

Malik Gabdullin Academy of Civil Protection of
the Ministry for Emergency Situations of
the Republic of Kazakhstan

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Spoken English via Dialogues

(Self-study book for the cadets of Civil Protection Academy)

Levels A2, B1

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2025 жылғы Қазақстан Республикасы ТЖМ М.Ғабдуллин атындағы Азаматтық қорғау
академиясының жоспары бойынша басылып шығарылады

"Spoken English via Dialogues" (Self-study book for the cadets of Civil Protection Academy) оқу құралы теңтүпнұсқалық және практикалық тапсырмалар арқылы ағылшын тілінде сөйлеу дағдыларын жетілдіріп дамытқысы келетін курсанттар, студенттер және ағылшын тілін үйренетіндердің барлығына тілді өз бетінше үйренуге арналған. Бұл оқу құралы М. Ғабдуллин атындағы азаматтық қорғау академиясының курсанттарына, азаматтық қорғау органдарының қызметкерлеріне, сондай-ақ ағылшын тілін үйренушілерге ұсынылады.

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Алғысөз

"Spoken English via Dialogues" (Self-study book for the cadets of Civil Protection Academy) оқу құралы теңтүпнұсқалық және практикалық тапсырмалар арқылы ағылшын тілінде сөйлеу дағдыларын дамытқысы келетін білім алушылар үшін тілді өз бетінше үйренуге арналған. Оларды жүйелі түрде пысықтау шет тілінде еркін сөйлеу қарқынына көшуге ықпал етуі мүмкін.

Оқу құралы ағылшын тілі бойынша базалық білімі бар және сенімді әрі еркін сөйлеуге ұмтылатын А2–В1 деңгейлеріндегі білім алушыларға бағытталған.

Осы оқулықта ұсынылған барлық лексикалық тақырыптар күнделікті жағдайларды қамтиды, мысалы:

- отбасы және ұрпақтар арасындағы қарым-қатынас;
- денсаулық, спорт және бос уақыт;
- Қазақстан және ағылшын тілінде сөйлейтін елдер;
- өрт сөндірушілер мен құтқарушылардың кәсіби қызметі.

Оқулықтың әр тарауында пайдалы лексика мен сөз тіркестерінің өзекті сөздігі бар берілген тақырып бойынша диалогтар бар. "Lexical constructions" бөлімі сөйлемдердегі лексикалық құрылымдармен таныстырады, бұл олардың контексте нақты қолданылуын тануға мүмкіндік береді. Кейіннен бұл тақырыпты сенімді және дәлірек айту немесе талқылау кезінде белсенді лексиканы қолдануға мүмкіндік береді.

"Spoken English via Dialogues" (Self-study book for the cadets of Civil Protection Academy) оқу құралының барлық тарауларында ұсынылған лексикалық тапсырмалар сөздік қорын синонимдермен, антонимдермен, сөз тіркестерімен және фразеологизмдермен танысу арқылы байытуға және кеңейтуге мүмкіндік береді. Эссе жазу, рөлдік диалог құру, профильдер құрастыру сияқты шығармашылық жаттығулар, оларды практикалық сабақтарда айтып жеткізу арқылы білім алушылардың сөйлеу дағдыларын дамытуға ынталандырады.

Бұл оқу құралы сөйлеу дағдыларын жетілдіру мақсатында курсанттардың, студенттердің және ағылшын тілін үйренетіндердің барлығына өз бетінше оқуына арналған. Басылымда сапалы өзін-өзі бақылау үшін тапсырмалардың кілттері бар.

Осылайша, бұл оқу құралы М. Ғабдуллин атындағы азаматтық қорғау академиясының курсанттарына, азаматтық қорғау органдарының қызметкерлеріне, сондай-ақ ағылшын тілін үйренушілердің барлығына ұсынылады.

Предисловие

Данное учебное пособие «Spoken English via Dialogues» (Self-study book for the cadets of Civil Protection Academy) создано для самостоятельного изучения языка, для обучающихся, желающих развивать навыки разговорного английского языка через аутентичные и практичные задания, проработка которых при систематическом подходе может способствовать переходу на свободный разговорный темп речи на иностранном языке.

Учебное пособие ориентировано на обучающихся уровней A2–B1, то есть на тех, кто уже имеет базовые знания английского языка и стремится говорить увереннее и свободнее.

Все лексические темы, представленные в данном самоучителе охватывают повседневные ситуации, такие как:

- семья и отношения между поколениями;
- здоровье, спорт и свободное время;
- Казахстан и англоговорящие страны;
- профессиональная деятельность пожарных и спасателей.

Каждая глава учебника включает в себя диалоги по заданной тематике, содержащие актуальный словарь, состоящий из полезной лексики и фраз. Раздел «Lexical constructions» знакомит с лексическими конструкциями в предложениях, что дает возможность распознать точное их использование в контексте, впоследствии это позволяет использовать активную лексику при пересказе или обсуждении темы более уверенно и точно.

Лексические задания, представленные во всех главах учебного пособия «Spoken English via Dialogues» (Self-study book for the cadets of Civil Protection Academy) позволяют расширить словарный запас, обогатить его посредством ознакомления с синонимами, антонимами, словосочетаниями и фразеологизмами. Креативные упражнения, посредством написания эссе, составления ролевых диалогов, создания профилей и проговаривания их на практических занятиях мотивируют обучающихся развитию такого навыка как говорение (speaking).

Данное учебное пособие предназначено для самостоятельного изучения курсантами, студентами и всеми, кто изучает английский язык с целью совершенствования разговорного навыка. Издание содержит ключи ответов к заданиям для проведения качественного самоконтроля.

Таким образом, данное учебное пособие рекомендуется для курсантов Академии гражданской защиты им. М. Габдуллина, сотрудникам органов гражданской защиты, а также всем изучающим английский язык.

Foreword

This teaching aid "Spoken English via Dialogues" (Self-study book for the cadets of Civil Protection Academy) is designed for independent language learning, for students who want to develop their spoken English skills through authentic and practical tasks, the development of which, with a systematic approach, can facilitate the transition to a free conversational pace of speech in a foreign language.

The textbook is aimed at students at levels A2–B1, that is, those who already have basic knowledge of English and want to speak more confidently and fluently.

All the lexical topics presented in this self-study guide cover everyday situations such as:

- family and relationships between generations;
- health, sports and free time;
- Kazakhstan and English-speaking countries;
- professional activities of firefighters and rescuers.

Each chapter of the textbook includes dialogues on a given topic, containing relevant vocabulary consisting of useful vocabulary and phrases. The section "Lexical constructions" introduces lexical constructions in sentences, which makes it possible to recognize their exact use in context, which subsequently allows you to use active vocabulary when retelling or discussing a topic more confidently and accurately.

Lexical tasks presented in all chapters of the textbook "Spoken English via Dialogues" (Self-study book for the cadets of Civil Protection Academy) allow expanding vocabulary, enriching it by familiarizing with synonyms, antonyms, phrases and phraseological units. Creative exercises such as writing essays, composing role-playing dialogues, creating profiles and pronouncing them in practical classes motivate students to develop such a skill as speaking.

This textbook is intended for independent study by cadets, students and anyone who studies English in order to improve their speaking skills. The publication contains answer keys to tasks for conducting high-quality self-control.

Thus, this textbook is recommended for cadets of M. Gabdullin Academy of Civil Protection, employees of civil protection agencies, as well as all those studying English.

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UNIT 1 ABOUT MYSELF

Task 1. Learn one of the dialogues by heart and act in roles.

