_\_\_ pencil.
8. The decision was made \_\_\_ the end of the meeting.
9. The lecture started \_\_\_ a speed that surprised everyone.
10. \_\_\_ my opinion, research opportunities are essential.

**Exercise #19. Choose *as* / *when* / *while***

1. \_\_\_\_\_ the academic calendar was updated, students received a notification.
2. I met several alumni \_\_\_\_\_ I was studying at a public university.
3. The dean entered the hall \_\_\_\_\_ the accrediting body was speaking.
4. \_\_\_\_\_ tuition fees increased, many students applied for scholarships.
5. She slipped \_\_\_\_\_ she was leaving the conference room.
6. \_\_\_\_\_ the term began, the campus became crowded.
7. I was writing my research proposal \_\_\_\_\_ the phone rang.
8. \_\_\_\_\_ he completed his associate degree, he applied for a job.
9. The professor explained the rules \_\_\_\_\_ students were taking notes.
10. \_\_\_\_\_ the project progressed, students became more confident.

**Exercise #20. Use *as...as* / *not as...as* / *not so...as***

1. A public university is \_\_\_\_\_ expensive \_\_\_\_\_ a private university.
2. Community colleges are not \_\_\_\_\_ costly \_\_\_\_\_ elite institutions.
3. Research opportunities are \_\_\_\_\_ important \_\_\_\_\_ academic knowledge.
4. Tuition fees are not \_\_\_\_\_ high \_\_\_\_\_ we expected.
5. A liberal arts institution is \_\_\_\_\_ respected \_\_\_\_\_ a state university.
6. Employment training is not \_\_\_\_\_ theoretical \_\_\_\_\_ academic study.
7. An associate degree is not \_\_\_\_\_ long \_\_\_\_\_ a bachelor's degree.
8. Alumni support is \_\_\_\_\_ valuable \_\_\_\_\_ government funding.
9. A well-rounded education is not \_\_\_\_\_ simple \_\_\_\_\_ it seems.
10. A research grant is \_\_\_\_\_ competitive \_\_\_\_\_ students think.

**Exercise #21. Rewrite using *as...as* / *not as...as***

*Example:* Private universities are more expensive than community colleges. →

Private universities are not as cheap as community colleges.

1. A state university is bigger than a private college.
2. An associate degree is shorter than a bachelor's degree.
3. Tuition fees at elite colleges are higher than at community colleges.

4. Research opportunities at large universities are better than at small colleges.
5. Employment training is more practical than theoretical study.
6. Alumni events are more formal than student meetings.
7. A liberal arts institution is more focused on humanities than technical schools.
8. An accredited institution is more reliable than a non-accredited one.
9. A public university is more affordable than a private university.
10. A research grant is more competitive than a scholarship.

***Exercise #22. Correct the mistakes***

1. When the term ended, students returned home as they were tired.
2. As I arrived at the university, I met the dean.
3. Tuition fees are not so high than last year.
4. A public university is as bigger as a private one.
5. As she was finishing her degree, the phone rang.
6. He is not as experienced than his professor.
7. As the academic year was over, we celebrated graduation.
8. Research opportunities are as important that academic results.
9. While I entered the classroom, the lecture started.
10. A state university is not as expensive than a private college.

***Exercise #23. Match the beginnings (1–10) with the endings (A–J).***

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. The more competitive the research grant</li> <li>2. The higher the tuition fees</li> <li>3. The longer the associate degree program lasts</li> <li>4. The more prestigious the state university is</li> </ol> | <ol style="list-style-type: none"> <li>A. the more serious the admission requirements become.</li> <li>B. the more formal the behavior may be.</li> <li>C. the better prepared students are for the job market.</li> <li>D. the fewer applicants can afford it.</li> <li>E. the more confident students feel.</li> </ol> |
|---|--|

5. The stronger the religious affiliation	F. the more scholarships the university can offer.
6. The more students participate in employment training	G. the greater the competition among students.
7. The larger the endowment	H. the easier it is for students to plan their term.
8. The more accredited the institution is	I. the more difficult it is to receive funding.
9. The more well-rounded the education is	J. the more attractive it becomes to international applicants.
10. The earlier the academic calendar is published,	

***Exercise #24. Rewrite using the... the...***

1. If tuition fees increase, fewer students apply.
2. When research opportunities grow, students gain more experience.
3. If an institution is more accredited, it becomes more respected.
4. If the term is longer, students feel more stressed.
5. If alumni donate more money, the endowment becomes stronger.
6. If employment training improves, graduates find jobs faster.
7. If the academic calendar is clear, students feel less confused.
8. If a university is more subsidized, education becomes more accessible.
9. When programs become more competitive, admission becomes harder.
10. If students practice more, their professional skills improve.

***Exercise #25. Complete the sentences with your own ideas.***

1. The more expensive a private university is, the \_\_\_\_\_.
2. The more research opportunities students have, the \_\_\_\_\_.
3. The more accredited an institution becomes, the \_\_\_\_\_.
4. The earlier students apply for a research grant, the \_\_\_\_\_.
5. The more alumni support their university, the \_\_\_\_\_.

6. The longer the academic term is, the \_\_\_\_\_.
7. The more well-rounded education students receive, the \_\_\_\_\_.
8. The more competitive admission is, the \_\_\_\_\_.
9. The more subsidized education becomes, the \_\_\_\_\_.
10. The more international the university is, the \_\_\_\_\_.

***Exercise #26. Use: Complete the sentences using the following prepositions and expressions: in, at, to, when, as, as...as, on, of, the more...the better, for, while.***

### **NON-VERBAL BEHAVIOR: THE KEY TO SUCCESS IN U.S. UNIVERSITIES**

Non-verbal communication plays a significant role \_\_\_ the professional American academic environment. Non-verbal communication refers \_\_\_ the transmission \_\_\_ information without words — through facial expressions, gestures, eye contact, posture, physical distance, tone of voice and even appearance. \_\_\_ professional settings, these elements often shape first impressions and demonstrate confidence, respect and competence.

\_\_\_ the academic calendar is updated, students usually receive an email but they are also expected \_\_\_ behave professionally during meetings and presentations. \_\_\_ the term begins, the campus becomes busy and students quickly understand that punctuality and confident body language are \_\_\_ important \_\_\_ academic knowledge. \_\_\_ the United States, arriving late may be considered disrespectful, so being \_\_\_ time or even early is a sign \_\_\_ responsibility.

\_\_\_ a public university or a private university, eye contact and posture are essential. \_\_\_ the professor is explaining research opportunities, students are expected \_\_\_ sit attentively and take notes. \_\_\_ the dean enters the conference hall and the accrediting body joins the meeting, formal behavior becomes even more important. \_\_\_ official the situation is, \_\_\_ professional students must act. Appropriate dress, controlled gestures and focused attention reflect maturity and readiness \_\_\_ academic life.

Professional appearance is almost \_\_\_ important \_\_\_ clear speech. A liberal arts institution may be not \_\_\_ formal \_\_\_ an institution with a strong religious affiliation but respectful behavior is expected everywhere. \_\_\_ competitive the research grant is, \_\_\_ confident and well-prepared students must be during presentations. Tone \_\_\_ voice, posture and steady eye contact can influence the audience \_\_\_ much \_\_\_ the quality \_\_\_ the research itself.

Time management is also part of non-verbal communication \_\_\_ American universities. Meetings usually start \_\_\_ time, and students are expected \_\_\_ arrive \_\_\_ time for interviews. \_\_\_ the beginning of each term, tuition fees must be paid and \_\_\_ the end of the academic year, there is often a graduation ceremony. \_\_\_ the end, students realize that professional success depends not only \_\_\_ diplomas but also \_\_\_ behavior.

Students study \_\_\_ a public university, meet professors \_\_\_ the dean's office and gather \_\_\_ the conference hall. Research results are published \_\_\_ the website and displayed \_\_\_ the screen. When students apply \_\_\_ an accredited institution or send documents \_\_\_ the accrediting body, they must demonstrate responsibility and confidence.

\_\_\_ well-rounded education students receive, \_\_\_ they understand professional norms. \_\_\_ alumni support the university, the stronger its endowment becomes and \_\_\_ research opportunities are available. The higher the tuition fees are, \_\_\_ carefully students choose between a state university and a community college.

In conclusion, non-verbal communication in the American academic environment is \_\_\_ important \_\_\_ academic achievement. \_\_\_ students practice professional behavior, \_\_\_ successful they become \_\_\_ their future careers.

***Exercise #27. Translate the sentences into English.***

1. Державний університет не такий дорогий, як приватний.
2. Цей навчальний період такий же важливий, як і попередній.
3. Ця програма не така складна, як ми думали.
4. Громадський коледж не такий престижний, як університет штату.

5. Можливості для досліджень такі ж важливі, як і фінансування.
6. Завершення програми не таке легке, як здається.
7. Акредитований заклад такий же надійний, як і державний.
8. Плата за навчання не така висока, як минулого року.
9. Цей грант не такий великий, як попередній.
10. Всебічна освіта така ж важлива, як і професійна підготовка.
11. Чим вища плата за навчання, тим менше студентів вступає.
12. Чим більше можливостей для досліджень, тим краща підготовка студентів.
13. Чим престижніший університет штату, тим складніше вступити.
14. Чим раніше починається семестр, тим швидше студенти адаптуються.
15. Чим більше випускників підтримують університет, тим сильніший його фонд.
16. Чим складніша програма, тим важче її завершити.
17. Чим більше професійної підготовки, тим вищі шанси на роботу.
18. Чим вищі вимоги органу акредитації, тим суворіші стандарти.
19. Чим різноманітніше освітнє середовище, тим ширший світогляд студентів.
20. Чим активніше студенти беруть участь у проектах, тим краще їхнє резюме.

***Exercise #28. Watch the video.***

***a) Watch the video on YouTube «U.S. System of Education – English Vocabulary with JenniferESL». While watching, take notes on useful vocabulary, expressions and explanations related to the U.S. educational system, types of schools and colleges and student life in the U.S.***

**Link: <https://www.youtube.com/watch?v=1ciiPwhF0I>**

***b) After watching, compare the U.S. education system with the education system in UK. Answer the questions:***

- What is similar?
- What is different?
- Which system seems more flexible?
- Which system would you prefer? Why?

***Exercise #29. Read the list of topics below and choose one that interests you: a) write a short text (10–15 sentences) on your chosen topic; b) prepare and deliver a 1–2-minute oral talk based on your text.***

1. The Role of Prestigious Universities in Professional and Career Success.
2. Student Protection and Well-Being in American Schools.
3. The Relevance of Boarding Schools in Modern American Society.
4. The Place of Religious Schools in a Secular Education System.
5. The Reputation and Academic Value of Ivy League Universities
6. Academic Competition and Student Motivation.
7. Education as an Economic Resource.
8. The Influence of Social Media on Academic Performance in the USA.
9. Artificial Intelligence and Its Role in Modern Education in the USA.
10. The Prospects of Online Universities the USA.

***Exercise #30. Role Play «Building an Academic Future in the USA».***

Work in groups of 3–4 students. Perform a role play in which an international family is planning their educational path in the USA. Use at least 10 vocabulary items from the unit and apply formal academic language.

***Roles:***

*Education adviser*

*Student*

*Parent / Guardian*

*University representative*

***Discuss:***

- Types of institutions (public university, private university, community college, state university, liberal arts institution, accredited institution)
- Degree options (associate degree, program completion, employment training)
- Financial aspects (tuition fees, subsidized programs, endowment, research grant)
- Academic structure (academic calendar, term)
- Other factors (research opportunities, alumni support, religious affiliation, well-rounded education)

Task: Choose the most appropriate educational path for the student and justify your decision.

### TEST №10

*Part I. Choose the correct answer (A, B or C).*

- 1. An \_\_\_\_\_ institution meets official academic standards.**
  - A. informal
  - B. accredited
  - C. temporary
- 2. A \_\_\_\_\_ evaluates universities and their programs.**
  - A. alumni group
  - B. accrediting body
  - C. student council
- 3. A two-year program usually leads to an \_\_\_\_\_.**
  - A. bachelor's degree
  - B. associate degree
  - C. research grant
- 4. A \_\_\_\_\_ is funded by the government of a particular state.**
  - A. private university
  - B. community college
  - C. state university
- 5. A university's long-term financial fund is called an \_\_\_\_\_.**
  - A. endowment

B. scholarship

C. tuition fee

**6. Students pay \_\_\_\_\_ to study at a university.**

A. alumni

B. research grants

C. tuition fees

**7. A \_\_\_\_\_ often focuses on humanities and social sciences.**

A. liberal arts institution

B. military academy

C. training center

**8. After \_\_\_\_\_ of a program, students receive a diploma.**

A. admission

B. completion

C. application

**9. \_\_\_\_\_ help students gain practical skills.**

A. Employment training

B. Academic calendars

C. Religious affiliations

**10. A university may have a specific \_\_\_\_\_ connected with religion.**

A. academic calendar

B. religious affiliation

C. associate degree

***Part II. Choose the correct preposition.***

**1. The term begins \_\_\_ September.**

A. at

B. on

C. in

**2. The meeting starts \_\_\_ 9 a.m.**

A. at

B. in

C. on

**3. Research results were published \_\_\_\_ the website.**

A. in

B. on

C. at

**4. She applied \_\_\_\_ a public university.**

A. at

B. to

C. in

**5. The documents are \_\_\_\_ the table.**

A. in

B. on

C. at

**6. The graduation ceremony takes place \_\_\_\_ May.**

A. at

B. in

C. on

**7. The lecture will begin \_\_\_\_ the morning.**

A. at

B. on

C. in

**8. Many alumni gather \_\_\_\_ the conference hall.**

A. in

B. on

C. at

**9. The university was founded \_\_\_\_ the 20th century.**

A. at

B. in

C. on

**10. She arrived \_\_\_\_ the campus early.**

A. at

B. to

C. in

**11. The application was sent \_\_\_\_ the accrediting body.**

A. at

B. to

C. in

**12. There is an announcement \_\_\_\_ the door about tuition fees.**

A. at

B. in

C. on

**13. Students study \_\_\_\_ a public university.**

A. in

B. at

C. on

**14. The professor explained the results \_\_\_\_ detail.**

A. in

B. on

C. at

**15. The meeting was held \_\_\_\_ Friday afternoon.**

A. in

B. at

C. on

***Part III. Complete the sentences by choosing the correct conjunction: as, when or while. Consider whether the action happens at the same time, at a specific moment or shows a gradual change. Write the appropriate word in each blank.***

1. \_\_\_\_\_ the professor was explaining, students took notes.

2. I met alumni \_\_\_\_\_ I was studying at a state university.

3. \_\_\_\_\_ the academic calendar changed, exams were rescheduled.
4. She felt nervous \_\_\_\_\_ she was presenting her research grant.
5. \_\_\_\_\_ the term began, the campus became busy.
6. \_\_\_\_\_ the dean entered the conference hall, everyone stood up.
7. Students discussed tuition fees \_\_\_\_\_ they were waiting for the lecture to begin.
8. \_\_\_\_\_ the research grant was approved, the project officially started.
9. He improved his communication skills \_\_\_\_\_ he was completing his associate degree.
10. \_\_\_\_\_ the meeting with the accrediting body ended, the administration made a decision.
11. I was reviewing the academic calendar \_\_\_\_\_ my classmate called me.
12. \_\_\_\_\_ the state university announced new programs, many students applied.
13. She was working on her application \_\_\_\_\_ her friend was preparing for exams.
14. \_\_\_\_\_ the term progressed, students became more confident.
15. The alumni applauded \_\_\_\_\_ the ceremony finished.

***Part IV. Rewrite the sentences using as...as or not as...as.***

1. A private university is more expensive than a community college.
2. An associate degree is shorter than a bachelor's degree.
3. Research opportunities are more important than students think.
4. A public university is cheaper than a private university.
5. Employment training is more practical than theoretical study.
6. A state university is larger than a liberal arts institution.
7. Tuition fees at private colleges are higher than at public universities.
8. A research grant is more competitive than a scholarship.
9. Alumni support is more valuable than many students realize.
10. A community college is less prestigious than a private university.