DIALOGUE 1.

Person 1: Hi! How are you?

Person 2: Hi! I'm good, thank you. How about you?

Person 1: I'm fine, thanks! So, tell me a little about yourself.

Person 2: Sure! My name is Sarah. I am 25 years old and I live in London. I work as a teacher.

Person 1: That's nice! What do you like to do in your free time?

Person 2: I like reading books, watching movies, and going for walks in the park.

DIALOGUE 2.

Person 1: Hi, I don't think we've met before. What's your name?

Person 2: Hello! My name is John. What's yours?

Person 1: I'm Emma. Nice to meet you, John! Where are you from?

Person 2: I'm from New York, but I've been living here for two years now.

Person 1: Oh, that's cool! What do you do for work?

Person 2: I work as a graphic designer. How about you?

Person 1: I work in a restaurant as a waitress. I like it, but it's busy!

DIALOGUE 3.

Person 1: Hi! Tell me something about yourself.

Person 2: Okay! I'm Anna. I am 18 years old and I'm a student. I study biology.

Person 1: That sounds interesting! What do you want to do when you finish your studies?

Person 2: I want to become a doctor. I really like helping people.

Person 1: That's wonderful! Good luck with your studies!

Person 2: Thank you!

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions for discussing the topic "Why family is important":

Basic personal information:

- My name is [Your Name].
- I am [age] years old.
- I live in [city/country].

- I am from [city/country].
- I am a [student/teacher/doctor, etc.].

Family:

- I have a [mother/father/brother/sister, etc.].
- I am the [oldest/youngest] in my family.
- I have [two brothers] and [one sister].
- My family is [small/big].

Hobbies and interests:

- I like [playing football, reading books, etc.].
- My favorite hobby is [playing the piano, swimming, etc.].
- I enjoy [watching movies, traveling, etc.].
- In my free time, I like to [listen to music, go for walks, etc.].

Daily routine:

- I wake up at [7 a.m.].
- I usually have [breakfast/lunch/dinner] at [time].
- After school, I [study/play sports/meet my friends].
- I go to bed at [10 p.m.].

Personality:

- I am [kind, friendly, funny, etc.].
- People say I am [hardworking, helpful, etc.].
- I am not very [shy, talkative, etc.].

Skills:

- I can [speak English, play the guitar, etc.].
- I am good at [math, drawing, etc.].
- I can't [swim, play chess, etc.].

Aspirations:

- I want to be a [doctor, teacher, engineer, etc.].
- In the future, I would like to [travel the world, learn new languages, etc.].

LEXICAL TASKS

Task 1. Match the words on the left with their synonyms on the right.

- | | |
|----------|-----------|
| 1. Happy | a) Quick |
| 2. Big | b) Large |
| 3. Fast | c) Frozen |
| 4. Cold | d) Tiny |
| 5. Small | e) Joyful |

Task 2. Complete the sentences with the correct word from the list below.

Words: delicious, tired, interesting, friendly, clean

1. This pizza is really _____!
2. I feel very _____ after my long day at work.
3. She is always so _____ and talks to everyone.
4. This book is very _____; I can't stop reading it.
5. My room is _____; I just cleaned it this morning.

Task 3. Use the word in parentheses to complete the sentence. Change the form of the word if necessary.

1. She is a very _____ person. (kind)
2. This movie is _____! (excite)
3. He is a _____ student. (good)
4. My brother is very _____. (help)
5. They are _____ because they lost the game. (sad)

Task 4. Choose the correct category for the words below.

Words: dog, cat, fish, rabbit, hamster

- a) Sports
- b) Animals
- c) Food

Task 5. Write the opposite of each word.

1. Hot
2. Happy
3. Big
4. Old
5. Easy

Task 6. "My Personal Profile"

Write a short bio about yourself (4-5 sentences). Use the words below to help you:
name, age, family, favorite, hobbies, live, school, like, good at, want

Example:

My name is Sarah. I am 16 years old. I live in London with my family. I like playing tennis and reading books. I am good at drawing, and I want to become an artist in the future.

Task 7. "Interview Me"

If you're working with a partner, pretend to be a reporter and ask each other these questions. Write down your partner's answers and introduce them to the group.

1. What is your name?
2. How old are you?

3. Where do you live?
4. Do you have any brothers or sisters?
5. What's your favorite hobby?
6. What do you like to do on the weekends?
7. What are you good at?

Example of how to present your partner:

"This is John. He is 14 years old and lives in New York. He has one brother. His favorite hobby is playing soccer, and he is really good at it."

Task 8. "What's in My Bag?"

Imagine you're packing for a trip. Write down a list of items you would take with you. Then, describe what you have and why you chose each item, focusing on adjectives and verbs related to yourself.

Example:

1. A book - I love reading books, especially adventure stories.
2. A camera - I like to take pictures of beautiful places.
3. A notebook - I always like to write down my thoughts.

Task 9. "My Perfect Day"

Write about your perfect day. Use as many different adjectives and verbs as possible to describe your actions, feelings, and thoughts.

Example:

My perfect day starts with a big breakfast. I feel happy and excited because the weather is sunny. I go for a walk in the park with my friends, and then we play football. Afterward, I relax at home, reading my favorite book. In the evening, I cook dinner for my family, and we enjoy a delicious meal together.

Task 10. "Who Am I?"

Describe a person you know (it could be a friend, family member, or celebrity) without saying their name. Your partner must guess who it is. Use adjectives, hobbies, and other descriptive words.

Example:

- This person is 22 years old.
- She likes playing basketball.
- She is very friendly and always makes jokes.
- She has brown hair and green eyes.

Task 11. "Adjective Challenge"

Choose 5 adjectives that describe your personality (e.g., kind, shy, funny, hardworking). For each adjective, write a sentence explaining why it describes you.

Example:

1. Kind - I always help my friends when they need it.
2. Shy - I sometimes feel nervous in large groups.
3. Funny - I like making people laugh with my jokes.
4. Hardworking - I study every day to improve my English.

Task 12. "Superhero Profile"

Imagine you are a superhero. Write a short profile about yourself using the following categories:

- Superhero Name:
- Age:
- Special Power(s):
- Weaknesses:
- Favorite Activity:

Example:

- Superhero Name: The Great Explorer
- Age: 25
- Special Power(s): I can teleport to any place in the world instantly.
- Weaknesses: I lose my powers if I feel afraid.
- Favorite Activity: Traveling to new countries and learning about their cultures.

Task 13. "What's Missing?"

Make a list of 10 things related to yourself (e.g., hobbies, favorite foods, family members). Have someone read the list, then close your eyes while they remove one or two items. Open your eyes and try to remember which items are missing.

Example:

- I like to play soccer.
- I have a dog named Max.
- My favorite color is blue.
- I am good at drawing.

(After the list is read, you close your eyes while a couple of items are taken away, and then you try to remember what's missing.)

Task 14. "Word Map"

Create a mind map around a central theme related to yourself. Start with one word in the middle, such as "me" or "myself," and branch out with words or phrases that

describe you (e.g., hobbies, appearance, family, etc.). Write as many words as you can around this theme.

Example (central word: Me)

- Hobbies: Reading, hiking, painting
- Family: Mother, father, sister
- Personality: Funny, friendly, creative
- Skills: Drawing, cooking, swimming

Task 15. "Two Truths and a Lie"

Tell your partner three things about yourself. Two of them should be true, and one should be a lie. Your partner needs to guess which statement is the lie.