11. The academic calendar at large universities is more structured than at small colleges.

12. An accredited institution is more reliable than a non-accredited one.

13. Research opportunities at top universities are better than at smaller institutions.

14. A well-rounded education is more beneficial than narrow specialization.

15. Employment training programs are more flexible than traditional courses.

***Part V. Rewrite using the structure the... the...***

1. If tuition fees increase, fewer students apply.

2. When research opportunities grow, students gain more experience.

3. If a university is more accredited, it becomes more respected.

4. If alumni donate more money, the endowment becomes stronger.

5. If students practice professional skills more, they become more confident.

6. If a university has a larger endowment, it can offer more scholarships.

7. When the academic term becomes longer, students feel more stressed.

8. If admission requirements become stricter, fewer applicants are accepted.

9. When students participate in employment training more actively, they find jobs faster.

10. If tuition fees are lower, more students can afford higher education.

11. When research grants become more competitive, fewer projects receive funding.

12. If a liberal arts institution expands its programs, it attracts more students.

13. When alumni support increases, university development accelerates.

14. If the academic calendar is clearer, students plan their studies better.

15. When education becomes more subsidized, access to universities improves.

## REFERENCES

1. The U.S. Educational System [Электронный ресурс]. – Режим доступа: <https://educationusa.state.gov/experience-studying-usa/us-educational-system> (дата звернення: 08.06.2026).
2. U.S. System of Education – English Vocabulary with JenniferESL [Электронный ресурс] // YouTube. – Режим доступа: <https://www.youtube.com/watch?v=1ciiPwhFOI> (дата звернення: 08.06.2026).

*Exercise #1. Read the words and word combinations with the translation.*

1. **Investment** — інвестиція
2. **fairness** — справедливість
3. **competition** — конкуренція
4. **problem-solving** — розв'язання проблем
5. **interdisciplinary studies** — міждисциплінарні дослідження
6. **free meal** — безкоштовне харчування
7. **healthy habits** — здорові звички
8. **outdoor learning** — навчання на природі
9. **doctoral studies** — докторантура
10. **academic studies** — академічне навчання
11. **applied sciences** — прикладні науки
12. **tutoring** — індивідуальні заняття
13. **inclusive environment** — інклюзивне середовище
14. **disability** — інвалідність
15. **immigrant pupils** — учні-іммігранти
16. **challenge** — виклик
17. **inequality** — нерівність
18. **digital addiction** — цифрова залежність

*Exercise #2. Read and translate the text. Pay attention to word and sentence stress.*

### **EDUCATION IN FINLAND. THE KEY TO THE NATION'S SUCCESS**

Education is one of the main reasons for Finland's success. People in Finland strongly believe that learning is the best investment in the future. Their education system is famous around the world for its high quality, fairness, and excellent results.

A key idea of Finnish education is equal opportunity. Every child, no matter where they come from, has the right to free and good education. Teachers are well educated and respected in society.

Instead of focusing on competition, Finnish schools encourage cooperation, support, and personal growth. Pupils are taught to enjoy learning and to develop at their own pace.

The Finnish education system is built on the idea of lifelong learning. Most education is paid for by the state, and private schools follow the same rules as public ones.

Levels of Education:

- Early Childhood Education (ages 0–6)
- Pre-primary Education (age 6)
- Basic Education (ages 7–16)
- Upper Secondary Education
- Vocational Education
- Higher Education

Basic education lasts nine years and is compulsory for all children. It follows a national curriculum, which guarantees the same high standards in every part of the country.

After basic school, students can continue either in general upper secondary school or in vocational education. Both paths allow them to enter higher education later.

Children in Finland usually start school at the age of seven. This gives them enough time to grow emotionally and socially.

Before school, children attend early childhood and pre-primary education. These programmes focus on play, creativity, and cooperation. Teachers help children develop confidence and communication skills.

Day care and pre-primary education are supported by the government. Families pay fees depending on their income.

If necessary, children can start school earlier or later, depending on their readiness.

Every pupil in Finland receives a free hot meal at school. It usually includes a main dish, salad, bread, and milk or water. Special diets are also provided.

School lunches are part of education. They teach children healthy eating habits and good manners.

Basic education aims to develop: knowledge and practical skills, social responsibility, independence, critical thinking

All textbooks and school materials are free during basic education.

Pupils' progress is monitored through national assessments, but they are not publicly ranked.

Learning often happens through projects and group work. Pupils learn how to: find information, analyse data, use digital tools, work in teams

School days are not very long, and pupils usually have little homework.

After basic school, students choose between two main options.

- Upper Secondary School.

This path focuses on academic subjects and prepares students for university. It ends with the national Matriculation Examination.

- Vocational Education.

This path prepares students for specific professions and includes practical training in companies.

Some students choose both paths at the same time and receive two qualifications.

Students can get financial support if they need it.

Finland has 14 universities and 25 universities of applied sciences.

Universities focus on research and academic studies. Universities of applied sciences focus on practical and professional training.

Students usually complete:

- a Bachelor's degree (3 years)
- a Master's degree (2 years)
- doctoral studies (optional)

Higher education is free for EU citizens. Students can receive financial aid, housing support, and health services.

Learning in Finland does not stop after graduation.

Children can study music, dance, drama, and visual arts in special schools.

Adults can take low-cost courses in languages, photography, IT, and many other subjects. These programmes help people grow personally and stay active in society.

The national curriculum encourages modern teaching methods, such as: outdoor learning, digital tools, project work, interdisciplinary studies.

Pupils learn by solving real-life problems and setting goals. They learn to understand information in many forms: texts, videos, graphics and digital media. Schools teach pupils how to take part in social life and working life.

All teachers in Finland must have a Master's degree. Teacher training is very competitive and respected. Teachers are trusted to choose their own teaching methods and materials.

Most children go to the school closest to their home. This helps reduce social inequality. Assessment focuses on encouragement and personal progress, not competition.

Every pupil has the right to receive help when needed.

Support includes: small group lessons, individual tutoring, special education teachers, personal learning plans. Immigrant pupils receive language support.

Children with disabilities are educated in inclusive or special environments.

Finnish pupils often achieve high results in international studies such as PISA.

Finland performs well in: reading, science, mathematics.

These results show the strong quality of education.

Finland wants to become a leading learning society by 2025.

Main reforms focus on: digital education, flexible learning paths, modern vocational training, international cooperation

Universities work closely with businesses and start-up companies.

Experts believe that future education should focus on: communication, creativity, cooperation, empathy, leadership.

Challenges include digital addiction, social inequality, and gender differences in reading. Finland remains open to new ideas and global cooperation.

**Exercise #3. Read the text Ex.#2. Mark the following statements as true (T) or false (F).**

1. Education is considered one of the main reasons for Finland's success. \_\_\_\_
2. Education in Finland is mostly financed by private companies. \_\_\_\_
3. Children usually start school in Finland at the age of six. \_\_\_\_
4. Basic education in Finland lasts nine years. \_\_\_\_
5. Project work and group learning are common in Finnish schools. \_\_\_\_
6. Pupils usually have a lot of homework every day. \_\_\_\_
7. After basic school, students can choose between academic and vocational education. \_\_\_\_
8. Upper secondary school ends with the Matriculation Examination. \_\_\_\_
9. Vocational education includes practical training in companies. \_\_\_\_
10. Higher education in Finland is free for all students from every country. \_\_\_\_
11. Finnish universities focus only on theoretical studies. \_\_\_\_
12. Adults in Finland can continue learning through low-cost courses. \_\_\_\_
13. Teachers in Finland must have a Master's degree. \_\_\_\_
14. Special support is available for pupils who need help. \_\_\_\_
15. Future education should focus only on technical skills. \_\_\_\_

**Exercise #4. Answer the following questions.**

1. Why is education important for Finland's success?
2. What is the main idea behind Finnish education?
3. How are pupils encouraged to learn in Finnish schools?
4. Who pays for most education in Finland?
5. At what age do children usually start school in Finland?
6. How long does basic education last?
7. How is pupils' progress assessed in Finland?
8. What teaching methods are commonly used in Finnish schools?
9. What choices do students have after basic school?

10. How does vocational education prepare students for work?
11. What degrees can students receive in higher education?
12. Why are teachers highly respected in Finland?
13. How does the local school principle help reduce inequality?
14. What international studies show Finland's success?
15. What skills should future education focus on?

***Exercise #5. Translate the words and word combinations in brackets into English and use them to complete the sentences. Pay attention to word stress in key vocabulary.***

1. Education is one of the main reasons for a country's \_\_\_\_\_ (успіх). 2. High-quality education is an important \_\_\_\_\_ in the future of society (інвестиція). 3. Schools should promote \_\_\_\_\_ and equal opportunities for all students (справедливість). 4. Too much \_\_\_\_\_ can increase stress among pupils (конкуренція). 5. Project work helps students develop strong \_\_\_\_\_ skills (розв'язання проблем). 6. Many Finnish schools offer \_\_\_\_\_ to connect different subjects (міждисциплінарні дослідження). 7. Every pupil receives a \_\_\_\_\_ at school every day (безкоштовне харчування). 8. School lunches help children develop \_\_\_\_\_ (здорові звички). 9. \_\_\_\_\_ is often used to improve students' motivation and well-being (навчання на природі). 10. After completing a Master's degree, students may continue with \_\_\_\_\_ (докторантура). 11. Universities focus on high-level \_\_\_\_\_ and research (академічне навчання). 12. Many students choose programmes in \_\_\_\_\_ because of job opportunities (прикладні науки). 13. Pupils who need extra help can receive \_\_\_\_\_ (індивідуальні заняття). 14. Finnish schools aim to create an \_\_\_\_\_ for all learners (інклюзивне середовище). 15. Special programmes support students with \_\_\_\_\_ (інвалідність). 16. \_\_\_\_\_ receive language support at school (учні-іммігранти). 17. Digital education creates new \_\_\_\_\_ for teachers and learners (виклик). 18. Education helps reduce social \_\_\_\_\_ in society (нерівність). 19. Schools try to prevent \_\_\_\_\_ by limiting screen time

(цифрова залежність).

**Exercise #6. Match each word or word combination with the correct definition.**

<b>Words word combination</b>	<b>Definition</b>
1. Success	A. A situation in which people try to be better than others in order to win
2. Investment	B. The study programme leading to the highest academic degree
3. Fairness	C. Learning activities that take place outside the classroom
4. Competition	D. A regular way of doing things that supports good health
5. Problem-solving	E. A free lunch provided to students at school
6. Interdisciplinary studies	F. The ability to find solutions to difficult situations
7. Free meal	G. A condition that limits a person's physical or mental abilities
8. Healthy habits	H. Students who have moved from another country
9. Outdoor learning	I. A feeling of strong need to use digital devices all the time
10. Doctoral studies	J. A fair and equal way of treating people
11. Academic studies	K. Financial or time support given to improve future results
12. Applied sciences	L. Studies that combine knowledge from different subjects
13. Tutoring	M. Individual lessons to help a student improve
14. Inclusive environment	N. A learning environment where everyone is accepted and supported
15. Disability	O. A difficult task or situation that requires effort
16. Immigrant pupils	P. Studies focused on theory, research, and academic knowledge
17. Challenge	
18. Inequality	
19. Digital addiction	

	<p>Q. The state of being very unequal in society</p> <p>R. The use of scientific knowledge in practical fields</p> <p>S. The achievement of positive results and goals</p>
--	--

**Exercise #7. Fill in the gaps, using the words and word combinations from the list.**

**Word List:** *success, disability, immigrant pupils, digital addiction, investment, fairness, competition, problem-solving, interdisciplinary studies, doctoral studies, applied sciences, tutoring, inclusive environment, challenge, inequality.*

1. High-quality education is an important \_\_\_\_\_ in the future of society. 2. Teachers try to promote \_\_\_\_\_ and equal opportunities in the classroom. 3. Too much \_\_\_\_\_ can cause stress and anxiety among pupils. 4. Project work helps students develop strong \_\_\_\_\_ skills. 5. Many universities offer \_\_\_\_\_ to connect different academic subjects. 6. After completing a Master’s degree, students may continue with \_\_\_\_\_. 7. Programmes in \_\_\_\_\_ prepare students for practical professional work. 8. Pupils who need extra help can receive \_\_\_\_\_ after classes. 9. Finnish schools aim to create an \_\_\_\_\_ for all learners. 10. Special support is provided for students with \_\_\_\_\_. 11. \_\_\_\_\_ receive language and cultural support at school. 12. Online learning creates a new \_\_\_\_\_ for teachers and students. 13. Education helps reduce social \_\_\_\_\_ in society. 14. Schools try to prevent \_\_\_\_\_ by limiting screen time. 15. Hard work and motivation often lead to academic \_\_\_\_\_.

**Exercise #8. Read the polylogue attentively. Practise it in roles, paying attention to pronunciation and intonation. Focus on how innovative programmes and teaching methods in Finnish primary schools are discussed. Be ready to summarise the main ideas.**

## INNOVATIVE LEARNING IN FINNISH PRIMARY SCHOOLS

### **Characters:**

*Ms Johnson — education researcher*

*Mr Lahti — Finnish primary school teacher*

*Dr Brown — university lecturer*

*Maria — education student*

*Oleh — exchange student*

**Ms Johnson:** Good afternoon, colleagues. Today we are discussing innovative programmes and teaching methods in Finnish primary schools. Why do you think Finland achieves such great success in education?

**Mr Lahti:** I believe it is because education is seen as a long-term investment in children's future. We focus on fairness, not on strong competition.

**Maria:** Yes, I've read that Finnish pupils are encouraged to work together and develop problem-solving skills through projects and interdisciplinary studies.

**Dr Brown:** That is true. These methods connect different subjects and help children understand real-life situations. Even researchers doing doctoral studies and academic studies support this approach.

**Oleh:** I was surprised that pupils also learn a lot outside the classroom. Outdoor learning seems to be very popular.

**Mr Lahti:** Absolutely. It helps children stay active and develop healthy habits. We also provide every pupil with a free meal, which supports their physical and mental health.

**Ms Johnson:** That shows how education in Finland supports the whole child. What about science education and technology?

**Dr Brown:** Many programmes are connected with applied sciences, even at an early age. Children learn basic digital and scientific skills.

**Maria:** And when pupils have difficulties, schools offer tutoring and individual support.

**Mr Lahti:** Yes, we try to create an inclusive environment. Pupils with disability

and immigrant pupils receive special help and language support.

**Oleh:** That must reduce inequality in education.

**Mr Lahti:** Exactly. Equality is one of our main goals.

**Ms Johnson:** But modern education also brings new problems. For example, digital addiction is becoming a serious challenge.

**Dr Brown:** That's why teachers limit screen time and encourage creative activities and teamwork.

**Maria:** I like that teachers care not only about grades but also about emotional and social development.

**Mr Lahti:** In Finland, learning is about balance — technology, nature, cooperation, and creativity.

**Ms Johnson:** It seems that this balanced approach is the key to long-term success in education.

**Oleh:** I agree. Finnish schools prepare children not only for exams, but for life.

*Exercise #9. Answer the following questions. Base your answers on the information from the dialogue «Innovative Learning in Finnish Primary Schools». Be ready to discuss them with your classmates.*

1. Why does Mr Lahti think Finland is successful in education?
2. What values are more important than competition in Finnish schools?
3. How do pupils develop problem-solving skills according to Maria?
4. Why are interdisciplinary studies important in learning?
5. What role does outdoor learning play in Finnish schools?
6. What skills do children develop through applied sciences programmes?
7. How do schools help pupils who have learning difficulties?
8. What does an inclusive environment mean in Finnish education?
9. How are pupils with disabilities supported?
10. How do teachers prevent digital addiction?
11. What does Mr Lahti mean by «balance» in learning?
12. How do Finnish schools prepare children for life?

13. What role does cooperation play in learning?
14. Why is equality an important goal in Finnish education?
15. Which teaching methods seem most effective in the dialogue?

***Exercise #10. Complete the sentences using the Zero Conditional.***

1. If schools promote fairness, students (feel) \_\_\_\_\_ more confident.
2. If pupils practise problem-solving, they (develop) \_\_\_\_\_ critical thinking skills.
3. When children eat a free meal, they (have) \_\_\_\_\_ more energy.
4. If schools create an inclusive environment, pupils with disability (feel) \_\_\_\_\_ supported.
5. When students reduce digital addiction, they (concentrate) \_\_\_\_\_ better.
6. If teachers provide tutoring, weaker pupils (improve) \_\_\_\_\_ faster.
7. When schools support immigrant pupils, integration (become) \_\_\_\_\_ easier.
8. If education is an investment, society (benefit) \_\_\_\_\_ in the long term.
9. When children develop healthy habits, they (perform) \_\_\_\_\_ better academically.
10. If schools reduce competition, stress levels (decrease) \_\_\_\_\_.

***Exercise #11. Complete the sentences using the First Conditional.***

1. If Finland continues educational investment, it (remain) \_\_\_\_\_ successful.
2. If schools reduce inequality, society (become) \_\_\_\_\_ more stable.
3. If pupils participate in outdoor learning, they (develop) \_\_\_\_\_ stronger teamwork skills.
4. If teachers notice a problem, they (offer) \_\_\_\_\_ tutoring.
5. Unless schools address digital addiction, students (face) \_\_\_\_\_ serious challenges.

6. If the government increases funding for applied sciences, universities (expand) \_\_\_\_\_ research.

7. If pupils experience too much competition, they (lose) \_\_\_\_\_ motivation.

8. If schools strengthen interdisciplinary studies, pupils (understand) \_\_\_\_\_ real-life issues better.

9. If education focuses on fairness, children (have) \_\_\_\_\_ equal opportunities.

10. If schools create more inclusive policies, pupils with disability (achieve) \_\_\_\_\_ better results.

***Exercise #12. Choose the Correct Form using the Zero or First Conditional***

1. If education is seen as an investment, the country becomes / will become stronger.

2. If schools introduce more applied sciences, pupils develop / will develop practical skills.

3. When pupils practise problem-solving, they improve / will improve their logic.

4. If Finland supports immigrant pupils, integration improves / will improve.

5. If students don't control digital addiction, they lose / will lose focus.

6. When teachers create an inclusive environment, children feel / will feel safe.

7. If schools reduce inequality, society changes / will change positively.

8. When children build healthy habits, they succeed / will succeed academically.

9. If universities invest in doctoral studies, innovation increases / will increase.

10. If schools promote cooperation instead of competition, stress decreases / will decrease.

***Exercise #13. Complete the sentences using the Second Conditional.***

1. If I (be) \_\_\_\_\_ a Finnish teacher, I would promote fairness.

2. If schools focused only on competition, pupils (feel) \_\_\_\_\_ stressed.

3. If Finland didn't invest in education, it (not achieve) \_\_\_\_\_ success.
4. If I were responsible for education reform, I (reduce) \_\_\_\_\_ inequality.
5. If pupils had more outdoor learning, they (be) \_\_\_\_\_ healthier.
6. If teachers ignored digital addiction, students (suffer) \_\_\_\_\_  
academically.
7. If schools didn't create an inclusive environment, some pupils (not feel)  
\_\_\_\_\_ supported.
8. If I studied applied sciences, I (work) \_\_\_\_\_ in innovation.
9. If tutoring were unavailable, weaker pupils (struggle) \_\_\_\_\_ more.
10. If education were not seen as an investment, society (not progress)  
\_\_\_\_\_.

***Exercise #14. Complete the sentences using the Third Conditional***

1. If Finland hadn't invested in education, it (not become) \_\_\_\_\_  
successful.
2. If teachers hadn't provided tutoring, some pupils (fail) \_\_\_\_\_ exams.
3. If schools hadn't reduced competition, stress levels (increase) \_\_\_\_\_.
4. If pupils had developed better healthy habits, they (perform) \_\_\_\_\_  
better.
5. If the government hadn't supported applied sciences, innovation (slow down)  
\_\_\_\_\_.
6. If schools hadn't created an inclusive environment, inequality (grow)  
\_\_\_\_\_.
7. If students hadn't controlled digital addiction, they (lose) \_\_\_\_\_  
motivation.
8. If universities hadn't promoted doctoral studies, research (decline)  
\_\_\_\_\_.
9. If immigrant pupils hadn't received support, integration (become)  
\_\_\_\_\_ more difficult.
10. If Finland hadn't valued fairness, social inequality (increase) \_\_\_\_\_.

***Exercise #15. Complete the sentences using Mixed Conditionals***

1. If Finland hadn't invested in education, it (not be) \_\_\_\_\_ successful today.
2. If schools had ignored inequality, society (face) \_\_\_\_\_ more problems now.
3. If teachers hadn't promoted fairness, pupils (feel) \_\_\_\_\_ insecure today.
4. If digital addiction hadn't become a challenge, students (focus) \_\_\_\_\_ better now.
5. If universities hadn't developed applied sciences, they (not attract) \_\_\_\_\_ students today.
6. If I were more interested in academic studies, I (choose) \_\_\_\_\_ that programme last year.
7. If schools weren't committed to inclusion, they (not create) \_\_\_\_\_ support systems earlier.
8. If Finland valued competition more than fairness, it (not build) \_\_\_\_\_ equality in the past.
9. If students were more motivated, they (achieve) \_\_\_\_\_ better results last semester.
10. If education were not considered an investment, the country (not develop) \_\_\_\_\_ so rapidly in recent decades.

***Exercise #16. Complete the text using the correct form of the verbs in brackets.***

***Use Zero, First, Second or Third Conditional where appropriate.***

**STUDYING INNOVATIVE APPROACHES IN FINNISH EDUCATION**

**INSTRUCTION**

The Finnish education system is often described as a long-term investment in society. If a country \_\_\_\_\_ (see) education as an investment, it \_\_\_\_\_ (achieve) long-term success.

Finnish schools focus on fairness instead of excessive competition. If schools \_\_\_\_\_ (promote) fairness, students usually \_\_\_\_\_ (feel) more confident and secure.

Many innovative programmes include interdisciplinary studies and problem-solving activities. If pupils \_\_\_\_\_ (work) on real-life problems, they \_\_\_\_\_ (develop) practical skills more effectively.

Technology is also important, but it creates new challenges. If schools \_\_\_\_\_ (not control) digital addiction, students \_\_\_\_\_ (lose) concentration and motivation.

Finland also provides a free meal to every pupil. If children \_\_\_\_\_ (eat) healthy food every day, they \_\_\_\_\_ (build) strong healthy habits.

Inclusive education is another key principle. If schools \_\_\_\_\_ (not create) an inclusive environment, pupils with disability \_\_\_\_\_ (not feel) fully supported.

Special support is offered to immigrant pupils. If teachers \_\_\_\_\_ (provide) tutoring, integration \_\_\_\_\_ (become) easier.

However, some situations are hypothetical. If Finland \_\_\_\_\_ (not invest) in education years ago, it \_\_\_\_\_ (not become) one of the most successful systems today.

If I \_\_\_\_\_ (be) responsible for education reform in my country, I \_\_\_\_\_ (introduce) more outdoor learning and programmes in applied sciences.

If schools ignored social inequality, many children \_\_\_\_\_ (not have) equal opportunities in the future.

***Exercise #17. Read and translate the dialogue.***

***a) Complete the gaps using the correct Conditional type (Zero, First, Second, Third, Mixed). Use the correct form of the verbs in brackets.***

***b) Work in pairs or small groups. Create your own short dialogue (3–4 speakers);***

***c) Act out your dialogue in front of the class.***

## IS THE FINNISH EDUCATION MODEL REALLY THE FUTURE?

### **Characters:**

*Ms Carter – moderator*

*Oleh – critical student*

*Mr Lahti – finnish teacher*

*Dr Brown – Researcher*

*Maria – Reform Advocate*

**Ms Carter:** Today we are not celebrating Finland — we are questioning it. If a country (treat) \_\_\_\_\_ education as a serious investment, it usually (create) \_\_\_\_\_ long-term stability. But is that enough?

**Oleh:** I'm not convinced. If schools (reduce) \_\_\_\_\_ competition, students (lose) \_\_\_\_\_ ambition. If there (be) \_\_\_\_\_ no pressure, some pupils (stop) \_\_\_\_\_ trying.

**Mr Lahti:** Or they stop fearing failure. When schools promote fairness, pupils often (develop) \_\_\_\_\_ intrinsic motivation. If students (compete) \_\_\_\_\_ constantly, they (focus) \_\_\_\_\_ more on grades than learning.

**Dr Brown:** Research suggests that if educational systems (reduce) \_\_\_\_\_ structural inequality, social trust (increase) \_\_\_\_\_. And if schools (not provide) \_\_\_\_\_ support, disadvantaged learners (fall) \_\_\_\_\_ behind.

**Maria:** Exactly. If schools (train) \_\_\_\_\_ pupils through problem-solving and interdisciplinary studies, they (learn) \_\_\_\_\_ to think, not memorise. If subjects (be) \_\_\_\_\_ connected, learners (apply) \_\_\_\_\_ knowledge more effectively.

**Oleh:** Fine, but technology is everywhere. If schools (integrate) \_\_\_\_\_ digital tools without clear rules, digital addiction (become) \_\_\_\_\_ a major challenge.

**Mr Lahti:** It depends. If digital tools (be used) \_\_\_\_\_ without a pedagogical purpose, they (distract) \_\_\_\_\_ more than they support. But if teachers (set) \_\_\_\_\_ limits, students (benefit) \_\_\_\_\_.

**Maria:** And if children (do) \_\_\_\_\_ more outdoor learning, they usually (build) \_\_\_\_\_ healthy habits and reduce screen dependence.

**Ms Carter:** Let's talk about inclusion. If an inclusive environment (not exist) \_\_\_\_\_, pupils with a disability (not participate) \_\_\_\_\_ fully. Do you agree?

**Oleh:** Inclusion is important, but it's expensive. If schools (spend) \_\_\_\_\_ too much on support, other areas (suffer) \_\_\_\_\_.

**Dr Brown:** Actually, exclusion costs more. If immigrant pupils (not receive) \_\_\_\_\_ language support and tutoring, integration (slow) \_\_\_\_\_ down and inequality (increase) \_\_\_\_\_.

**Mr Lahti:** In Finland, every pupil also receives a free meal. If children (eat) \_\_\_\_\_ well at school, concentration (improve) \_\_\_\_\_.

**Oleh:** Still, Finland is small. If this model (be applied) \_\_\_\_\_ in a huge country, it (work) \_\_\_\_\_ the same way?

**Maria:** It might — but only if reforms are systematic. If policymakers only copy the «nice parts», reforms (fail) \_\_\_\_\_.

**Dr Brown:** And if Finland (not reform) \_\_\_\_\_ its system decades ago, it (not become) \_\_\_\_\_ a global example today. If research (stop) \_\_\_\_\_ evolving through academic studies and doctoral studies, innovation (stagnate) \_\_\_\_\_.

**Mr Lahti:** One more point: if schools (invest) \_\_\_\_\_ in teacher training and applied sciences, students (gain) \_\_\_\_\_ practical skills for life.

**Ms Carter:** So the real issue is priorities. If countries (be) \_\_\_\_\_ ready to rethink education, they (make) \_\_\_\_\_ progress. If not, they (repeat) \_\_\_\_\_ the same mistakes.

***Exercise #18. Translate the sentences into English.***

1. Якщо учні-іммігранти отримують мовну підтримку та індивідуальні заняття, нерівність зменшується.

2. Якби фінські школи не підтримували справедливість, учні почувалися б менш упевнено.

3. Якби школи зосереджувалися лише на конкуренції, учні втрачали б мотивацію.
4. Якби шкільний день був довшим, учні були б більш втомленими.
5. Якби учні не отримували безкоштовне харчування, їхня концентрація знизилася б.
6. Якби школи не контролювали цифрову залежність, результати були б гіршими.
7. Якби учні-іммігранти не отримали мовної підтримки, вони не інтегрувалися б так швидко.
8. Якби вчителі не використовували міждисциплінарні дослідження, учні не розвивали б навички розв'язання проблем.
9. Якби школи не створювали інклюзивне середовище, деякі учні відчували б себе ізольованими.
10. Якби я навчався у фінській школі, я б цінував навчання на природі більше.
11. Якби Фінляндія не інвестувала в освіту раніше, вона не досягла б високих результатів у міжнародних дослідженнях.
12. Якби університети не розвивали прикладні науки, система не стала б такою інноваційною.
13. Якщо учні працюють над міждисциплінарними проектами та прикладними науками, вони краще розвивають навички розв'язання проблем.
14. Якби Фінляндія не реформувала систему освіти багато років тому, сьогодні вона не була б прикладом для інших країн.
15. Якби школи не зменшили нерівність у минулому, зараз суспільство було б менш стабільним.
16. Якби я не цікавився академічними дослідженнями раніше, я б зараз не розглядав докторантуру.
17. Якби вчителі не запровадили навчання на природі кілька років тому, учні сьогодні мали б гірші здорові звички.

18. Якби підтримка не була системною раніше, інклюзивне середовище не було б таким ефективним сьогодні.

19. Якщо школа розглядає освіту як інвестицію, учні отримують кращі можливості для майбутнього.

20. Якщо в школі підтримують справедливість, учні не бояться конкуренції.

21. Якщо вчителі не контролюють використання гаджетів, цифрова залежність стає серйозним викликом.

22. Якщо діти мають більше навчання на природі, вони формують здорові звички.

23. Якщо учні отримують безкоштовне харчування в школі, їхня концентрація покращується.

24. Якщо школа створює інклюзивне середовище, учні з інвалідністю почувуються підтриманими.

25. Якби Фінляндія не інвестувала в освіту багато років тому, вона не досягла б такого успіху сьогодні.

***Exercise #19. Watch the video.***

***a) Watch the YouTube video «The Finland Phenomenon: The Best Education System». While watching, take notes on important points, key ideas, expressions and terms the speaker uses to explain why Finland's education system is considered one of the best in the world, including innovation, teaching methods, school culture and educational philosophy.***

Link: <https://www.youtube.com/watch?v=8jJONUXGsNo&t=2784s>

***b) After watching, write down some key expressions from the video that you think are the most important for understanding the Finnish education system.***

***For each expression, explain in 1–2 sentences why you have chosen it and how it relates to innovation and effective learning in Finland.***

**Exercise #20. Read the list of topics below and choose one that interests you:**

**a) write a short text (10–15 sentences) on your chosen topic;**

**b) prepare and deliver a 1–2-minute oral talk based on your text.**

1. Equality and Accessibility as Core Principles of Finnish Education
2. Student Well-being as a Priority in Finnish Schools
3. Digital Technologies in Finnish Educational Programmes
4. Project-Based Learning as a Key Teaching Strategy
5. The Effectiveness of Minimal Homework in Finnish Schools
6. Group Work as a Means of Developing Social Skills
7. The Structure of the Finnish School Day and Its Educational Impact
8. A Typical School Day in a Finnish Comprehensive School
9. The Applicability of the Finnish Education Model in Other Countries
10. The Future of Education in Finland in the Digital Age

**Exercise #21. Role Play «Planning an Educational Path in Finland»**

Work in groups of 3–4 students. Act out a situation in which an international family is planning education in Finland. Use at least 15 vocabulary items from the unit and include different types of conditionals.

**Roles:**

Education adviser

Student

Parent / Guardian

University / School Representative

**Discuss:**

**I. Structure of Education**

1. Basic education
2. Upper secondary / vocational education
3. Universities / applied sciences
4. Doctoral studies

## ***II. Key Principles***

1. Education as an investment
2. Fairness vs competition
3. Reducing inequality
4. Inclusive environment

## ***III. Teaching Methods***

1. Interdisciplinary studies
2. Problem-solving
3. Outdoor learning
4. Managing digital addiction

**Task:** Choose the most suitable educational path for the student in Finland and justify your decision using academic language and conditionals.