Example:

1. I have two cats.
 2. I have traveled to Japan.
 3. I can play the piano.
- (Your partner guesses which one is false.)

UNIT 2 FAMILY LIFE

Task 1. Learn one of the dialogues by heart and act in roles.

DIALOGUE 1. Talking About Family Members

A: Hi, Mary! How are you?

B: Hi, Tom! I'm good, thanks. How about you?

A: I'm doing well. I was thinking about family. Do you have a big family?

B: Yes, I do! I have a big family. I have two brothers and one sister. How about you?

A: I have a small family. I only have one brother.

B: Oh, that's nice! How old is your brother?

A: He's 12 years old. He loves playing video games. What about your brothers and sister?

B: My brother, Jack, is 15. He likes football. My sister, Emma, is 10, and she loves reading books.

A: Sounds like you have a fun family! Do you all spend time together?

B: Yes, we do! We often have dinner together and go on trips.

A: That's great! My family also enjoys spending time together on weekends.

B: That sounds wonderful!

DIALOGUE 2. Talking About Parents and Siblings

A: Hey, Sarah! How's everything at home?

B: Hi, John! Everything's great. I spent the day with my parents.

A: That's nice! What do your parents do?

B: My dad is a teacher, and my mom works in a hospital as a nurse. How about your parents?

A: My dad is a doctor, and my mom is a lawyer. They work a lot, but they always find time for us.

B: That's nice! Do you have any brothers or sisters?

A: Yes, I have an older sister. Her name is Lily, and she's 22.

B: Cool! I have a younger brother, Tom. He's 8 years old.

A: Aww, that's cute! Do you all do fun activities together?

B: Yes, we play board games or go to the park on weekends. What about you?

A: We usually watch movies or cook dinner together.

B: Sounds like a lot of fun!

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions for discussing the topic.

Talking about Family Members:

- I have a [brother/sister] named [name].
- My [mother/father] is [job/profession].
- I come from a [big/small] family.
- I have [two brothers and one sister].
- I am the [oldest/youngest] in my family.
- I live with my [parents/grandparents].
- I have a [younger/older] brother/sister.
- My [mom/dad] is very [kind, funny, strict].
- I am very close to my [family member].

Describing Family Relationships:

- We [spend time together] every weekend.
- We [love] going on family trips.
- I get along well with my [sibling/parents].
- My [mom/dad] is always there for me.
- My [brother/sister] and I often argue, but we are very close.
- I'm really proud of my [parents/sibling].
- I enjoy [playing games] with my family.

Family Activities:

- On weekends, we usually [go to the park/watch movies/play board games].
- Every Sunday, we [have a family dinner].
- My family and I [like to travel/go on vacation] together.
- In the evening, we often [talk about our day/eat dinner together].
- We often [celebrate holidays] as a family.
- I enjoy [helping my mom/dad] with [cooking/cleaning].
- We [celebrate birthdays] together in a big way.

Talking About Your Role in the Family:

- I help my [parents/siblings] with [housework/schoolwork].
- As the [oldest/youngest] child, I [feel responsible for my younger siblings/help my parents more].
- I am very close to my [mother/father] because we have similar interests.
- I like spending time with my [grandparents/younger brother] because they always make me laugh.

Family Traditions:

- In our family, we always [celebrate Christmas together].
- Every year, we [go to visit relatives/go on a family vacation].

- We have a tradition of [making a big dinner on holidays].
- Our family tradition is to [watch a movie together every Friday night].

Describing Family Members' Personality:

- My [father/mother] is very [caring, strict, funny, hardworking].
- My [sister/brother] is [energetic, quiet, kind, smart].
- My [grandmother/grandfather] is very [wise, patient, loving].

Expressing Opinions About Family Life:

- I think family is very [important] because [they support you].
- I love spending time with my family because [we always have fun together].
- My family makes me feel [safe, happy, loved].
- I feel lucky to have such a [loving, supportive] family.

LEXICAL TASKS

Task 1. Fill in the Blanks with the Correct Word.

Words to choose from: mother, brother, oldest, spends, argue, close, father, together, youngest, together, helps

1. My _____ is a teacher, and my _____ works in an office.
2. I am the _____ in my family.
3. I have one _____ and one sister.
4. We always eat dinner _____.
5. My little sister and I often _____, but we still love each other.
6. My brother is very _____ to me. We always play games.
7. My mom _____ me with my homework every evening.
8. We usually go on vacation _____ every summer.

Task 2. Match the Phrases with Their Meaning.

Phrases:

1. Spend time together
2. Family gathering
3. Get along with
4. Be there for someone
5. Have a lot in common
6. Family tradition

Meanings:

- a) To enjoy each other's company
- b) A regular event where family members meet
- c) To support someone emotionally
- d) To have similar interests or feelings
- e) To have a relationship without conflicts

f) A regular practice that is passed down from generation to generation

Task 3. Read the sentences and decide if they are true or false based on your family.

1. I have three siblings. (True/False)
2. My parents both work from home. (True/False)
3. My family spends every weekend at the beach. (True/False)
4. I am the oldest in my family. (True/False)
5. I have a tradition of watching movies with my family every Friday. (True/False)

Task 4. Draw a simple family tree with your family members. Include the following details:

- Your father and mother
- Siblings (brothers, sisters)
- Grandparents (if possible)

Then, describe each family member using 2-3 sentences, such as:

- My father is [name]. He is [age] years old. He is a [profession].
- My sister is [name]. She is [age] years old. She likes [hobby].

Task 5. Match the family-related words with their definitions.

1. Mother
2. Grandfather
3. Brother
4. Aunt
5. Cousin
6. Uncle

- a) Your parent's brother
- b) Your parent's sister
- c) Your mother's or father's father
- d) Your parent's daughter
- e) The son of your aunt or uncle
- f) Your sibling, a male

Task 6. Use the adjectives below to describe your family members. Write 2 sentences for each adjective.

Adjectives: loving, funny, strict, supportive, hardworking, kind

Example:

- My father is very hardworking. He works long hours to support the family.
- My mother is kind. She always helps me with my problems.

Task 7. Family Conversation Practice

Work with a partner. Ask and answer questions about your family. Use the words below to help you.

Questions:

- How many people are there in your family?
- Who is the oldest in your family?
- Do you have any pets?
- What do you like doing with your family?
- What's your favorite family tradition?

Words to use: parents, siblings, pets, oldest, favorite, tradition, spend time, holidays

Task 8. "Family Roles" - Role Play

Imagine you are talking about your role in the family. Use these phrases:

- I am the [oldest/youngest] in my family.
- I help my parents with [chores, cooking, shopping].
- I enjoy spending time with my [siblings/parents/grandparents].
- In my family, we always [do activities together].

Now, role-play a conversation with a partner where you ask about their family and explain your role.

Task 9. My Ideal Family

Imagine your ideal family. It can be a mix of real family members and characters you create. Draw a family tree or make a drawing of your ideal family, and then write a short description of each member.

Questions to answer:

- Who is in your ideal family?
- What are their names, ages, and roles in the family (mother, father, siblings)?
- What do they do together as a family?
- What are each family member's hobbies or favorite activities?

Example:

- My ideal family consists of my mother, father, two brothers, and one sister. My mom is 35, and she loves cooking. My dad is 38, and he is always busy working, but he loves going fishing with my brothers. My little sister, Emma, is 7 and loves painting. My older brother, Alex, is 16 and likes playing football.

Task 10. Family Interviews

Pair up with a partner and interview each other about your family. After the interview, present your partner's family to the class or group.