## **TEST №11**

**Part I. Choose the correct answer (A, B or C).**

**1. Education in Finland is considered a long-term \_\_\_\_\_.**

- A) challenge
- B) investment
- C) competition

**2. Finnish schools focus more on \_\_\_\_\_ than on rivalry.**

- A) fairness
- B) inequality
- C) pressure

**3. Programmes that connect different subjects are called \_\_\_\_\_.**

- A) applied sciences
- B) doctoral studies
- C) interdisciplinary studies

**4. A serious modern problem related to technology is \_\_\_\_\_.**

- A) tutoring
- B) digital addiction
- C) outdoor learning

**5. Pupils with learning difficulties may receive \_\_\_\_\_.**

- A) competition
- B) tutoring
- C) inequality

**6. Universities of \_\_\_\_\_ focus on practical professional training.**

- A) fairness
- B) applied sciences
- C) disability

**7. Finnish schools aim to create an \_\_\_\_\_ for all learners.**

- A) inclusive environment
- B) digital system
- C) academic calendar

**8. Education helps reduce social \_\_\_\_\_.**

- A) success
- B) inequality
- C) research

**9. After a Master's degree, students may continue with \_\_\_\_\_.**

- A) doctoral studies
- B) free meals
- C) competition

**10. Learning outside the classroom is known as \_\_\_\_\_.**

- A) digital addiction
- B) academic studies
- C) outdoor learning

**Part II. Choose the correct form.**

**1. If schools promote fairness, pupils \_\_\_\_\_ more confident.**

- A) feel
- B) will feel
- C) would feel

**2. If Finland continues educational investment, it \_\_\_\_\_ successful.**

- A) remains
- B) will remain
- C) would remain

**3. If schools focused only on competition, pupils \_\_\_\_\_ stressed.**

- A) feel
- B) will feel
- C) would feel

**4. If Finland had not invested in education years ago, it \_\_\_\_\_ successful today.**

- A) is not
- B) would not be
- C) will not be

**5. If pupils had received more tutoring, they \_\_\_\_\_ better results.**

- A) achieve
- B) would achieve
- C) would have achieved

**6. When children eat healthy food, they \_\_\_\_\_ more energy.**

- A) have
- B) will have
- C) would have

**7. If digital addiction is not controlled, students \_\_\_\_\_ focus.**

- A) lose
- B) will lose
- C) would lose

**8. If I were responsible for reform, I \_\_\_\_\_ inequality.**

- A) reduce
- B) will reduce
- C) would reduce

**9. If universities had not developed applied sciences, innovation \_\_\_\_\_.**

- A) slows down
- B) would slow down
- C) would have slowed down

**10. If schools had reduced inequality earlier, society \_\_\_\_\_ more stable now.**

- A) is
- B) would be
- C) will be

**Part III. Complete the sentences using the correct form of the verbs.**

1. If schools (promote) \_\_\_\_\_ fairness, pupils feel secure.
2. If Finland (increase) \_\_\_\_\_ funding, universities will expand research.
3. If schools (ignore) \_\_\_\_\_ digital addiction, students would lose concentration.
4. If immigrant pupils had not received support, integration (become) \_\_\_\_\_ more difficult.
5. If I (be) \_\_\_\_\_ a Finnish teacher, I would focus on problem-solving.
6. If education (be) \_\_\_\_\_ an investment, society benefits in the long term.
7. If schools had not created an inclusive environment, inequality (grow) \_\_\_\_\_.
8. If children do more outdoor learning, they (build) \_\_\_\_\_ healthy habits.
9. If Finland had not reformed its system, it (not become) \_\_\_\_\_ a global example.

10. If universities support doctoral studies, innovation (increase) \_\_\_\_\_.

#### **Part IV. Translate into English.**

1. Якщо школи підтримують справедливість, учні почувуються впевнено.
2. Якби Фінляндія не інвестувала в освіту, вона не була б такою успішною сьогодні.
3. Якщо вчителі не контролюють використання гаджетів, цифрова залежність стає проблемою.
4. Якби школи не створили інклюзивне середовище, деякі учні були б ізольованими.
5. Якщо учні працюють над міждисциплінарними проєктами, вони розвивають навички розв'язання проблем.
6. Якщо університети підтримують докторантуру, дослідження розвиваються швидше.
7. Якби учні не отримували безкоштовне харчування, їхня концентрація була б нижчою.
8. Якщо школи зменшують нерівність, суспільство стає більш стабільним.
9. Якби Фінляндія не реформувала систему освіти багато років тому, вона не стала б міжнародним прикладом.
10. Якщо вчителі використовують навчання на природі, учні формують здорові звички.
11. Якби школи зосереджувалися лише на конкуренції, мотивація учнів зменшилася б.
12. Якщо учні-іммігранти отримують мовну підтримку, інтеграція відбувається швидше.
13. Якби школи не пропонували індивідуальні заняття, деякі учні мали б труднощі в навчанні.
14. Якщо освіта розглядається як інвестиція, країна досягає довгострокового успіху.

15. Якби уряд не підтримував прикладні науки, інновації розвивалися б повільніше.

**V. Answer briefly (2–3 sentences).**

1. Why is education considered an investment in Finland?
2. How does Finland reduce inequality in schools?
3. What role does outdoor learning play?
4. How do Finnish schools prevent digital addiction?
5. Why are teachers highly respected in Finland?

**REFERENCES**

1. Learning together with Finland. Education in Finland: Key to the Nation's Success [Електронний ресурс]. – Режим доступу: <https://www.educationfinland.fi/why-finland> (дата звернення: 14.02.2026).
2. The Finland Phenomenon: The Best Education System [Відео] [Електронний ресурс]. – Режим доступу: <https://www.youtube.com/watch?v=8jJONUXGsNo> (дата звернення: 14.02.2026).

**UNIT#12.**

The Ukrainian Primary Education  
System in the Global Context.  
Passive Voice. Sequence of Tenses.  
Reported Speech.

*Exercise #1. Read the words and word combinations with the translation.*

1. **Reform** — реформа
2. **draft reform** — проєкт реформи
3. **implementation** — впровадження
4. **quality assurance** — забезпечення якості
5. **competence-based learning** — компетентнісне навчання
6. **learner-centered approach** — студентоцентричний підхід
7. **learning outcomes** — результати навчання
8. **teamwork** — командна робота
9. **cultural diversity** — культурне різноманіття
10. **national identity** — національна ідентичність
11. **ethical behaviour** — етична поведінка
12. **civic responsibility** — громадянська відповідальність
13. **partnership** — партнерство
14. **mutual trust** — взаємна довіра
15. **accountability** — відповідальність за результати
16. **community involvement** — залучення громади
17. **fair funding** — справедливе фінансування
18. **transparency** — прозорість
19. **equal access** — рівний доступ
20. **inclusive education** — інклюзивна освіта
21. **modern facilities** — сучасне обладнання
22. **entrepreneurship** — підприємливість
23. **emotional intelligence** — емоційний інтелект

## 24. **adaptability** — здатність до адаптації

*Exercise #2. Read and translate the text. Pay attention to word and sentence stress.*

### **THE NEW UKRAINIAN SCHOOL: CONCEPTUAL PRINCIPLES OF SCHOOL REFORM**

In 2016, the Ministry of Education and Science of Ukraine presented a draft reform of secondary education for public discussion. The document explained the main ideas of the new Law «About Education». Five key issues were identified: cooperation between teachers, parents, and pupils, readiness for innovation, new learning standards, school autonomy, and education funding.

The reform was created through cooperation between professionals, educators, and citizens. Together, they developed a vision of a modern Ukrainian school. The next step was to implement the new law and create effective rules, systems, and management culture. The overall goal is to build a European society based on knowledge, equality, and responsibility.

Modern society needs people who can think critically, learn throughout life, work in teams, communicate internationally, and solve real problems. However, many Ukrainian schools still focus on memorizing outdated information. Pupils often cannot apply knowledge in real life. Major challenges include excessive theory, outdated teaching methods, low teacher motivation, weak digital skills, and a lack of practical tasks. Underfunding also limits equal access to quality education, especially for children from disadvantaged families. Therefore, comprehensive reform is necessary.

The main goal of the New Ukrainian School is to educate responsible citizens, creative individuals, active members of society, and lifelong learners. Secondary school plays a key role in shaping pupils' values, attitudes, and professional skills. Education should help young people become confident, independent, and socially active.

Graduates of the New Ukrainian School are expected to be well-developed personalities with critical thinking skills, ethical patriots who respect human rights and

love their country, and innovators who create new ideas, support sustainable development, and remain competitive in the labour market. These graduates will contribute to Ukraine's development in the 21<sup>st</sup> century.

The New Ukrainian School is based on some key elements that form a unified education system. At its core is competence-based learning, which focuses on applying knowledge in real-life situations. Pupils develop communication, digital, problem-solving and teamwork skills through projects, discussions, and practical tasks. Teachers assess progress and personal growth rather than focusing only on marks.

High-quality learning depends on motivated teachers. Teachers are encouraged to use modern technologies, attend training courses, and continuously improve their professional skills. They act as mentors, supporters, and guides who help pupils believe in themselves. Better salaries and certification strengthen teachers' motivation and creativity.

School is also a place where pupils develop moral values. The New Ukrainian School promotes honesty, respect, responsibility, kindness, and patriotism. These values are formed through everyday communication, teamwork, volunteering, and teachers' personal example.

To support innovation and quality, schools are given greater autonomy. They can develop their own programs, choose textbooks, organize lessons, and manage finances. This freedom helps schools meet local needs, while also increasing responsibility for educational outcomes.

Effective education is based on partnership between teachers, pupils, and parents. Parents actively support learning, participate in decision-making, and help organize school activities. Open dialogue and trust create a safe and positive learning environment.

The learner-centered approach ensures that every child feels valued. Teachers consider pupils' talents, interests, learning pace, and emotional needs. Individual support, flexible tasks, and comfortable learning spaces help children develop confidence and motivation.

These principles are supported by a clear school structure. General secondary

education lasts twelve years and includes three levels. Primary school focuses on adaptation and creativity, basic school develops independence and critical thinking, and high school prepares pupils for academic or professional careers. This structure helps pupils make informed decisions about their future.

Fair funding is essential for quality education. The New Ukrainian School follows the principles of transparency, equal access, and «money follows the child». Special support is provided for rural schools and inclusive education. Public-private partnerships and improved salaries strengthen stability in the system.

Financial support makes it possible to create a modern learning environment. Schools are equipped with digital tools, online platforms, electronic textbooks, libraries, and laboratories. Pupils participate in projects, blended learning, and online courses. Inclusive conditions allow children with special needs to study together with their peers.

At the centre of the system are key life competencies based on European standards for lifelong learning. Pupils develop language, mathematical, scientific, digital, entrepreneurial, social, cultural, and environmental skills. These competencies are supported by critical thinking, creativity, leadership, teamwork, emotional intelligence, and problem-solving abilities. Assessment focuses on progress and development.

The pedagogy of partnership strengthens these competencies. Education is built on cooperation, mutual respect, dialogue, and shared responsibility. Interactive methods such as projects, experiments, and group work make learning meaningful and engaging.

Teacher development remains a priority. Teachers receive academic freedom, professional training, certification, and opportunities for self-education. They act as coaches, tutors, and facilitators who respond to modern educational challenges.

Education also promotes national identity and universal values, including democracy, respect, responsibility, and cultural diversity. Learning, upbringing, and personal development are closely connected, helping pupils feel responsible for both their country and the global community.

The reform is designed as a long-term process. Phase I (2016–2018) introduced

new standards, digital platforms, and teacher training. Phase II (2019–2022) focused on quality assurance and certification. Phase III (2023–2029) develops profession-oriented education and assessment systems. This gradual approach ensures stability and sustainable development.

In conclusion, the New Ukrainian School aims to create a modern, effective, and human-centered education system. It prepares competent graduates, supports motivated teachers, guarantees equal opportunities, and strengthens national identity. By combining innovation, values, cooperation, and responsibility, it prepares young people for successful life in a global, digital, and democratic society.

(Adapted Version: The New Ukrainian School (NUS) – English version.

[https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/Book-ENG.pdf?utm\\_source=chatgpt.com](https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/Book-ENG.pdf?utm_source=chatgpt.com))

***Exercise #3. Read the text Ex.#2. Mark the following statements as true (T) or false (F)***

1. The draft reform of secondary education was presented in 2016. \_\_\_\_
2. Modern society needs people who can think critically and work in teams. \_\_\_\_
3. Underfunding limits equal access to quality education. \_\_\_\_
4. The New Ukrainian School aims to educate responsible and creative citizens. \_\_\_\_
5. Graduates are expected to avoid competition in the labour market. \_\_\_\_
6. Teachers are encouraged to improve their professional skills. \_\_\_\_
7. Teachers are expected to act only as instructors. \_\_\_\_
8. Moral values are formed through everyday school activities. \_\_\_\_
9. Schools are not allowed to choose their own programs. \_\_\_\_
10. Parents play an active role in school life. \_\_\_\_
11. Every child receives individual support and encouragement. \_\_\_\_
12. General secondary education lasts ten years. \_\_\_\_
13. High school prepares pupils only for academic careers. \_\_\_\_
14. Modern schools use digital tools and online platforms. \_\_\_\_

15. The reform is planned as a long-term process. \_\_\_\_

**Exercise #4. Answer the following questions.**

1. When was the draft reform of secondary education presented?
2. Who took part in creating the vision of the New Ukrainian School?
3. What is the overall goal of the education reform?
4. Why is comprehensive reform necessary in Ukraine?
5. What main problems do Ukrainian schools face today?
6. What is the main goal of the New Ukrainian School?
7. What qualities are expected from graduates?
8. What is competence-based learning focused on?
9. How do pupils develop communication and teamwork skills?
10. Why are motivated teachers important for quality education?
11. What roles do teachers play in the New Ukrainian School?
12. Why are schools given greater autonomy?
13. How does the learner-centered approach support pupils?
14. What is the pedagogy of partnership based on?
15. What is the final aim of the New Ukrainian School?

**Exercise #5. Translate the words and word - combinations in brackets into English and use them to complete the sentences. Pay attention to word stress in key vocabulary.**

1. The education \_\_\_\_\_ aims to improve teaching quality in schools (реформа).
2. The government presented a \_\_\_\_\_ to modernise secondary education (проект реформи).
3. Successful \_\_\_\_\_ of new standards requires cooperation between teachers and parents (впровадження).
4. A strong system of \_\_\_\_\_ helps schools maintain high standards (забезпечення якості).
5. \_\_\_\_\_ helps pupils develop practical skills for real-life situations (компетентнісне навчання).
6. A \_\_\_\_\_ focuses on pupils' individual needs and abilities (студентоцентричний підхід).
7. Teachers analyse \_\_\_\_\_ to improve teaching methods (результати навчання).
8. Group projects develop \_\_\_\_\_ and

communication skills (командна робота). 9. Schools should respect \_\_\_\_\_ and different traditions (культурне різноманіття). 10. Education helps pupils understand their \_\_\_\_\_ (національна ідентичність). 11. Teachers must demonstrate \_\_\_\_\_ in their professional life (етична поведінка). 12. Schools teach pupils \_\_\_\_\_ and respect for society (громадянська відповідальність). 13. Successful education is based on \_\_\_\_\_ between teachers, parents, and pupils (партнерство). 14. \_\_\_\_\_ helps create a positive learning atmosphere (взаємна довіра). 15. School leaders must show \_\_\_\_\_ for educational results (відповідальність за результати). 16. \_\_\_\_\_ strengthens cooperation between schools and local residents (залучення громади). 17. \_\_\_\_\_ ensures equal opportunities for all pupils (справедливе фінансування). 18. \_\_\_\_\_ in school budgets builds public confidence (прозорість). 19. \_\_\_\_\_ guarantees that every child can receive quality education (рівний доступ). 20. \_\_\_\_\_ supports pupils with special educational needs (інклюзивна освіта). 21. \_\_\_\_\_ make learning more comfortable and effective (сучасне обладнання). 22. Schools encourage \_\_\_\_\_ to help pupils become independent and creative (підприємливість). 23. \_\_\_\_\_ helps teachers understand pupils' feelings and needs (емоційний інтелект). 24. \_\_\_\_\_ allows teachers to respond to changes in education (здатність до адаптації).

***Exercise #6. Match each word or word combination with the correct definition.***

<b>Word or word combination</b>	<b>Definition</b>
1. Reform	A. The ability to change and react positively to new situations
2. Implementation	B. Cooperation between people or groups to achieve common goals
3. Competence-based learning	C. A teaching approach focused on pupils' needs and abilities
4. Learner-centered approach	D. The process of putting plans or decisions into action
5. Teamwork	
6. Cultural diversity	
7. National identity	
8. Ethical behaviour	

<p>9. Civic responsibility</p> <p>10. Partnership</p> <p>11. Mutual trust</p> <p>12. Community involvement</p> <p>13. Fair funding</p> <p>14. Transparency</p> <p>15. Equal access</p> <p>16. Inclusive education</p> <p>17. Modern facilities</p> <p>18. Entrepreneurship</p> <p>19. Emotional intelligence</p> <p>20. Adaptability</p>	<p>E. Respect for different cultures, traditions, and backgrounds</p> <p>F. Fair and honest behaviour in professional and social life</p> <p>G. Education that develops practical skills and competencies</p> <p>H. Equal opportunities for everyone to receive education</p> <p>I. The ability to understand and manage emotions</p> <p>J. A feeling of belonging to one's nation and culture</p> <p>K. Working together in a group</p> <p>L. Open and clear use of information and resources</p> <p>M. Financial support that is fair and balanced</p> <p>N. Cooperation between schools, families, and organisations</p> <p>O. Willingness to help and serve society</p> <p>P. Modern equipment and comfortable learning spaces</p> <p>Q. Support for pupils with special educational needs</p> <p>R. The process of changing and improving a system</p> <p>S. Joint work based on shared goals and responsibilities</p> <p>T. Active participation of local people in school life</p>
--	---

**Exercise #7. Read each sentence carefully and choose the correct answer (A, B or C) to complete it.**

1. The government started an education \_\_\_\_\_ to improve school standards.  
A. teamwork  
B. partnership  
C. reform
2. The Ministry presented a \_\_\_\_\_ before starting changes in schools.  
A. draft reform  
B. learning outcome  
C. transparency
3. Successful \_\_\_\_\_ of new rules requires careful planning.  
A. adaptability  
B. entrepreneurship  
C. implementation
4. A strong system of \_\_\_\_\_ helps schools control teaching quality.  
A. civic responsibility  
B. quality assurance  
C. emotional intelligence
5. \_\_\_\_\_ helps pupils develop real-life skills and knowledge.  
A. competence-based learning  
B. mutual trust  
C. fair funding
6. A \_\_\_\_\_ focuses on pupils' individual needs and interests.  
A. learner-centered approach  
B. partnership  
C. cultural diversity
7. Teachers analyse \_\_\_\_\_ to improve their lessons.  
A. modern facilities  
B. learning outcomes

- C. accountability
8. Group projects develop \_\_\_\_\_ and communication skills.
- A. teamwork
  - B. adaptability
  - C. transparency
9. Schools should respect \_\_\_\_\_ and different traditions.
- A. national identity
  - B. cultural diversity
  - C. civic responsibility
10. Education helps pupils understand their \_\_\_\_\_ and history.
- A. emotional intelligence
  - B. national identity
  - C. entrepreneurship
11. Teachers must show \_\_\_\_\_ in their professional work.
- A. ethical behaviour
  - B. adaptability
  - C. fair funding
12. Schools teach pupils \_\_\_\_\_ and active citizenship.
- A. partnership
  - B. civic responsibility
  - C. transparency
13. Strong \_\_\_\_\_ between teachers and parents improves learning.
- A. learning outcomes
  - B. reform
  - C. partnership
14. \_\_\_\_\_ creates a positive and respectful atmosphere at school.
- A. entrepreneurship
  - B. accountability
  - C. mutual trust
15. School leaders must demonstrate \_\_\_\_\_ for educational results.

A. transparency

B. accountability

C. adaptability

16. \_\_\_\_\_ helps connect schools with local communities.

A. community involvement

B. cultural diversity

C. learner-centered approach

17. \_\_\_\_\_ ensures equal opportunities for all pupils.

A. teamwork

B. fair funding

C. emotional intelligence

18. \_\_\_\_\_ in school budgets builds public confidence.

A. adaptability

B. partnership

C. transparency

19. \_\_\_\_\_ guarantees that every child can study in good conditions.

A. equal access

B. modern facilities

C. entrepreneurship

20. \_\_\_\_\_ supports pupils with special educational needs.

A. inclusive education

B. civic responsibility

C. draft reform

21. \_\_\_\_\_ make classrooms comfortable and well-equipped.

A. accountability

B. learning outcomes

C. modern facilities

22. Schools encourage \_\_\_\_\_ to help pupils become creative and independent.

A. entrepreneurship

B. transparency

C. mutual trust

23. \_\_\_\_\_ helps teachers understand pupils' feelings and behaviour.

A. emotional intelligence

B. adaptability

C. partnership

24. \_\_\_\_\_ allows teachers to respond to changes in education.

A. fair funding

B. reform

C. adaptability

***Exercise #8. Read the text carefully. Pay attention to the intonation of a formal academic speech. Analyse how the speaker uses pauses, stress and tone to sound confident. Organise the text in a logical order and prepare to read it aloud, following the correct academic style and pronunciation.***

### **CULTURAL CODE AND NATIONAL IDENTITY IN THE SPEECH AND BEHAVIOUR OF UKRAINIANS**

Dear colleagues, teachers and students!

A.\_\_\_\_ Ukrainian national identity is closely connected with language, traditions, and respectful communication. In schools, pupils develop mutual trust, teamwork skills, and partnership with teachers and classmates. Such cooperation encourages accountability and responsibility for personal and collective results.

B.\_\_\_\_ Education plays a key role in shaping cultural diversity and ethical behaviour. Through competence-based learning and a learner-centered approach, pupils learn not only academic subjects but also social values, emotional intelligence, and civic responsibility. These elements help young people understand who they are and what their country represents.

C.\_\_\_\_ In recent years, Ukraine has started an important education reform aimed at improving learning outcomes and strengthening national identity. From the first draft reform to its full implementation, the system has focused on quality assurance,

transparency, and equal access to education for all citizens.

D.\_\_\_\_\_Today, I would like to speak about the cultural code and national identity in the speech and behaviour of Ukrainians, especially in the context of modern educational reform.

E.\_\_\_\_\_An important role is also played by community involvement. Schools work together with families and local organisations to promote cultural awareness and social activity. This partnership helps pupils learn how to respect cultural differences while preserving their own traditions.

F.\_\_\_\_\_Modern education also requires fair funding and modern facilities. Well-equipped classrooms and digital tools support inclusive education and create equal opportunities for all learners. These conditions allow every child to express their abilities and develop adaptability in a changing world.

G.\_\_\_\_\_Furthermore, schools encourage entrepreneurship and creativity. Pupils learn how to work independently, take initiative, and solve problems. These skills are essential for active participation in social life and for building a strong democratic society.

H,\_\_\_\_\_In conclusion, the cultural code and national identity of Ukrainians are actively formed through education. Educational reform, community cooperation, and modern teaching approaches help create responsible, adaptable, and socially active citizens. By developing language, values, and behaviour together, Ukrainian schools contribute to the future of the nation in the global world.

I.\_\_\_\_\_Today's educational system combines national traditions with global values. Through transparency, partnership, and competence-based learning, schools prepare young people for life in a multicultural environment. At the same time, they strengthen patriotism and respect for Ukrainian cultural heritage.

J.\_\_\_\_\_Emotional intelligence is another key element of Ukrainian educational culture. It helps pupils understand their own feelings and respect others. As a result, communication becomes more open, tolerant, and responsible.

Thank you for your attention!

***Exercise #9. Read the text «Cultural Code and National Identity in the Speech and Behaviour of Ukrainians» again and answer the questions below. Use your answers to check the logical order of ideas in the text.***

1. Why does the speaker connect cultural identity with educational reform?
2. What aims does the education reform have in Ukraine?
3. Which principles guide the implementation of the reform?
4. Why does education play a key role in shaping cultural diversity and ethical behaviour?
5. How does education help young people understand who they are and what their country represents?
6. How is Ukrainian national identity connected with language and traditions?
7. Why are mutual trust, teamwork and partnership important at school?
8. What role does community involvement play in preserving cultural values?
9. Why are fair funding and modern facilities necessary for education?
10. How do modern learning conditions support inclusive education and adaptability?
11. Why are entrepreneurship and creativity important for pupils' development?
12. How does emotional intelligence influence pupils' communication and behaviour?
13. How does the education system combine national traditions with global values?
14. What qualities should modern Ukrainian pupils develop?
15. What is the main conclusion of the speaker about education and national identity?

***Exercise #10. Rewrite the sentences using the Passive Voice.***

1. Schools promote respect and ethical behaviour.
2. Society shapes teachers' professional identity.
3. Parents support moral education at home.
4. Universities prepare future primary school teachers.

5. Communities influence cultural traditions.
6. Schools develop pupils' civic responsibility.
7. Modern technologies improve communication skills.
8. Educators explain national traditions to pupils.
9. Schools encouraged polite and respectful communication some years ago.
10. Parents and school staff formed children's moral values.
11. Educational programmes developed emotional intelligence.
12. Society expected ethical behaviour from educators.
13. Schools supported inclusive education.
14. Universities will improve future specialists' professional skills in the coming years.
15. Instructors will use language to build mutual trust in future lessons.
16. Educational institutions will promote ethical values more actively in the future.
17. Communities will preserve cultural heritage for future generations.
18. Schools will organise activities to promote civic responsibility next semester.
19. Up-to-date methods will help raise pupils' motivation soon.
20. Mentors will guide pupils' personal development in the years to come.

***Exercise #11. Use the correct tense of the Passive Voice.***

1. Professional ethics \_\_\_\_\_ (form) through language and traditions.
2. Moral values \_\_\_\_\_ (teach) in primary schools.
3. National identity \_\_\_\_\_ (strengthen) by education.
4. Respectful behaviour \_\_\_\_\_ (encourage) by teachers every day.
5. Cultural traditions \_\_\_\_\_ (pass) from generation to generation.
6. Pupils \_\_\_\_\_ (support) by their teachers and parents.
7. Professional skills \_\_\_\_\_ (develop) through practice.
8. Emotional intelligence \_\_\_\_\_ (improve) in modern classrooms.
9. Students \_\_\_\_\_ (teach) cultural values right now.

10. New teaching methods \_\_\_\_\_ (introduce) at this time yesterday.
11. Digital tools \_\_\_\_\_ (use) in primary schools now.
12. Ethical behaviour \_\_\_\_\_ (discuss) in class when the lesson started.
13. Learning materials \_\_\_\_\_ (prepare) by teachers tomorrow at this time.
14. Professional standards \_\_\_\_\_ (review) by experts next week at 10 a.m.
15. New textbooks \_\_\_\_\_ (discuss) in teachers' meetings right now.
16. Pupils' projects \_\_\_\_\_ (check) by the teacher at this time yesterday.
17. School rules \_\_\_\_\_ (revise) at the moment.
18. Cultural traditions \_\_\_\_\_ (present) during the lesson when the bell rang.
19. Digital platforms \_\_\_\_\_ (test) by specialists tomorrow morning at 9 a.m.
20. Learning progress \_\_\_\_\_ (monitor) by educators next week at this time.

***Exercise #12. Make the Sentences Negative and Interrogative.***

1. Professional ethics is taught at school.
2. Cultural values are respected by pupils.
3. National traditions were explained in class.
4. Ethical behaviour will be promoted in the future.
5. Pupils have been prepared for social life.
6. Professional standards are being discussed in the teachers' meeting now.
7. Moral values were being developed during the lesson yesterday.
8. New educational methods will be introduced next year.
9. Cultural projects have already been organised by the school.
10. Ethical rules had been explained before the new programme started.

***Exercise #13. Choose the correct form of Active or Passive Voice.***

1. Professional values (teach / are taught) through examples.
2. Teachers (influence / are influenced) by social traditions.

3. National culture (preserves / is preserved) at school.
4. Pupils (encourage / are encouraged) to behave ethically.
5. Language (shapes / is shaped) professional identity.
6. Ethical rules (follow / are followed) by pupils every day.
7. Cultural traditions (were preserved / preserved) by communities in the past.
8. New teaching methods (introduce / are introduced) in many schools now.
9. Pupils' achievements (have recognised / have been recognised) by teachers.
10. Moral values (were teaching / were being taught) during the lesson yesterday.
11. Professional skills (will develop / will be developed) in future programmes.
12. National symbols (respect / are respected) in Ukrainian schools.
13. Learning materials (prepare / are being prepared) at the moment.
14. Pupils' behaviour (had corrected / had been corrected) before the meeting.
15. Modern technologies (use / are used) in primary education today.

***Exercise #14. Rewrite the sentences using the rules of Sequence of Tenses.***

1. The teacher said, «Inclusive education helps every child».
2. The headmaster said, «We are improving learning conditions».
3. The lecturer said, «Pupils will receive equal support».
4. The manager said, «Teachers use modern methods».
5. The inspector said, «Schools have introduced new standards».
6. The principal said, «Every pupil deserves equal opportunities».
7. The psychologist said, «Children need emotional support at school».
8. The teacher said, «We are adapting lessons for different learning needs».
9. The coordinator said, «Parents will take part in school projects».
10. The researcher said, «Modern technologies improve inclusive education».
11. The supervisor said, «Teachers have completed special training».
12. The consultant said, «Schools are creating safe learning environments».
13. The minister said, «The reform will strengthen primary education».
14. The mentor said, «Pupils develop social skills through teamwork».

15. The trainer said, «We have prepared new teaching materials».

***Exercise #15. Complete the sentences using the correct tense***

1. The principal said that inclusive education \_\_\_\_\_ (support) all pupils.
2. The teacher explained that digital tools \_\_\_\_\_ (help) children learn better.
3. We knew that Ukrainian schools \_\_\_\_\_ (develop) new programmes.
4. The researcher reported that pupils \_\_\_\_\_ (receive) individual support.
5. Parents believed that their children \_\_\_\_\_ (have) equal opportunities.
6. The headmaster said that teachers \_\_\_\_\_ (adapt) lessons for diverse learners.
7. The psychologist explained that emotional support \_\_\_\_\_ (improve) pupils' confidence.
8. We understood that schools \_\_\_\_\_ (create) safer learning environments.
9. The inspector reported that new standards \_\_\_\_\_ (raise) education quality.
10. Parents noticed that their children \_\_\_\_\_ (feel) more comfortable at school.
11. The trainer said that modern methods \_\_\_\_\_ (increase) learning motivation.
12. The researcher believed that inclusive classes \_\_\_\_\_ (reduce) social barriers.
13. The coordinator explained that community programmes \_\_\_\_\_ (support) special needs pupils.
14. Teachers noticed that pupils \_\_\_\_\_ (work) better in mixed-ability groups.
15. The director said that digital platforms \_\_\_\_\_ (expand) learning opportunities.

***Exercise #16. Underline the clause where Sequence of Tenses is NOT applied.***

***Explain why.***

1. The teacher said that water boils at 100°C.
2. We knew that inclusive education supports equality.
3. The researcher said that pupils had improved their social skills.
4. She explained that pupils usually learn in small groups.
5. The headmaster reported that teachers were using digital platforms.
6. The speaker said that democracy is important for society.
7. I asked when the lesson usually starts.
8. The teacher said that children need love and respect.
9. We were told that the Earth moves around the Sun.
10. The psychologist explained that emotional support would increase motivation.
11. The lecturer explained that inclusive education helps every learner.
12. She mentioned that honesty is a basic human value.
13. We knew that inclusive education was helping disadvantaged children.
14. The headmaster said that pupils learn better in a friendly atmosphere.
15. I asked when the school bus usually arrives.
16. The inspector noticed that learning conditions had changed greatly.
17. They knew that water freezes at 0°C.
18. The psychologist said that emotional support improves learning.
19. We heard that teachers work hard every day.
20. The speaker explained that cooperation builds trust.