Questions to ask during the interview:

1. How many people are in your family?
2. Do you have any brothers or sisters?
3. What do you like doing together as a family?

4. What's your favorite family tradition?
5. Who do you get along best with in your family?

Example Presentation:

- "This is Anna. She has four people in her family. Anna has two brothers, one older and one younger. They love playing video games together. Her family has a tradition of having a big dinner every Sunday."

Task 11. Family Life Story

Write a short story about a day in your family's life. Make it fun and creative! You can include activities like going on a family trip, celebrating a holiday, or having a special family event.

Guidelines:

- Use vocabulary about family members, activities, and emotions.
- Make sure to describe the setting, what everyone is doing, and how you feel.
- You can use past tenses to describe what happened or present tenses for everyday activities.

Example:

"One Saturday morning, my family woke up early for a trip to the beach. My mom made pancakes for breakfast while my dad packed the car. My younger brother, Max, was very excited and kept asking when we would leave. We spent the whole day swimming and playing volleyball. It was one of the best family days!"

Task 12. Family Roles and Responsibilities

Create a list of all the family members in your household and write down their main roles and responsibilities. Then, imagine a day where everyone switches roles. Write a short description of how things would change.

Example:

- Mom: She cooks dinner and helps with homework.
- Dad: He goes to work and fixes things around the house.
- You: You help with cleaning and organize your room.
- Sister: She takes care of the pets.

Now, imagine everyone switches roles. Write about how your dad would cook, how your mom would do your homework, and what would happen if your sister was responsible for cleaning the house.

Task 13. Family Time Capsule

Create a "Family Time Capsule" to be opened in the future (e.g., in 10 years). Write letters or short messages for your future self and future family members. Include:

- What your family looks like now.
- What your favorite family activities are.

- What you hope for your family in the future.
- What you want to remember about your family at this time.

Example:

"Dear future me, I hope you still have a great relationship with your parents. I hope we still go on family holidays together and enjoy watching movies. Right now, my brother and I argue a lot, but I think we'll get closer as we grow up."

Task 14. Family Role Play

In small groups, create a scene that shows a typical day in your family. Act it out for the class. It could be anything from a family dinner to a family vacation. Make sure to include different family members and their roles.

Example Scene:

- You are having a family dinner. Your mom is serving food, your dad is talking about his day at work, and your little brother is telling a funny story. You and your sister are arguing about who gets the last piece of cake!

Task 15. "Family Members: Superheroes!"

Imagine that each member of your family has a superpower. Create a superhero family and describe the powers and special abilities each member has. You can also come up with a team name and describe how you work together to solve problems or fight villains.

Example:

- Supermom: She can fly and make anything she touches grow, like plants or food.
- Superdad: He can talk to animals and understand them.
- Superbrother: He can teleport to anywhere in the world.
- Superme: I can control time, stopping and starting it whenever I want!

Task 16. Family Quiz

Create a quiz about your family. Write five interesting questions about your family members and have a partner or friend try to answer them. After they answer, share the correct answers and tell some fun facts about your family.

Example Questions:

1. What is my father's favorite hobby?
2. How old is my youngest sibling?
3. What did we do on our last family vacation?
4. What's the name of our family pet?
5. What is our family tradition during the holidays?

Task 17. Family Pictionary

Play a fun game of Pictionary with your classmates or family. Write different family-related words or activities on pieces of paper (e.g., "family dinner," "birthday party," "going to the park," "helping with chores") and take turns drawing them. The others will try to guess what they are.

Task 18. "Family Advice" Letter

Write a letter to your future child (or a younger family member) giving them advice on family life. Think about what you have learned from your family and what you would want to share with someone younger.

Example:

"Dear future daughter, I want you to remember that family is always there for you. Even when times are tough, your family will support you. Always talk to them about your feelings, and don't forget to spend time together. Family dinners and weekends away are so important!"

UNIT 3

INTERGENERATIONAL RELATIONSHIPS

Task 1. Learn one of the dialogues by heart and act in roles.

DIALOGUE 1. Talking About Grandparents

Anna: Hi, Mark! How's it going?

Mark: Hey, Anna! I'm doing well, thanks. How about you?

Anna: I'm good too. I was just thinking about my grandparents. I spent some time with them this weekend.

Mark: That sounds nice! Do you get along well with your grandparents?

Anna: Yes, I do! My grandmother is very kind and tells me lots of interesting stories about the past. She loves to talk about her childhood. Do you spend time with your grandparents?

Mark: Yes, I do. My grandpa is a very funny person, and he always makes me laugh. I usually visit him on Sundays.

Anna: That's great! What do you usually do when you visit him?

Mark: We play chess, and he also teaches me how to fix things around the house. It's fun!

Anna: Wow, that sounds like a nice way to spend time together. I love learning from my grandparents too.

Mark: Definitely! It's important to listen to their stories and learn from their experiences.

DIALOGUE 2. Discussing the Differences Between Generations

Sarah: Hi, Emma! Do you spend time with your grandparents?

Emma: Yes, I do. I visit them every weekend. They always have interesting stories to tell.

Sarah: That's so nice! I don't spend much time with my grandparents, but my mom often tells me that things were very different when she was young.

Emma: Oh, yes! My grandma always talks about how there were no mobile phones when she was a child. Can you imagine life without them?

Sarah: Wow, that sounds strange! My mom also tells me how they used to play outside all day because there were no computers or video games.

Emma: Same here! My grandpa always tells me about how they didn't have TV when he was young. They had to entertain themselves in other ways, like playing board games.

Sarah: It's amazing how much things have changed! Sometimes I think it would be interesting to live without so much technology.

Emma: I agree! It might be a bit difficult at first, but I think we'd learn a lot from spending more time together as a family, just like our grandparents did.

Sarah: Yeah, I think it would be nice to experience a more simple, old-fashioned way of life for a change.

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions for discussing the topic

Talking About Family Relationships:

- I spend a lot of time with my _____ (grandparents, parents, aunt, uncle).
- I have a close relationship with my _____ (grandfather, grandmother, parents).
- I enjoy visiting my _____ (grandparents, elderly relatives).
- I get along well with my _____ (mom, dad, grandparents).
- My _____ (grandfather, grandmother) always tells me stories about when they were young.
- My parents/grandparents always give me advice about _____ (school, life, relationships).

Describing the Differences Between Generations:

- When my grandparents were young, there were no _____ (mobile phones, computers, video games).
- Back in the day, people didn't have _____ (television, internet, social media).
- In the past, families used to _____ (spend more time together, play outside, cook at home).
- My parents tell me that life was very different when they were children because _____ (there was no internet, people spent more time outdoors).
- My grandmother always says that in her time, children _____ (played outside more, helped around the house, were more respectful).

Expressing Feelings About Family Relationships:

- I feel really _____ (happy, connected, loved) when I spend time with my family.
- I love listening to my _____ (grandparents, parents) because they have a lot of wisdom.
- I enjoy hearing about _____ (my mom's, my dad's, my grandparents') childhood.
- My grandparents make me feel _____ (safe, loved, happy).
- I feel closer to my _____ (grandparents, parents) when we do activities together.

Talking About Family Traditions:

- Every _____ (Sunday, holiday, weekend), my family gets together to _____ (have dinner, play games, celebrate).
- We have a family tradition of _____ (going on trips, cooking together, telling stories).
- It's a tradition in our family to _____ (visit grandparents, celebrate birthdays).
- My grandparents taught me a tradition called _____ (making homemade food, playing a family game).

- We always _____ (celebrate holidays together, share meals) as a family.