***Exercise #17. Rewrite the questions using if / whether or question words.***

1. The teacher asked, «Do you have enough skills for global competition? »
2. The mentor asked, «Have you attended professional training courses? »
3. The lecturer asked, «When will you start your career? »
4. The coordinator asked, «Where did you complete your internship? »
5. The advisor asked, «Are you ready to work in international teams? »

6. The manager asked, «Can you communicate confidently in English? »
7. The trainer asked, «How do you improve your professional skills? »
8. The mentor asked, «What digital tools do you use for learning? »
9. The coach asked, «Will you participate in the global project next year? »
10. The coordinator asked, «When did you join the exchange programme? »

***Exercise #18. Rewrite the sentences using advise, ask, suggest, tell, offer.***

1. The teacher said, «Support the education reform at school».
2. The headmaster said, «Follow the draft reform carefully».
3. The inspector said, «Ensure proper implementation of new standards»
4. The principal said, «Focus on quality assurance in teaching».
5. The lecturer said, «Use competence-based learning in your lessons».
6. The mentor said, «Apply a learner-centered approach in class».
7. The trainer said, «Improve pupils' learning outcomes».
8. The coach said, «Let's practise teamwork every day».
9. The counsellor said, «Respect cultural diversity in school life».
10. The advisor said, «Promote national identity among pupils».
11. The principal said, «Develop civic responsibility through projects».
12. The coordinator said, «Build partnership with parents».
13. The manager said, «Create mutual trust in the team».
14. The mentor said, «Encourage community involvement».
15. The director said, «Provide fair funding for schools».
16. The administrator said, «Ensure transparency in decisions».
17. The headmaster said, «Guarantee equal access to education».
18. The lecturer said, «Support inclusive education».
19. The manager said, «Use modern facilities effectively».
20. The psychologist said, «Improve emotional intelligence».

**Exercise #19. Read the text and fill in the gaps with the correct form of reported speech.**

### **INCLUSIVE EDUCATION IN MODERN SCHOOLS**

During the conference on inclusive education, the school principal said that inclusive education \_\_\_\_\_ (help / every child / feel valued). She explained that all pupils \_\_\_\_\_ (have / the right / equal opportunities), regardless of their abilities.

The teacher added that modern schools \_\_\_\_\_ (create / safe and supportive environments) for learners with special needs. She said that teachers \_\_\_\_\_ (use / learner-centered approach) to adapt lessons for different pupils.

The psychologist reported that emotional support \_\_\_\_\_ (play / important role / learning success). He mentioned that many children \_\_\_\_\_ (feel / more confident) when they received individual attention.

Parents said that their children \_\_\_\_\_ (enjoy / studying / inclusive classes). They believed that teamwork \_\_\_\_\_ (teach / respect and cooperation).

The education inspector stated that new programmes \_\_\_\_\_ (improve / quality of education). He added that the government \_\_\_\_\_ (provide / fair funding) for inclusive schools.

The coordinator explained that digital tools \_\_\_\_\_ (help / pupils / learn better). She said that modern facilities \_\_\_\_\_ (support / equal access / education).

In conclusion, the speaker emphasized that inclusive education \_\_\_\_\_ (prepare / pupils / for social life). He believed that Ukrainian schools \_\_\_\_\_ (become / more open and adaptable) in the future.

**Exercise #20. Read and translate the polylogue. Rewrite it in indirect speech in written form, paying attention to tense changes.**

### **FORMING A COMPETITIVE TEACHER IN A GLOBAL WORLD**

**Participants:**

*Moderator (Ms Brown) — education expert*

*Olena — primary school teacher*

*Andrii — school administrator*

*Maria — university lecturer*

*Sofiia — future primary school teacher*

**Moderator:** Good afternoon, colleagues. Today we are discussing how Ukrainian education can form a competitive specialist in a global world. Let us begin with the role of educational reform. Olena, what is your opinion?

**Olena:** I believe that the current reform and even the early draft reform have changed our system greatly. Their proper implementation helps improve quality assurance and learning outcomes in primary schools.

**Maria:** I agree. Modern education should be based on competence-based learning and a learner-centered approach. Pupils must learn how to think, cooperate, and adapt, not only memorise facts.

**Andrii:** That is why teamwork and partnership between teachers, parents, and administrators are so important. Mutual trust helps schools work more effectively and responsibly.

**Sofiia:** As a future teacher, I also see the importance of emotional intelligence and adaptability. In today's world, teachers must understand pupils' feelings and be ready for constant changes.

**Moderator:** Very true. How do cultural values influence education?

**Olena:** Schools should respect cultural diversity and at the same time strengthen national identity. Pupils must learn ethical behaviour and civic responsibility from an early age.

**Maria:** Community involvement also plays a key role. When schools cooperate with families and local organisations, pupils feel supported and motivated.

**Andrii:** But all these changes require fair funding and transparency. Without them, equal access and inclusive education cannot be fully achieved.

**Sofiia:** Modern facilities are also important. Digital tools and well-equipped classrooms help us prepare pupils for the global environment.

**Moderator:** What about preparing pupils for future careers?

**Olena:** We should develop entrepreneurship and independence. Children must learn how to solve problems and take initiative.

**Maria:** At the same time, teachers must take accountability for educational results. Professional growth is essential for international competitiveness.

**Andrii:** Exactly. When schools combine modern methods, partnership, and quality standards, they create strong learning environments.

**Sofia:** I believe that such an approach helps pupils become confident, socially active, and open to the world.

**Moderator:** To sum up, Ukrainian education has great prospects. Through reform, community cooperation, inclusive education, and modern teaching strategies, we can form competitive specialists for the global future.

**All:** Thank you.

***Exercise #21. Translate the sentences into English.***

1. Етична поведінка учнів формується під впливом учителів.
2. Психолог пояснив, що розвиток емоційного інтелекту допомагає учням ефективно працювати в команді.
3. Освітня реформа спрямована на покращення результатів навчання та забезпечення якості.
4. Рівний доступ до навчання забезпечується завдяки інклюзивній освіті.
5. Проєкт реформи був представлений для громадського обговорення.
6. Впровадження нових стандартів потребує партнерства між школами та батьками.
7. Компетентнісне навчання допомагає учням застосовувати знання в реальному житті.
8. Освітні результати покращуються завдяки співпраці школи, сім'ї та громади.
9. Викладач пояснив, що сучасні заклади освіти повинні розвивати самостійність учнів.
10. Доповідач зазначив, що прозорість у прийнятті рішень сприяє

відповідальності за результати.

11. Довіра до освітньої системи зміцнюється завдяки справедливому фінансуванню та прозорості.

12. Студентоцентричний підхід враховує потреби та здібності кожної дитини.

13. Командна робота розвиває відповідальність і взаємну довіру.

14. Учитель зауважив, що навчальні програми мають враховувати культурне різноманіття.

15. Майбутні вчителі готуються через розвиток емоційного інтелекту та здатності до адаптації.

16. Культурне різноманіття та національна ідентичність формуються через освіту.

17. Якісне навчання підтримується сучасним обладнанням і цифровими платформами.

18. Громадянська відповідальність розвивається через активне залучення громади.

19. Дослідник підкреслив, що реформа освіти сприяє підготовці конкурентоспроможних фахівців.

20. Директор наголосив, що рівний доступ до освіти є основою демократичного суспільства.

***Exercise #22. Study information about the education systems of the UK, the USA, Finland and Ukraine.***

***Complete the table below.***

<b>Aspect / Country</b>	<b><i>Great Britain</i></b>	<b><i>USA</i></b>	<b><i>Finland</i></b>	<b><i>Ukraine</i></b>
Structure of Education	Primary → Secondary → Further / Higher			

Teaching Methods				Mixed: traditional and modern
Assessment System			Few exams, formative assessment	
Teacher Training		Degree and state licence		
Use of Technology	Digital platforms, e-learning			
Inclusive Education			Strong inclusive model	
Educational Values		Independence, creativity		
Student Support				Psychologists, social teachers
Strengths of the System				
Weaknesses / Challenges				

***Exercise #23. Write a short reflection (10–15 sentences) explaining which education system you consider the most effective and why, giving at least some clear reasons and examples.***

***Exercise #24. Take part in a round-table discussion «The Ukrainian Primary Education System in the Global Context». Share your opinions, exchange ideas and discuss the main features, challenges and future development of Ukrainian primary***

*education in the global context. Use the key vocabulary from the unit and take an active part in the discussion.*

## TEST №12

**Part I. Choose the correct word to complete each sentence.**

**Word list:** *reform, adaptability, draft reform, civic responsibility, learning outcomes, learner-centered approach, teamwork, competence-based learning, implementation, quality assurance, cultural diversity, partnership, ethical behavior, national identity, mutual trust, community involvement, accountability, fair funding, transparency, modern facilities, inclusive education, equal access, entrepreneurship, emotional intelligence.*

1. The government started an education \_\_\_\_\_ to improve schools.
2. A \_\_\_\_\_ was presented for public discussion before changes began.
3. Successful \_\_\_\_\_ of new standards requires careful planning.
4. Schools need strong \_\_\_\_\_ to maintain high teaching standards.
5. \_\_\_\_\_ helps pupils apply knowledge in real-life situations.
6. A \_\_\_\_\_ focuses on pupils' needs, interests, and learning pace.
7. Teachers analyse \_\_\_\_\_ to understand pupils' progress.
8. Group projects develop \_\_\_\_\_ and communication skills.
9. Schools should respect \_\_\_\_\_ and different traditions.
10. Education strengthens pupils' \_\_\_\_\_ and sense of belonging.
11. Teachers must demonstrate \_\_\_\_\_ in professional life.
12. Schools help develop pupils' \_\_\_\_\_ through projects and volunteering.
13. Effective education is based on \_\_\_\_\_ between school and families.
14. \_\_\_\_\_ creates a safe and respectful atmosphere in the classroom.
15. School leaders must show \_\_\_\_\_ for educational results.
16. \_\_\_\_\_ connects schools with families and local organisations.
17. \_\_\_\_\_ ensures balanced financial support for all schools.
18. \_\_\_\_\_ in school decisions builds trust in the system.
19. \_\_\_\_\_ means every child can receive quality education.
20. \_\_\_\_\_ supports learners with special educational needs.

21. Digital tools and comfortable classrooms are part of \_\_\_\_\_.
22. Schools encourage \_\_\_\_\_ to help pupils be initiative and creative.
23. \_\_\_\_\_ helps teachers understand pupils' feelings and behaviour.
24. \_\_\_\_\_ helps teachers respond to changes in education.

***Part II. Rewrite the sentences using the Passive Voice.***

1. Schools are promoting ethical behaviour and respect in modern classrooms now.
2. Communities preserve cultural heritage.
3. The government has provided fair funding for rural schools recently.
4. Teachers had used a learner-centered approach before the new programme began.
5. Specialists will be testing digital platforms at 9 a.m. tomorrow.

***Part III. Make the sentences negative and interrogative.***

1. Cultural values are respected in Ukrainian schools.
2. Inclusive education will be supported next year.
3. New textbooks have already been discussed at the meeting.

***Part IV. Rewrite the sentences in Reported Speech.***

1. The principal said, «Inclusive education supports equality».
2. The inspector said, «Schools have introduced new standards».
3. The coordinator said, «Parents will take part in school projects».
4. The headmaster said, «Follow the draft reform carefully».
5. The psychologist said, «Children need emotional support at school».
6. The minister said, «The reform will strengthen primary education».
7. The advisor asked, «Are you ready to work in international teams? »
8. The manager asked, «Can you communicate confidently in English? »
9. The mentor asked, «What digital tools do you use for learning? »
10. The coordinator asked, «When did you join the exchange programme? »

***Part V. Translate the sentences into English.***

1. Проєкт реформи був представлений для громадського обговорення.
2. Рівний доступ до освіти гарантується завдяки інклюзивній освіті.
3. Командна робота розвиває взаємну довіру та партнерство.
4. Викладач пояснив, що компетентнісне навчання покращує результати навчання.
5. Директор наголосив, що сучасне обладнання буде використано наступного семестру.
6. Дослідник повідомив, що залучення громади допомагає школам розвиватися.
7. Психолог зауважив, що емоційний інтелект є важливим у роботі вчителя.
8. Прозорість у прийнятті рішень підвищує відповідальність за результати.
9. Міністерство освіти повідомило, що впровадження реформи триває.
10. Адміністрація школи пояснила, що справедливе фінансування підтримує рівний доступ до освіти.

**REFERENCES**

1. The New Ukrainian School (NUS) : English version [Електронний ресурс]. — Київ : Міністерство освіти і науки України, 2017. — Режим доступу: <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/Book-ENG.pdf> (дата звернення: 02.02.2026).
2. Udych Z., Shulha I., Cherpurna L., Rudenko L. Inclusive education in Ukraine: Challenges, conditions and implementation strategies // *Conhecimento & Diversidade*. — 2024. — Vol. 16, No. 41. — P. 419–445. — DOI: 10.18316/rcd.v16i41.11506. — Режим доступу: [https://www.researchgate.net/publication/381528018\\_INCLUSIVE\\_EDUCATION\\_IN\\_UKRAINE\\_CHALLENGES\\_CONDITIONS\\_AND\\_IMPLEMENTATION\\_STRATEGIES](https://www.researchgate.net/publication/381528018_INCLUSIVE_EDUCATION_IN_UKRAINE_CHALLENGES_CONDITIONS_AND_IMPLEMENTATION_STRATEGIES) (дата звернення: 02.02.2026).

## **EDUCATIONAL RESEARCH TASK**

1. Professional Development of a Future Primary School Teacher: Opportunities and Career Paths
2. Defining and Achieving Professional Goals of a Future Primary School Teacher
3. Planning and Organising Daily Professional Activities of a Primary School Teacher
4. Ethical Challenges of Using Artificial Intelligence in Modern Education
5. Practical Use of Mobile Applications and AI Tools in Teaching English in Primary School
6. Innovative Teaching Methods in Primary Education: Modern Experience and Educational Effectiveness
7. Strategies for Creating a Safe, Positive, and Inclusive Learning Environment in Primary School
8. Effective Approaches to Supporting Pupils in Learning: Motivation, Differentiation, and Feedback
9. Formal and Informal Communication in Primary School: Balancing Professionalism and Openness
10. The Role of the Teacher in Preventing, Mediating, and Resolving Classroom Conflicts
11. A Comparative Analysis of the British and Ukrainian Education Systems: Lessons for Modernisation
12. Structure, Content, and Cultural Features of the UK Education System
13. The Educational Pathway in the USA: From Preschool to University
14. A Comparative Study of Education and Student Life in the USA and Ukraine
15. Finnish Teaching Methods and Their Adaptation to Ukrainian Educational Contexts
16. Innovations in Ukrainian Schools Inspired by the Finnish Education Model
17. Finnish Innovative Approaches to Learning: Prospects for Implementation in Ukraine

18. Modern Challenges in the Development of Ukrainian Schools: Pedagogical, Organisational, and Social Aspects

19. Prospects for Reforming Ukrainian Schools: Between Tradition and Innovation

20. Strategies for Increasing the Competitiveness of Ukrainian Education in the Global Educational Space.

## ENGLISH–UKRAINIAN GLOSSARY

### A.

1. **Abuse** /ə'bjʊ:s/ — насильство
2. **Academic authority** /,ækə'demɪk ə:'θɒrəti/ — академічний авторитет
3. **Academic calendar** /,ækə'demɪk 'kælɪndə/ — навчальний календар
4. **Academic growth** /,ækə'demɪk grəʊθ/ — навчальний розвиток
5. **Academic mobility** /,ækə'demɪk məʊ'biləti/ — академічна мобільність
6. **Academic studies** /,ækə'demɪk 'stʌdiz/ — академічне навчання
7. **Accredited** /ə'kredɪtɪd/ — акредитований
8. **Accrediting body** /ə'kredɪtɪŋ 'bɒdi/ — орган акредитації
9. **Accountability** /ə,kaʊntə'biləti/ — відповідальність за результати
10. **Accurate** /'ækjərət/ — точний
11. **Achievement** /ə'tʃi:vmənt/ — досягнення
12. **Accommodation** /ə,kɒmə'deɪʃən/ — проживання
13. **Adaptability** /ə,dæptə'biləti/ — здатність до адаптації
14. **Adaptable** /ə'dæptəbl/ — гнучкий, здатний адаптуватися
15. **Advertisement** /əd've:tɪsmənt/ — реклама
16. **Aid** /eɪd/ — допомагати
17. **Alumni** /ə'lʌmnaɪ/ — випускники
18. **Ambitious** /æm'biʃəs/ — амбітний
19. **Applied sciences** /ə'plaɪd 'saɪənsɪz/ — прикладні науки
20. **Approachable** /ə'prəʊtʃəbl/ — доступний, доброзичливий
21. **Appropriate** /ə'prəʊpriət/ — доречний, відповідний
22. **Assessment** /ə'sesmənt/ — оцінювання
23. **Associate degree** /ə'səʊʃɪət dɪ'ɡri:/ — ступінь молодшого спеціаліст
24. **Assist** (/ə'sɪst/ — сприяти, допомагати
25. **Assure** /ə'ʃʊə/ — запевняти
26. **Attachment** /ə'tætʃmənt/ — вкладення
27. **Award** /ə'wɔ:d/ — нагорода

## **B.**

- 28. **Backpack** /'bækpræk/ — рюкзак
- 29. **Background** /'bækgraʊnd/ — досвід, підготовка
- 30. **Bachelor's degree** /'bætʃələz di'grɪ:/ — ступінь бакалавра
- 31. **Bachelor's programme** /'bætʃələz 'prəʊgræm/ — програма бакалаврату
- 32. **Ballpoint pen** /'bɔ:lɔɪnt pen/ — кулькова ручка
- 33. **Boarding school** /'bɔ:dɪŋ sku:l/ — школа-інтернат
- 34. **Bold** /bəʊld/ — сміливий
- 35. **Brief** /brɪ:f/ — короткий
- 36. **Brush** /brʌʃ/ — пензлик
- 37. **Bullying** /'bʊlɪŋ/ — знущання

## **C.**

- 38. **Call to action** /kɔ:l tu: 'ækʃən/ — заклик до дії
- 39. **Care** /keə/ — турбота
- 40. **Caring** /'keərɪŋ/ — турботливий
- 41. **Career ambitions** /kə'riə æm'biʃənz/ — кар'єрні амбіції
- 42. **Career goals** /kə'riə ɡəʊlz/ — кар'єрні цілі
- 43. **Certificate** /sə'tɪfɪkət/ — сертифікат
- 44. **Challenge** /'tʃælɪndʒ/ — виклик
- 45. **Character traits** /'kærəktə treɪts/ — риси характеру
- 46. **Chart** /tʃɑ:t/ — схема, діаграма
- 47. **Charger** /'tʃɑ:dʒə/ — зарядний пристрій
- 48. **Clarify** /'klærɪfaɪ/ — уточнювати
- 49. **Closing** /'kləʊzɪŋ/ — завершення
- 50. **Colloquial expressions** /kə'ləʊkwɪəl ɪk'spreʃənz/ — розмовні вирази
- 51. **Community college** /kə'mju:nəti 'kɒlɪdʒ/ — громадський коледж
- 52. **Competence-based learning** /'kɒmpɪtəns beɪst 'lɜ:nɪŋ/ — компетентнісне навчання
- 53. **Competition** /'kɒmpə'tɪʃən/ — конкуренція
- 54. **Completion** /kəm'pli:ʃən/ — завершення

55. **Compulsory** /kəm'pʌlsəri/ — обов'язковий
56. **Confidence** /'kɒnfɪdəns/ — упевненість
57. **Confident** /'kɒnfɪdənt/ — упевнений
58. **Confirm** /kən'fɜ:m/ — підтверджувати
59. **Cooperate** /kəʊ'pɒrəreɪt/ — співпрацювати
60. **Cooperative** /kəʊ'pɒrərətɪv/ — співпрацюючий
61. **Cortisol** /'kɔ:tɪzɒl/ — кортизол
62. **Craft** /kra:ft/ — створювати
63. **Curriculum** /kə' rɪkjʊləm/ — навчальна програма
64. **CV (Curriculum Vitae)** /,si:'vi:/ — автобіографія
- D.**
65. **Dedicated** /'dedɪkeɪtɪd/ — відданий
66. **Degree** /dɪ'ɡri:/ — ступінь
67. **Degree programme** /dɪ'ɡri: 'prəʊgræm/ — освітня програма
68. **Deal with** /di:l wɪð/ — працювати з
69. **Dependence on devices** /dɪ'rendəns ɒn dɪ'vaɪsɪz/ — залежність від гаджетів
70. **Development** /dɪ'veləpmənt/ — розвиток
71. **Digital addiction** /'dɪdʒɪtl ə'dɪkʃən/ — цифрова залежність
72. **Digital storytelling** /'dɪdʒɪtl 'stɔ:riteltɪŋ/ — цифровий сторітелінг
73. **Digital technologies** /'dɪdʒɪtl tek'nɒlədʒɪz/ — цифрові технології
74. **Digital tools** /'dɪdʒɪtl tu:lz/ — цифрові засоби
75. **Diploma** /dɪ'pləʊmə/ — диплом
76. **Direct** /də'rekt/ — прямий
77. **Disability** /,dɪsə'bɪləti/ — інвалідність
78. **Disciplined** /'dɪsəplɪnd/ — дисциплінований
79. **Dissertation council** /,dɪsə'teɪʃən 'kaʊnsəl/ — спеціалізована вчена рада
80. **Diverse academic environment** /daɪ'vɜ:s ,ækə'demɪk ɪn'vaɪrənmənt/ — різноманітне академічне середовище
81. **Doctoral studies** /'dɒktərəl 'stʌdɪz/ — докторантура

82. **Dopamine** /'dɒpəmi:n/ — дофамін
83. **Draft reform** /dra:ft ri'fɔ:m/ — проект реформи
- E.**
84. **Educational framework** /,edzʊ'keɪʃənl 'freɪmwɜ:k/ — освітня система
85. **Educational games** /,edzʊ'keɪʃənl geɪmz/ — освітні ігри
86. **Educational institution** /,edzʊ'keɪʃənl ,ɪnstɪ'tju:ʃən/ — освітній заклад
87. **Educational and scientific institute** /,edzʊ'keɪʃənl ænd ,saɪən'tɪfɪk 'ɪnstɪtju:t/ — навчально-науковий інститут
88. **Effective** /ɪ'fektɪv/ — ефективний
89. **Email** /'i:meɪl/ — електронний лист
90. **Email signature** /'i:meɪl 'sɪɡnətʃə/ — підпис у листі
91. **Emergency support** /ɪ'mɜ:dʒənsɪ sə'pɔ:t/ — допомога в екстрених ситуаціях
92. **Emotional intelligence** /ɪ'məʊʃənl ɪn'telɪdʒəns/ — емоційний інтелект
93. **Emotional roller-coaster** /ɪ'məʊʃənl 'rəʊlə 'kəʊstə/ — емоційні «гойдалки»
94. **Emotional well-being** /ɪ'məʊʃənl ,wel'bi:ɪŋ/ — емоційне благополуччя
95. **Employer** /ɪm'plɔɪə/ — роботодавець
96. **Employment training** /ɪm'plɔɪmənt 'treɪnɪŋ/ — професійна підготовка
97. **Encourage** /ɪn'kʌrɪdʒ/ — заохочувати
98. **Endowment** /ɪn'daʊmənt/ — цільовий фонд
99. **Entrepreneurship** /,ɒnrəprə'nɜ:ʃɪp/ — підприємливість
100. **Entry requirements** /'entri ri'kwaɪəmənts/ — вимоги до вступу
101. **Error** /'erə/ — помилка
102. **Ethical behaviour** /'eθɪkl bɪ'heɪvjə/ — етична поведінка
103. **Ethical responsibility** /'eθɪkl ri'spɒnsə'bɪləti/ — етична відповідальність
104. **Evaluate** /ɪ'væljuet/ — оцінювати
105. **Exemplary** /ɪg'zempləri/ — зразковий
106. **Experience** /ɪk'spɪəriəns/ — досвід
107. **Express yourself** /ɪk'spres jɔ:'self/ — висловлювати свої думки

108. **Extracurricular** /,ekstrəkə'ri:kjələ/ — позакласний

## F.

109. **Faculty** /'fækəlti/ — факультет

110. **Fair funding** /feə 'fʌndɪŋ/ — справедливе фінансування

111. **Fairness** /'feənəs/ — справедливість

112. **Felt nervous** /felt 'nɜ:vəs/ — почувався нервово

113. **Felt exhausted** /felt ɪg'zɔ:stɪd/ — відчував виснаження

114. **Field of study** /fi:ld əv 'stʌdi/ — спеціальність

115. **First impression** /fɜ:st ɪm'preʃən/ — перше враження

116. **Flagship institution** /'flæɡʃɪp ,ɪnstɪ'tju:ʃən/ — провідний заклад

117. **Flexible** /'fleksəbl/ — гнучкий

118. **Folder** /'fəʊldə/ — папка

119. **Font** /fɒnt/ — шрифт

120. **Foster** /'fɒstə/ — сприяти розвитку

121. **Foundation course** /faʊn'deɪʃən kɔ:s/ — підготовчий курс

122. **Free meal** /fri: mi:l/ — безкоштовне харчування

123. **Friendly** /'frendli/ — дружній

## G.

124. **Gain experience** /geɪn ɪk'spiəriəns/ — набувати досвіду

125. **GCSE** /,dʒi: si: es 'i:/ — атестат про середню освіту (Велика Британія)

126. **GPA** /,dʒi: pi: 'eɪ/ — середній бал

127. **Graduate** /'grædʒuət/ — випускник

128. **Graduation date** /,grædʒu'eɪʃən deɪt/ — дата закінчення

129. **Greeting** /'gri:tiŋ/ — вітання

130. **Guide** /gaɪd/ — спрямовувати

131. **Guardian** /'gɑ:diən/ — опікун

132. **Guardianship** /'gɑ:diənʃɪp/ — опіка

## H.

133. **Habit** /'hæbɪt/ — звичка

134. **Hard worker** /,hɑ:d 'wɜ:kə/ — працьовитий

135. **Headphones** /'hedfəʊnz/ — навушники
136. **Healthy habits** /'helθi 'hæbɪts/ — здорові звички
137. **Highlight** /'haɪlaɪt/ — виділяти
138. **Highlighter** /'haɪlaɪtə/ — маркер-виділювач
139. **Honors** /'ɒnəz/ — відзнаки

## I.

140. **IGCSE** /,aɪ dʒi: si: es 'i:/ — міжнародний сертифікат середньої освіти
141. **Immigrant pupils** /'ɪmɪgrənt 'pju:plz/ — учні-іммігранти
142. **Improve** /ɪm'pru:v/ — покращувати
143. **Implementation** /,ɪmplɪmen'teɪʃən/ — впровадження
144. **Include** /ɪn'klu:d/ — включати
145. **Inclusive education** /ɪn'klu:sɪv ,edʒu'keɪʃən/ — інклюзивна освіта
146. **Inclusive environment** /ɪn'klu:sɪv ɪn'vaɪrənmənt/ — інклюзивне середовище
147. **Independent learning** /,ɪndɪ'pendənt 'lɜ:nɪŋ/ — самостійне навчання
148. **Inequality** /ɪnɪ'kwɒləti/ — нерівність
149. **Infographics** /,ɪnfə'græfɪks/ — інфографіка
150. **Inspiring** /ɪn'spraɪərɪŋ/ — надихаючий
151. **Internship** /'ɪntɜ:nʃɪp/ — стажування
152. **Interdisciplinary cooperation** /,ɪntədɪsə'plɪnəri kəʊ'ɒrə'reɪʃən/ — міждисциплінарна співпраця
153. **Interdisciplinary studies** /,ɪntədɪsə'plɪnəri 'stʌdɪz/ — міждисциплінарні дослідження
154. **International Baccalaureate (IB)** /,ɪntə'næʃənl ,bækə'lɔ:riət/ — міжнародний бакалаврат
155. **International recognition** /,ɪntə'næʃənl ,rekəg'nɪʃən/ — міжнародне визнання
156. **Interlocutor** /,ɪntə'lɒkjətə/ — співрозмовник
157. **Involvement** /ɪn'vɒlvmənt/ — участь
158. **Investment** /ɪn'vestmənt/ — інвестиція

## J.

159. **Joint research** /dʒɔɪnt ri'sɜ:tʃ/ — спільні наукові дослідження

## K.

160. **Key stage** /ki: steɪdʒ/ — ключовий етап навчання

## L.

161. **Laptop** /'læptɒp/ — ноутбук

162. **Leadership** /'li:dəʃɪp/ — лідерство

163. **Learned closer** /li:n 'kləʊsə/ — нахилитися ближче

164. **Lifelong learning** /'laɪflɒŋ 'lɜ:nɪŋ/ — навчання впродовж життя

165. **Liberal arts institution** /'lɪbərəl ɑ:ts ,ɪnstɪ'tju:ʃən/ — заклад  
гуманітарного профілю

166. **Lifelong learning** /'laɪflɒŋ 'lɜ:nɪŋ/ — навчання впродовж життя

167. **Loyal** /'lɔɪəl/ — відданий

## M.

168. **Major** /'meɪdʒə/ — спеціальність

169. **Margin** /'mɑ:dʒɪn/ — поле

170. **Master's degree** /'mɑ:stəz dɪ'grɪ:/ — ступінь магістра

171. **Master's programme** /'mɑ:stəz 'prəʊgræm/ — магістерська програма

172. **Melatonin** /'melə'təʊnɪn/ — мелатонін

173. **Mental** /'mentl/ — психічний

174. **Mind map** /maɪnd məp/ — ментальна карта

175. **Mobile applications (apps)** /'məʊbaɪl ,æplɪ'keɪʃənz/ — мобільні  
застосунки

176. **Modern facilities** /'mɒdn fə'sɪlɪtɪz/ — сучасне обладнання

177. **Mutual trust** /'mju:tʃuəl trʌst/ — взаємна довіра

## N.

178. **Name-calling** /'neɪm ,kɔ:lɪŋ/ — обзивання

179. **National identity** /'næʃənəl aɪ'dentəti/ — національна ідентичність

180. **Notebook** /'nəʊtbʊk/ — зошит

## O.

181. **Online platform** /'ɒnlaɪn 'plætfo:mz/ — онлайн-платформа  
182. **Open-minded** /,əʊpən 'maɪndɪd/ — відкритий до нового  
183. **Opportunity** /,ɒpə'tju:nəti/ — можливість  
184. **Optional subjects** /'ɒpʃənl 'sʌbdʒekts/ — предмети за вибором  
185. **Outline** /'aʊtlaɪn/ — окреслювати  
186. **Outdoor learning** /'aʊtdɔ: 'lɜ:nɪŋ/ — навчання на природі

## P.

187. **Partnership** /'pɑ:tnəʃɪp/ — партнерство  
188. **Pedagogical university** /,pedə'gɒdʒɪkl ,ju:nɪ'vɜ:səti/ — педагогічний університет  
189. **Personal information** /'pɜ:sənl ,ɪnfə'meɪʃən/ — особисті дані  
190. **Personalized learning** /'pɜ:sənəlaɪzd 'lɜ:nɪŋ/ — персоналізоване навчання  
191. **Persuade** /pə'sweɪd/ — переконувати  
192. **Phase** /feɪz/ — етап  
193. **PhD** /,pi: eɪtʃ 'di:/ — доктор філософії  
194. **Physical traits** /'fɪzɪkl treɪts/ — фізичні риси  
195. **Polish** /'pɒlɪʃ/ — удосконалювати  
196. **Polite** /pə'laɪt/ — ввічливий  
197. **Position** /pə'zɪʃən/ — посада  
198. **Postgraduate** /,pəʊst'grædʒuət/ — післядипломний рівень  
199. **Poster paper** /'pəʊstə 'peɪpə/ — папір для плакатів  
200. **Primary Education** /'praɪməri ,edʒu'keɪʃən/ — початкова освіта  
201. **Primary school teacher** /'praɪməri sku:l 'ti:tʃə/ — вчитель початкових класів  
202. **Problem-solving** /'prɒbləm ,sɒlvɪŋ/ — розв'язання проблем  
203. **Protective** /prə'tektɪv/ — захисний  
204. **Provide information** /prə'vaɪd ,ɪnfə'meɪʃən/ — надавати інформацію  
205. **Public university** /'pʌblɪk ,ju:nɪ'vɜ:səti/ — державний університет

## Q.

206. **Quality** /'kwɒləti/ — якість  
207. **Quality assurance** /'kwɒləti ə'ʃʊərəns/ — забезпечення якості  
208. **Quick learner** /kwɪk 'lɜ:nə/ — той, хто швидко навчається