Discussing Technology and Its Impact on Family Life:

- My grandparents didn't have _____ (smartphones, computers, the internet).
- Nowadays, everyone in my family is always using _____ (social media, their phones, technology).
- It's hard to imagine a time when people didn't have _____ (the internet, mobile phones).
- I sometimes wish we could spend more time talking, like my grandparents did, without _____ (checking our phones, using social media).
- My grandparents often tell me how they used to _____ (write letters, talk face-to-face).

Describing the Activities You Do Together:

- I like to _____ (talk, play games, walk, cook) with my grandparents.
- On weekends, my family and I _____ (go to the park, watch movies, have a family dinner).
- We often _____ (visit my grandparents, go on a trip, spend time at home) as a family.
- I enjoy _____ (hearing my grandparents' stories, playing chess with my grandfather).
- My family and I love to _____ (cook dinner together, watch old movies).

Expressing Gratitude and Respect for Older Generations:

- I respect my _____ (grandparents, parents) because they have a lot of experience and wisdom.
- I am grateful for the advice my _____ (grandparents, parents) give me.
- My grandparents have taught me many valuable lessons about _____ (life, family, respect).
- I always listen carefully when my _____ (grandmother, grandfather) speaks because they have so many stories to share.

LEXICAL TASKS

Task 1. Match the words related to intergenerational relationships with their correct definitions.

Words:

1. Grandparents
2. Elderly
3. Generation gap
4. Advice
5. Respect
6. Tradition

7. Wisdom

Definitions:

- a) Older people, usually grandparents or great-grandparents
- b) The difference in opinions and behaviors between different generations
- c) The act of giving guidance or suggestions based on experience
- d) The quality of being wise or having good judgment
- e) Something that is passed down from one generation to the next
- f) Showing admiration and honor towards others
- g) People who are older, especially over the age of 65

Task 2. Fill in the Blanks with the correct word

Words to choose from: grandparents, respect, family traditions, technology, generation gap, wise

- 1. My grandmother always gives me great _____ about handling difficult situations.
- 2. There is a big _____ between my parents and me because we grew up in different times.
- 3. We spend a lot of time with our _____. They are always telling us stories from their childhood.
- 4. It's important to show _____ to your elders, as they have more experience.
- 5. My family has many _____, like having dinner together on Sundays.
- 6. My grandpa is very _____. He knows so much about life.

Task 3. Read the sentences below and decide whether they are true or false based on your knowledge of family life.

- 1. The generation gap means that young people and older people always understand each other perfectly. (True/False)
- 2. It's common for people to show respect to their grandparents in most cultures. (True/False)
- 3. Family traditions are things that change quickly and are not passed down to future generations. (True/False)
- 4. Older people often have more wisdom and life experience than younger people. (True/False)
- 5. Technology has made it easier for families to communicate, but it sometimes causes problems between generations. (True/False)

Task 4. Use the words below to create meaningful sentences related to intergenerational relationships.

Words: wisdom, respect, family traditions, generation gap, advice, elderly

Example Sentences:

- Wisdom: My grandparents have a lot of wisdom to share.
- Respect: It's important to show respect to elderly family members.

- Generation gap: The generation gap between my parents and me can sometimes cause misunderstandings.
- Advice: My mom always gives me good advice when I'm worried about school.
- Family traditions: We have a family tradition of visiting our grandparents every Sunday.

Task 5. Group the following words into two categories: Elderly Generation and Younger Generation.

Words: smartphone, grandparents, children, experience, advice, video games, respect, technology, wisdom, homework

Example:

- Elderly Generation: grandparents, experience, advice, wisdom
- Younger Generation: children, smartphone, video games, technology, homework

Task 6. Role Play

In pairs, take turns playing the roles of grandparents and grandchildren. Use the phrases below to practice a conversation about family life and generational differences.

Grandparent's Role:

- "When I was young, we didn't have smartphones. We spent more time outdoors."
- "It's important to value family traditions. In my time, we always had Sunday dinners together."
- "I think young people today don't always listen to their elders."

Grandchild's Role:

- "I like hearing your stories about the past. It's interesting to learn about life before smartphones."
- "We don't always spend time with family because of school and activities."
- "What advice do you have for me as I grow up?"

Task 7. Storytelling Challenge

In groups, choose one of the following themes related to intergenerational relationships and create a short story. Afterward, present your story to the class.

Themes:

1. A family tradition that has been passed down through generations.
2. A lesson the younger generation learns from the older generation.
3. A time when there was a misunderstanding between two generations because of technology.
4. A special event where different generations come together and share memories.

Task 8. Family Tree Vocabulary

Create a family tree on paper or digitally. Once you have drawn your family tree, write a short description of each family member using the following vocabulary:

- Elderly/young
- Grandparent/parent/sibling/child
- Close/estranged
- Respectful/caring/loving
- Role models
- Family traditions

Example Description:

- "This is my grandmother, Maria. She is 75 years old and is very wise. She is a great role model for me because she taught me to always be caring and respectful toward others. We often spend weekends together, and she shares family traditions that have been passed down for generations."

Task 9. Create a "Generation Gap" Dialogue

In pairs or groups, create a short dialogue between two people from different generations (e.g., a grandparent and a grandchild or a parent and a teenager). The conversation should focus on how their views differ due to generational differences.

Example Dialogue:

- Grandparent: When I was your age, we didn't have the internet. We played outside all day.
- Grandchild: Wow, that sounds fun! But we have so many gadgets now, it's hard to imagine life without them.
- Grandparent: I understand, but sometimes I feel like children today don't respect nature like we did.
- Grandchild: I think we still care about the environment, but we just have new ways of showing it, like using technology to learn about it.

Task 10. "Change My Mind" Debate

Imagine you are from two different generations (one from the past and one from the present). Each of you has different opinions about a topic like family values, technology, or parenting. Take turns explaining your viewpoint to "change the other's mind" while using expressions of respect and understanding.

Example Topic: Is technology separating families or bringing them closer together?

- Grandparent: I believe that technology is keeping us apart. When I was a child, we spent so much time talking face-to-face with family.
- Grandchild: I think technology brings families closer by helping us stay connected. Even though we're busy, we can still share moments with family through calls or messages.
- Grandparent: That's a good point. But I still miss the real, face-to-face connections.

Task 11. "Generations of Wisdom" Poster

Create a poster or digital slide showing quotes of wisdom from different generations in your family or from famous figures of different ages. For each quote, explain why it is important or how it connects to family life.

Example:

- Grandparent's Wisdom: "Respect your elders, because one day you will be one."
- Teenager's Wisdom: "Technology is a tool. How you use it defines your life."
- Parent's Wisdom: "Family is the backbone of everything. Stick together no matter what."

Task 12. Family Role Reversal

Imagine you are going to swap roles with an older family member (e.g., a grandparent or parent) for a day. Write a list of things you would do differently if you were in their shoes. Use vocabulary like responsibility, respect, routine, care, and patience.

Example List:

- If I were my grandmother for a day, I would wake up early and help with household chores.
- I would make tea and sit down to listen to family stories.
- I would practice patience with younger family members when they're in a hurry.
- I would share my wisdom with my younger cousins, reminding them of the importance of respecting their elders.

Task 13. "Intergenerational Advice" Game

In pairs or small groups, create cards with different life situations on them (e.g., "choosing a career," "facing a difficult decision," "moving to a new city"). Each player will take turns drawing a card and acting as either an elder or a younger family member giving advice about that situation.

Example:

- Card drawn: "Moving to a new city."
- Elder's Advice: "When I moved, it was hard, but I stayed in touch with family. It made me feel less lonely."
- Younger Family Member's Advice: "It's normal to feel nervous, but it's also an exciting adventure. Use technology to keep connected with everyone back home."

Task 14. Family Time Travel

Imagine you could time travel between two generations in your family. Write a letter to a family member in the past (e.g., your great-grandparent) about what life is like today, and then write a response they might send to you about their life when they were your age.

Example:

- Letter to Grandparent (Past): "Dear Grandma, life today is full of technology. We have smartphones, social media, and online learning. It's very different from the world you grew up in, but some things are still the same, like the importance of family. What was it like when you were young?"
- Response from Grandparent (Past): "Dear Grandchild, I can hardly imagine a world with all that technology. We didn't have such gadgets, but we had a strong sense of community. We spent time together outdoors and helped each other out with daily tasks."

Task 15. "Generations in a Box" Collage

Collect old family photos (or find images online) of different generations in your family. Create a collage or box of images that represent key moments in family life over the years. Write a short paragraph explaining what each image represents, focusing on changes and similarities between generations.

Example:

- "This is a photo of my great-grandparents at their wedding. Back then, marriages were often arranged, but today, people marry for love. The next photo shows my parents at a family picnic. It reminds me of the traditions we continue to celebrate as a family."

Task 16. "Generational Playlist"

Create a playlist of songs that represent the music tastes of different generations in your family. Write a brief description of each song or genre and why it connects to the era it came from. Play the playlist for your class or family members and discuss how music has changed over time.

Example:

- Song 1 (Grandparents' Era): "The Beatles - Hey Jude" - This was one of the most popular songs when my grandparents were young. It reminds them of family gatherings and dancing in the living room.
- Song 2 (Parents' Era): "Michael Jackson - Billie Jean" - My parents loved Michael Jackson, and this song reminds them of their youth and the rise of pop music in the '80s.

UNIT 4

MY HOUSE - MY CASTLE

Task 1. Learn one of the dialogues by heart and act in roles.

DIALOGUE 1. Talking About the Importance of Home

Anna: Hi, Mark! How's everything?

Mark: Hey, Anna! I'm good, thanks. Just relaxing at home.

Anna: That sounds nice! You know, I always feel like my house is my little castle. It's the place where I can just be myself.

Mark: I totally get that. My house feels the same way. It's where I feel most comfortable. It's like my personal space, you know?

Anna: Exactly! I love decorating my room with things I like. It's full of my favorite books, posters, and photos. It makes me feel happy.

Mark: I'm the same. My room is full of my hobbies – some old toys, a guitar, and a lot of artwork I made when I was younger. It feels like my special place.

Anna: I think it's important to feel at home in your house. I can't imagine living somewhere I didn't feel comfortable.

Mark: Me too. My house is small, but it's mine. And that's what makes it special.

Anna: Definitely! It's the place where you can relax and be yourself. That's why I always say, "My house is my castle!"

Mark: Haha, same here!

DIALOGUE 2. Discussing Home and Family Life

Lucy: Hey, Tom! What's up?

Tom: Hey, Lucy! Just finished cleaning my room. It feels so good to have everything organized.

Lucy: Oh, I know that feeling! I love spending time at home, especially when everything is clean and tidy. I always say, "My house is my castle."

Tom: That's a great way to put it! My house is where I feel safe and relaxed. It's a place for me to unwind after a busy day.

Lucy: Absolutely! And I feel like I can do whatever I want at home, whether it's watching movies, reading, or just sitting quietly.

Tom: Me too. My family always makes sure our house feels comfortable. We spend a lot of time together in the living room, talking or playing games.

Lucy: That's so nice! My family likes to cook together. We have a big dinner every Sunday, and that's when we all gather and talk about our week.

Tom: That sounds great! I think family time at home is so important. It's where we all connect and make memories.

Lucy: For sure! I wouldn't want to live anywhere else. My house is where I feel most comfortable. It's my castle!

Tom: I agree with you. It's where I can truly be myself.

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions for discussing the topic

Describing Your House:

- My house is _____ (big, small, cozy, comfortable, modern, old-fashioned).
- I live in a _____ (house, flat, apartment, villa, bungalow).
- My house is located in _____ (a quiet neighborhood, the city center, the countryside).
- My home is very _____ (peaceful, warm, welcoming).
- My house is not very _____ (big, modern), but it feels like home.
- I love spending time at home because it's a place where I feel _____ (safe, relaxed, happy).

Talking About Home Comfort:

- My house is my _____ (sanctuary, safe haven, personal space).
- I can relax and be myself when I'm at home because _____ (I can do whatever I want, there's no pressure).
- There's nothing like coming home after a long day and feeling _____ (comfortable, at peace, cozy).
- I feel _____ (relaxed, secure) when I'm in my room.
- Home is the place where I can forget about _____ (stress, work, problems).

Family and Home:

- My family and I spend a lot of time _____ (together, cooking, playing games, talking).
- In my house, we always _____ (eat dinner together, watch movies on weekends, help each other with chores).
- Our family traditions include _____ (having dinner together, celebrating holidays, decorating the house).
- We usually _____ (decorate the house, clean, cook) on weekends as a family.

Room Descriptions:

- My bedroom is _____ (tidy, messy, quiet, colorful, comfortable).
- I like to decorate my room with _____ (posters, paintings, plants, photos).
- The living room is the most _____ (comfortable, cozy, spacious) room in the house.
- My kitchen is a _____ (great place to cook, cozy, small, modern).
- The _____ (bathroom, living room, kitchen) is where I spend most of my time.

Home as a Place of Rest:

- After a busy day, I just want to _____ (relax, rest, unwind) at home.

- Home is the place where I feel _____ (comfortable, at ease, safe).
- When I'm at home, I can _____ (read, watch TV, listen to music) in peace.
- I like to spend my free time at home because _____ (it's quiet, it's my personal space).
- My house is the best place to _____ (rest, recharge, relax) after a long week.

Expressing Pride in Your Home:

- I'm really proud of my house because _____ (it's cozy, it's full of memories, it reflects my personality).
- My home may not be very big, but it's _____ (full of love, special, where my heart is).
- My house is my castle because _____ (I can do whatever I want, it makes me feel comfortable and safe).
- I wouldn't want to live anywhere else because _____ (this is my space, it's where I feel most at home).

Feelings About Home:

- I feel _____ (safe, happy, content) in my home because it's where I can be myself.
- I love my house because it makes me feel _____ (protected, peaceful, relaxed).
- When I'm at home, I can just _____ (be myself, relax, forget about everything).
- My house is the only place where I can truly _____ (rest, unwind, relax).

Example Sentences Using These Lexical Constructions:

1. "My house is small, but it's my sanctuary. I love spending time there because it's where I feel most at peace."
2. "I spend a lot of time in the living room because it's the most comfortable room in the house."
3. "We always decorate the house for holidays, and it's one of my favorite family traditions."
4. "After a busy week, I love to relax in my bedroom, surrounded by my favorite things."
5. "Even though my house is not modern, it's full of love and memories, which makes it feel like my castle."
6. "I love the kitchen because it's where my family gathers and we cook meals together."