## R.

209. **Recruiter** /rɪ'kru:tə/ — рекрутер  
210. **Reform** /rɪ'fɔ:m/ — реформа  
211. **Relevant** /'reləvənt/ — відповідний  
212. **Reliable** /rɪ'laɪəbl/ — надійний  
213. **Relieve** /rɪ'li:v/ — зменшувати напругу  
214. **Religious affiliation** /rɪ'lɪdʒəs ə'fɪli'eɪʃən/ — релігійна приналежність  
215. **Research grant** /rɪ'sɜ:tʃ grɑ:nt/ — науковий грант  
216. **Research opportunities** /rɪ'sɜ:tʃ ˌɒpə'tju:nətɪz/ — можливості для досліджень  
217. **Responsive** /rɪ'spɒnsɪv/ — чуйний  
218. **Resume** /'rezju:meɪ/ — резюме  
219. **Retired** /rɪ'taɪəd/ — на пенсії  
220. **Ruler** /'ru:lə/ — лінійка

## S.

221. **SATs** /,es eɪ 'ti:z/ — стандартизовані тести  
222. **Salutation** /,sælju'teɪʃən/ — звертання  
223. **Screen time** /skri:n taɪm/ — час перед екраном  
224. **Self-checking** /,self 'tʃekɪŋ/ — самоперевірка  
225. **Self-introduction** /,self ɪntrə'dʌkʃən/ — самопрезентація  
226. **Senior executive** /'si:niə ɪg'zekjətɪv/ — керівник  
227. **Serotonin** /,serə'təʊnɪn/ — серотонін  
228. **Service-oriented** /'sɜ:vɪs ˌɔ:ri'entɪd/ — орієнтований на служіння  
229. **Share information** /ʃeə ɪnfə'meɪʃən/ — ділитися інформацією  
230. **Share thoughts** /ʃeə θɔ:ts/ — ділитися думками  
231. **Shouting** /'ʃaʊtɪŋ/ — крик

232. **Shy** /ʃaɪ/ — сором'язливий
233. **Sign-off** /'saɪn ɒf/ — прощальна фраза
234. **Skill** /skɪl/ — навичка
235. **Sixth form college** /,sɪksθ fɔ:m 'kɒlɪdʒ/ — старша школа при коледжі
236. **Sketchbook** /'sketʃbʊk/ — альбом для малювання
237. **Small challenge** /smɔ:l 'tʃælɪndʒ/ — невеликий виклик
238. **Smartphone** /'smɑ:tfəʊn/ — смартфон
239. **Solve equations** /sɒlv ɪ'kweɪzənz/ — розв'язувати рівняння
240. **Speciality** / field of study /,speʃi'æləti/ — спеціальність
241. **Stable** /'steɪbl/ — стабільний
242. **State university** /steɪt ,ju:nɪ'vɜ:səti/ — державний університет штату
243. **Sticky notes** /'stɪki nəʊts/ — стікери
244. **Strength** /streŋθ/ — сильна сторона
245. **Subject line** /'sʌbdʒekt laɪn/ — тема листа
246. **Subsidized** /'sʌbsɪdaɪzd/ — фінансований
247. **Successful** /sək'sesfl/ — успішний
248. **Summarize** /'sʌmərəɪz/ — узагальнювати
249. **Support** /sə'pɔ:t/ — підтримувати
250. **Supportive** behaviour /sə'pɔ:tɪv bɪ'heɪvjə/ — підтримуюча поведінка
251. **Sustainable** /sə'steɪnəbl/ — стійкий
252. **Sustain** /sə'steɪn/ — підтримувати
253. **Survey** /'sɜ:veɪ/ — проводити опитування
- T.**
254. **Tablet** /'tæblət/ — планшет
255. **Take part in** /teɪk pɑ:t ɪn/ — брати участь
256. **Teamwork** /'ti:mwɜ:k/ — командна робота
257. **Teammate** /'ti:mmeɪt/ — член команди
258. **Term** /tɜ:m/ — навчальний період
259. **Template** /'templeɪt/ — шаблон
260. **Threat** /θret /— загроза

261. **Threaten** /'θreɪn/ — погрожувати  
262. **Transparency** /træns'pærənsi/ — прозорість  
263. **Trustworthy** /'trʌstwɜ:ði/ — надійний  
264. **Truthful** /'tru:θfl/ — чесний  
265. **Tutor** /'tju:tə/ — навчати індивідуально  
266. **Tutoring** /'tju:təriŋ/ — індивідуальні заняття  
267. **Tutorial college** /tju:'tɔ:riəl 'kɒlɪdʒ/ — коледж із малими групами  
268. **Tuition fees** /tju:'ɪʃən fi:z/ — плата за навчання

## U.

269. **Undergraduate** /,ʌndə'grædʒuət/ — бакалаврський рівень  
270. **Unforgettable** /,ʌnfə'getəbl/ — незабутній  
271. **USB flash drive** /ju: es 'bi: flæʃ draɪv/ — флешка

## V.

272. **Validate** /'vælɪdeɪt/ — визнавати  
273. **Victim** /'vɪktɪm/ — жертва  
274. **Vocational course** /vəʊ'keɪʃənl kɔ:s/ — професійний курс  
275. **Volunteer work** /,vɒlən'tiə wɜ:k/ — волонтерська робота

## W.

276. **Well-rounded education** /,wel 'raʊndɪd ,edʒu'keɪʃən/ — всебічна освіта  
277. **Worksheet** /'wɜ:kʃi:t/ — робочий аркуш

## Y.

278. **Year group** /jɪə gru:p/ — клас (рік навчання)  
279. **Yelling** /'jelɪŋ/ — крик

## ЛІТЕРАТУРА

## REFERENCES

### Основна література

1. Chernovaty L. M. та ін. Практична граматика англійської мови з вправами: базовий курс. — Вінниця : Нова книга, 2023. — 248 с.
2. Murphy R. English Grammar in Use. — Cambridge : Cambridge University Press, 2020. — 392 p.
3. Мулик К. О., Алексеева О. Б. Практичний курс англійської мови : навчальний посібник. — Одеса, 2020. — 216 с.
4. Хоменко Е. Г. A Grammar of the English Language : навчальний посібник. — Київ : Знання, 2024. — 607 с.

### Допоміжна література

1. A day in the life at an American school. Here's what the school day is like in the U.S. [Електронний ресурс] / Plain English. — 2026. — Режим доступу: <https://plainenglish.com/lessons/classroom-learning-usa/> (дата звернення: 04.02.2026).
2. About South Ukrainian National Pedagogical University named after K. D. Ushynsky [Відео] [Електронний ресурс]. — YouTube, 2020. — Режим доступу: <https://www.youtube.com/watch?v=6YmvmSfNers> (дата звернення: 06.02.2026).
3. Aleksieva L., Racheva V., Peytcheva-Forsyth R. Talking Tech, Teaching with Tech: How Primary Teachers Implement Digital Technologies in Practice // Informatics. — 2025. — Т. 12, № 3. — Ст. 99. — Режим доступу: <https://www.mdpi.com/2227-9709/12/3/99> (дата звернення: 05.02.2026).
4. Augustinienė A., Stanišauskienė V. Motives for Choosing the Turn to a Teaching Career [Електронний ресурс] // Frontiers in Education. — 2025. — Т. 10. — Ст. 1606598. — Режим доступу: <https://www.frontiersin.org/articles/10.3389/feduc.2025.1606598/full> (дата звернення: 31.01.2026).

5. Braithwaite E. R. To Sir, With Love. — London : Bodley Head, 1959. — 208 р.
6. Булгару Н. Б., Дишель Г. В. Інфографіка як засіб розвитку іншомовної комунікативної компетенції у студентів закладів вищої освіти // Науковий часопис НПУ імені М. П. Драгоманова. Серія 5. Педагогічні науки. — 2025. — Вип. 104. — С. 24–28. — DOI: 10.31392/UDU-nc.series5.2025.104.05.
7. Common Interview Questions and How To Answer Them [Електронний ресурс] / Indeed Editorial Team. — 2025. — Режим доступу: <https://www.indeed.com/career-advice/interviewing/top-interview-questions-and-answers> (дата звернення: 03.02.2026).
8. Dr Yemz. The UK Education System: From Early Years to Further Education [Електронний ресурс] // YouTube. — Режим доступу: <https://www.youtube.com/watch?v=LSRVmTNQVvk4> (дата звернення: 11.02.2026).
9. Educational Mobile Apps [Відео] [Електронний ресурс]. — YouTube. — Режим доступу: <https://www.youtube.com/watch?v=Wb5ucz2SsG4> (дата звернення: 05.02.2026).
10. European Commission. Ethics and Value Education: Manual for Teachers [Електронний ресурс]. — Brussels, 2019. — Режим доступу: [https://ec.europa.eu/programmes/erasmus-plus/project-result-content/ddcefc2-43ab-4a83-b0c1-70f7bcb8ddab/ManualTeachers\\_EN.pdf](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/ddcefc2-43ab-4a83-b0c1-70f7bcb8ddab/ManualTeachers_EN.pdf) (дата звернення: 31.01.2026).
11. Godawa G. Janusz Korczak's Work on Child Protection and Its Contemporary Implications // Central European Journal of Educational Research. — 2019. — Т. 15, № 1. — Режим доступу: <https://akjournals.com/view/journals/063/15/1/article-p160.xml> (дата звернення: 31.01.2026).
12. Hilton J. Goodbye, Mr. Chips. — London : Hodder & Stoughton, 1934. — 160 р.

13. How to Write an Effective Cover Letter [Електронний ресурс] / MIT Career & Professional Development. — Режим доступу: <https://capd.mit.edu/resources/how-to-write-an-effective-cover-letter/> (дата звернення: 03.02.2026).
14. How to Write an Email (With Formal and Informal Examples) [Електронний ресурс] / Indeed Career Guide. — 2025. — Режим доступу: <https://www.indeed.com/career-advice/career-development/how-to-write-an-email> (дата звернення: 06.02.2026).
15. How To Introduce Yourself In English Like A Pro! [Відео] [Електронний ресурс]. — YouTube, 2020. — Режим доступу: <https://www.youtube.com/watch?v=J69FDfqWI2g> (дата звернення: 06.02.2026).
16. Instructional Classroom Language [Електронний ресурс]. — YouTube. — Режим доступу: [https://www.youtube.com/watch?v=Ld5X3C\\_8OdM](https://www.youtube.com/watch?v=Ld5X3C_8OdM) (дата звернення: 04.02.2026).
17. Jean Piaget [Електронний ресурс] // Encyclopaedia Britannica. — Режим доступу: <https://www.britannica.com/biography/Jean-Piaget> (дата звернення: 31.01.2026).
18. Johann Heinrich Pestalozzi [Електронний ресурс] // Encyclopaedia Britannica. — Режим доступу: <https://www.britannica.com/biography/Johann-Heinrich-Pestalozzi> (дата звернення: 31.01.2026).
19. Kleinbaum N. H. Dead Poets Society. — New York : Bantam Books, 1989. — 176 p.
20. Learning together with Finland. Education in Finland: Key to the Nation's Success [Електронний ресурс]. — Режим доступу: <https://www.educationfinland.fi/why-finland> (дата звернення: 14.02.2026).
21. Мулик К., Дишель Г. Сутність мультимодального підходу до викладання іноземних мов // Освіта. Інноватика. Практика. — 2025. — Т. 13, № 9. — С. 110–117. — DOI: 10.31110/2616-650X-vol13i9-015.

22. Montessori M. [Електронний ресурс] // Encyclopaedia Britannica. — Режим доступу: <https://www.britannica.com/biography/Maria-Montessori> (дата звернення: 31.01.2026).
23. Pavelko V. та ін. The Use of Digital Technologies in Primary Education through the Prism of Potential and Challenges [Електронний ресурс]. — Режим доступу: <https://dspace.hnpu.edu.ua/handle/123456789/20749> (дата звернення: 05.02.2026).
24. Resume, Cover Letter and Thank You [Електронний ресурс]. — Baruch College Guide, 2025. — Режим доступу: <https://studentaffairs.baruch.cuny.edu/wp-content/uploads/sites/6/2020/04/Resume-and-Cover-Letter-Guide-December-2025.pdf> (дата звернення: 03.02.2026).
25. Robinson K. Official Website of Sir Ken Robinson (1950–2020) [Електронний ресурс]. — Режим доступу: <https://www.sirkenrobinson.com/about-sir-ken/> (дата звернення: 31.01.2026).
26. Rusova S. [Електронний ресурс] // Encyclopedia of Ukraine. — Режим доступу: <https://www.encyclopediaofukraine.com/display.asp?linkpath=pages/R/U/RusovaSofiiia.htm> (дата звернення: 31.01.2026).
27. Self-Introduction in English: How to Present Yourself and Describe Who You Are [Електронний ресурс]. — Режим доступу: <https://www.sprachcaffe.com/en/uc/magazine-article/self-introduction-english.htm> (дата звернення: 06.02.2026).
28. Smith M. K. Pestalozzi: His Educational Philosophy [Електронний ресурс] // The Encyclopedia of Pedagogy and Informal Education. — 2008. — Режим доступу: <https://infed.org/dir/johann-heinrich-pestalozzi-pedagogy-education-and-social-justice/> (дата звернення: 31.01.2026).
29. Starting and Finishing Emails [Електронний ресурс] / British Council. — Режим доступу: <https://learnenglish.britishcouncil.org/business->

- [english/english-emails/unit-4-starting-finishing-emails](https://www.encyclopediaofukraine.com/display.asp?linkpath=pages/S/U/SukhomlynskyVasyl.htm) (дата звернення: 06.02.2026).
30. Sukhomlynskyi V. [Електронний ресурс] // Encyclopedia of Ukraine. Режим доступу: <https://www.encyclopediaofukraine.com/display.asp?linkpath=pages/S/U/SukhomlynskyVasyl.htm> (дата звернення: 31.01.2026).
31. The Finland Phenomenon: The Best Education System [Відео] [Електронний ресурс]. — YouTube. — Режим доступу: <https://www.youtube.com/watch?v=8jJONUXGsNo> (дата звернення: 14.02.2026).
32. The New Ukrainian School (NUS): English version [Електронний ресурс]. — Київ : МОН України, 2017. — Режим доступу: <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/Book-ENG.pdf> (дата звернення: 02.02.2026).
33. The U.S. Educational System [Електронний ресурс]. — Режим доступу: <https://educationusa.state.gov/experience-studying-usa/us-educational-system> (дата звернення: 08.06.2026).
34. U.S. System of Education – English Vocabulary with JenniferESL [Електронний ресурс] // YouTube. — Режим доступу: <https://www.youtube.com/watch?v=1ciiaPwhFOI> (дата звернення: 08.06.2026).
35. Udych Z., Shulha I., Cherpurna L., Rudenko L. Inclusive education in Ukraine // *Conhecimento & Diversidade*. — 2024. — Т. 16, № 41. — С. 419–445. — DOI: 10.18316/rcd.v16i41.11506.
36. Vloet K. Career learning and teachers' professional identity: Narratives in dialogue [Електронний ресурс]. — Режим доступу: [https://www.researchgate.net/publication/255580655\\_Career\\_learning\\_and\\_teachers%27\\_professional\\_identity\\_Narratives\\_in\\_dialogue](https://www.researchgate.net/publication/255580655_Career_learning_and_teachers%27_professional_identity_Narratives_in_dialogue) (дата звернення: 06.02.2026).

37. White J. Building Psychological Safety in the Classroom [Відео] [Електронний ресурс]. — YouTube. — Режим доступу: <https://www.youtube.com/watch?v=PXrqwtJsSI0> (дата звернення: 07.02.2026).
38. What Psychological Safety Really Means [Електронний ресурс] // Safe House Schools. — Режим доступу: <https://safehouseschools.org/psychological-safety-is-the-culture-shift-schools-are-crying-out-for/> (дата звернення: 07.02.2026).

Навчальне видання

**Мулик Катерина Олександрівна**  
**Дишель Ганна Вадимівна**

**Іноземна (англійська) мова**  
**за професійним спрямуванням**

*Навчальний посібник для здобувачів першого (бакалаврського)  
рівня вищої освіти спеціальності АЗ Початкова освіта*

Електронне видання. Наклад 50 пр. Розмір файлу 2,39 Мб  
Видавець Букаєв Вадим Вікторович  
вул. Пантелеймонівська 34, м. Одеса, 65012.  
Свідоцтво суб'єкта видавничої справи ДК № 2783 від 02.03.2007 р.  
Тел. 0949464393, email – 7431393@gmail.com