LEXICAL TASKS

Task 1. Match the words related to home and family life with their correct definitions

Words:

1. Sanctuary

2. Cozy
3. Renovation
4. Family tradition
5. Safe haven
6. Roommate
7. Spacious
8. Homely

Definitions:

- a) A place that provides comfort and protection from danger
- b) A person you live with, usually someone not related to you
- c) A room or house that feels comfortable and warm
- d) A tradition or activity passed down from generation to generation within a family
- e) A place that makes you feel safe and relaxed
- f) A large area with a lot of room
- g) A place that feels comfortable and inviting, like home
- h) The process of improving or changing the structure of a house

Task 2. Complete the sentences with the correct word from the list below:

cozy, family traditions, homely, renovation, safe haven, spacious, sanctuary, room

1. My house is small, but it's very _____ and feels like home.
2. We have many _____ in our family, like celebrating Christmas together every year.
3. The living room is so _____ that I love spending hours reading my books there.
4. After the _____, the kitchen looks completely different and much more modern.
5. My bedroom is my _____. It's the place where I feel the most relaxed and safe.
6. The new house has a _____ garden, perfect for family gatherings.
7. I feel like my house is a _____ from the busy world outside.
8. The _____ in our house is very small, just enough for one person to live comfortably.

Task 3. Read the sentences below and decide if they are true or false based on the vocabulary related to homes.

1. A "spacious" house is small and feels crowded. (True/False)
2. "Homely" refers to a house that is comfortable and welcoming. (True/False)
3. "Renovation" means tearing down a house completely and rebuilding it. (True/False)
4. A "safe haven" is a place where you feel protected and relaxed. (True/False)
5. "Family traditions" are unique activities that change every year. (True/False)

Task 4. Group the following words into two categories: Types of Rooms and Home Characteristics

Words: cozy, living room, spacious, bedroom, renovation, kitchen, sanctuary, family tradition

Categories:

- Types of Rooms: living room, bedroom, kitchen
- Home Characteristics: cozy, spacious, renovation, sanctuary, family tradition

Task 5. Use the words below to create meaningful sentences about your home

Words: cozy, family traditions, renovation, homely, sanctuary, spacious, living room, room

Example Sentences:

- Cozy: My bedroom is cozy and filled with blankets that make me feel relaxed.
- Family traditions: Our family tradition is to make a big dinner every Sunday.
- Renovation: We did a renovation last year, and now our kitchen looks much better.
- Sanctuary: My room is my sanctuary, where I can escape from the world and relax.
- Spacious: Our living room is very spacious and perfect for family gatherings.

Task 6. Write a short paragraph about your ideal home using at least five words from the list below

spacious, cozy, family traditions, homely, sanctuary, renovation, room, living room

Example Paragraph:

My ideal home would be a spacious house with a large living room where my family could gather every evening. It would have a cozy bedroom with soft blankets and pillows, a true sanctuary for me after a long day. We would have family traditions like making dinner together every weekend. The house would also have some recent renovation work done to make it more modern, but it would still have a homely feel.

Task 7. Answer the following questions using the vocabulary you've learned:

1. What word describes a place where you feel safe and relaxed?
2. Which word refers to a place where you spend time with your family and guests?
3. What word means making improvements or changes to a house?
4. What word describes a home that feels warm and welcoming?
5. What is the word for a tradition passed down within families?

Task 8. Create Your Ideal Home Map

Instructions: Draw a map of your ideal house and label the rooms with the vocabulary words below. Then, write a short description of your ideal house.

Words to use: cozy, spacious, homely, sanctuary, living room, bedroom, renovation, safe haven, family tradition.

Task 9. Role Play

In pairs, role-play a conversation between two people discussing their homes. One person should describe their home, and the other person should ask questions about it.

Example Dialogue:

- Person 1: "My house is really cozy and feels like a sanctuary. I love spending time in my living room, where I can relax."
- Person 2: "That sounds wonderful! How big is the living room?"
- Person 1: "It's spacious enough for our family to sit together and watch movies. We have a tradition of movie nights every Friday."

Task 10. "Design Your Dream House" Project

Design your dream house! Draw a floor plan or create a digital version of your dream house. Label the rooms using as many new vocabulary words as you can. Then, write a short description of each room, explaining why you would want it in your house.

Vocabulary to use:

- Spacious
- Cozy
- Family tradition
- Sanctuary
- Living room
- Bedroom
- Renovation
- Homely

Example Description:

- Living Room: The living room would be spacious, with big windows letting in lots of natural light. It would be cozy with comfortable sofas where we can watch movies and enjoy family traditions like game night.

Task 11. "House from Different Eras" Timeline

Imagine your house was built in different historical periods (e.g., the 1950s, the 1980s, the future). Write short descriptions of how your house might look in each era, using appropriate vocabulary for each period.

Example:

- In the 1950s: My house would be small but homely. The furniture would be made of wood, and there would be a cozy living room where the family gathers after dinner.
- In the 1980s: The house would have a spacious living room with colorful decor. We would have a family tradition of watching TV together every night.
- In the Future (2100): The house would be fully automated with a safe haven for relaxation and a room that adjusts the temperature to your preference.

Task 12. "Room of the Future" Story

Write a short story about a room in your future house. Imagine it's 20 years from now. How will your room look? What technology, furniture, or decoration will it have? Use the vocabulary words below to describe it.

Vocabulary to include:

- Cozy
- Spacious
- Renovation
- Sanctuary
- Living room
- Family tradition
- Roommate
- Safe haven

Example Story:

In 2045, my bedroom will be a cozy, peaceful sanctuary. I'll have a spacious bed that adjusts to my comfort, and my walls will change color based on my mood. There will be a screen in the living room where my family can connect from anywhere in the world, keeping our family tradition of Sunday dinners alive, even when we're apart.

Task 13. "House Description Song"

Choose a well-known tune (e.g., "Twinkle, Twinkle, Little Star") and write lyrics describing your house using vocabulary from the list below. You can sing it to your classmates or friends for fun!

Vocabulary to use:

- Cozy
- Spacious
- Sanctuary
- Homely
- Family tradition
- Renovation
- Room

Example Lyrics (to the tune of "Twinkle, Twinkle, Little Star"):

My cozy home is warm and bright,
A sanctuary every night.
With a spacious room to rest,
And a kitchen where we're our best.
Family traditions every year,
I'm so happy that I'm here.

Task 14. "Home Makeover Show" Dialogue

Imagine you're on a TV home makeover show. Work in pairs or small groups to describe a room in your house that you would like to renovate. Use as many descriptive words as possible to explain your ideal makeover. Then, the other person/group can ask questions about your choices.

Vocabulary to use:

- Renovation
- Cozy
- Spacious
- Living room
- Homely
- Safe haven

Example Dialogue:

- Person 1: "I want to renovate my living room. It's very small right now, so I'm going to make it more spacious. I'll add bigger windows to let in more light, and I'll use cozy furniture like a large sofa and soft carpets."
- Person 2: "That sounds great! Will you have a family tradition of movie nights in this new space?"
- Person 1: "Yes, definitely! The living room will be the perfect place for that."

Task 15. "Dream Room Collage"

Create a collage that represents your ideal room in your house. Use pictures from magazines, the internet, or draw it yourself. Then, write a paragraph describing it, incorporating vocabulary related to comfort and personal space.

Words to use:

- Cozy
- Sanctuary
- Spacious
- Family tradition
- Homely
- Renovation

Example Description:

My dream room is spacious and filled with natural light. It's a cozy sanctuary with soft furniture, bright colors, and lots of plants. The room has a homely feel, with personal decorations like family photos. I imagine spending Sunday afternoons here, reading books and enjoying the peace after a busy week.

Task 16. "House Memory Game"

Create a set of cards with pictures of different rooms in a house (living room, kitchen, bedroom, etc.) and some vocabulary words related to house features (cozy, spacious, renovation, sanctuary). Shuffle the cards and place them face down. Players take

turns flipping over two cards at a time. If the cards match (e.g., a picture of a cozy room and the word "cozy"), the player keeps the pair. The winner is the one who collects the most pairs.

Example Cards:

- Picture of a cozy bedroom / Word: Cozy
- Picture of a spacious living room / Word: Spacious

Task 17. "My Castle, My Rules!" Speech

Imagine you are the king or queen of your house, and you must explain to your family what makes your house your castle. Write a short speech or monologue describing your "kingdom," using vocabulary to describe your home.

Vocabulary to include:

- Sanctuary
- Safe haven
- Family tradition
- Cozy
- Homely
- Spacious
- Renovation

Example Speech:

“Welcome to my castle! Here, everyone has their own sanctuary to relax and feel safe. My bedroom is my personal kingdom, and the living room is the heart of the family. We have a tradition of having dinner together every night, and no matter how big the house is, it will always feel cozy and homely. This castle is where we make memories!”

UNIT 5 STAYING HEALTHY

Task 1. Learn one of the dialogues by heart and act in roles

DIALOGUE 1. Talking About Exercise

John: Hey Sarah, how are you?

Sarah: Hi John! I'm doing well, thanks! I just finished my workout at the gym.

John: That's great! I've been meaning to start exercising more. How often do you go to the gym?

Sarah: I try to go at least three times a week. It really helps me stay healthy and feel energized.

John: That sounds like a good routine! What kind of exercise do you do?

Sarah: I usually do a mix of cardio and strength training. I like running on the treadmill and lifting weights.

John: That sounds fun! I've heard that cardio is great for your heart.

Sarah: Yes, it is! It also helps improve your stamina. What about you, John? Do you do any exercise?

John: I usually walk every day, but I'm thinking of starting yoga too. I heard it's good for flexibility.

Sarah: Yoga is fantastic! It's great for both your body and mind. You should definitely give it a try.

John: Thanks for the recommendation! I'll check it out.

DIALOGUE 2. Discussing Healthy Eating

Emma: Hey, Mark! You look great! Have you been eating healthier lately?

Mark: Thanks, Emma! Yes, I've been trying to eat more vegetables and fruits. I also cut down on junk food.

Emma: That's awesome! I've heard that eating a balanced diet is important for staying healthy.

Mark: Absolutely! I try to have a balanced plate at every meal: protein, carbs, and lots of veggies.

Emma: Sounds like a smart plan! I've been trying to drink more water too. It really helps with staying hydrated.

Mark: Definitely! Drinking water is so important. I aim to drink at least 2 liters a day.

Emma: Wow, 2 liters! I should start drinking more water. Sometimes I forget, and then I feel tired.

Mark: That's a good point. Staying hydrated can really boost your energy levels. Do you also eat breakfast every day?

Emma: Yes, I do! I usually have oatmeal with fruit. It keeps me full and energized until lunch.

Mark: That's a healthy choice! I've been having eggs and avocado toast in the mornings.

Emma: Yum! It sounds delicious and healthy.

Mark: It really is. I think eating healthy is all about making good choices every day.

Emma: I agree! I'm going to try to make more healthy choices this week.

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions for discussing the topic

Talking About Exercise

- I try to (do) exercise (regularly/three times a week/for 30 minutes).
- I go to the gym to (improve my fitness/stay in shape).
- (Cardio/strength training/yoga) is great for (improving your stamina/strength/flexibility).
- I like to (run/do yoga/lift weights) because it helps me feel (energized/strong/healthy).
- Exercise is important because it helps to (boost energy levels/keep your heart healthy/improve mood).
- I try to (stay active/move around) during the day, even if it's just a walk.

Talking About Healthy Eating

- I eat a (balanced diet/varied diet) with plenty of (fruits and vegetables/protein/carbs).
- For breakfast, I usually have (oatmeal/eggs and toast/smoothies) because it's healthy and keeps me full.
- I avoid eating (junk food/sugary snacks/fried foods) because they're bad for my (health/energy level/weight).
- I try to (eat healthy/choose nutritious foods) at every meal.
- I drink at least (2 liters of water/one glass of water before every meal) a day to stay hydrated.
- I make sure to (eat a good breakfast/take a break for lunch) to keep my energy levels high throughout the day.

Talking About Hydration

- It's important to stay hydrated by drinking (plenty of water/healthy drinks).
- I always make sure to drink water before/after exercise to (stay energized/avoid dehydration).
- Drinking (water/fruit juice/tea) is great for (hydration/keeping your skin healthy).
- I carry a bottle of water with me to (remind myself to drink) throughout the day.

Talking About Well-Being

- I feel (tired/energetic/great) after I (exercise/eat a healthy meal).
- If I (feel tired/feel stressed/feel weak), I try to (take a break/get some rest/eat something healthy).
- Staying healthy means taking care of your (body/mind) by (eating well/exercising/relaxing).
- I like to (get enough sleep/relax/meditate) to stay (healthy/relaxed/positive).
- I make sure to (take time for myself/relax) after a busy day to (unwind/reduce stress).

Expressing Healthy Habits

- (Exercise/Healthy eating/sleeping well) is part of my daily routine.
- I make it a habit to (exercise every morning/take a walk after lunch).
- I try to (make healthy choices/choose nutritious food) every day.
- It's important to (take care of your health/focus on well-being) by having a good balance of (exercise/diet/rest).
- I always (eat breakfast/go for a walk) in the morning to start the day feeling (good/energized/ready).

Talking About Benefits of Healthy Habits

- Exercise helps to (improve your mood/keep your heart healthy/maintain your weight).
- Eating fruits and vegetables can (boost your immune system/keep you healthy/improve digestion).
- Drinking water regularly can (help with hydration/keep your skin glowing/boost energy).
- A good night's sleep is essential for (staying healthy/feeling energized/maintaining focus).

Talking About Goals

- My goal is to (eat healthier/exercise more/stay active) this year.
- I want to (get fitter/lose weight/increase my energy) by following a healthy routine.
- This month, I'm focusing on (drinking more water/eating more fruits/exercising every day).
- My health goal is to (exercise three times a week/avoid unhealthy snacks).

Giving Health Advice

- I think you should (drink more water/exercise regularly/take breaks during the day) to stay healthy.
- It's important to (eat a balanced diet/get enough sleep/avoid stress) for your well-being.

- I recommend (walking every day/eating more vegetables/trying yoga) if you want to stay healthy.
- If you want to feel more energetic, try (exercising regularly/drinking water before meals/avoiding sugary drinks).

LEXICAL TASKS

Task 1. Match the following health-related words to their correct definitions

Words:

1. Hydration
2. Balanced diet
3. Exercise
4. Junk food
5. Stamina
6. Relaxation
7. Protein
8. Nutrients

Definitions:

- a) Food that is unhealthy, often high in sugar or fat.
- b) The ability to do physical activity for a long time without getting tired.
- c) The process of drinking enough fluids to keep the body functioning properly.
- d) Food that gives the body energy, like vegetables, fruits, and whole grains.
- e) A type of food that helps to build muscles, such as meat, fish, eggs, or beans.
- f) Activities that help keep the body fit, such as running, yoga, or swimming.
- g) Vitamins, minerals, and other substances in food that are necessary for the body's health.
- h) Taking time to relax and reduce stress, such as through breathing exercises or meditation.

Task 2. Complete the sentences with the correct word

Words to choose from:

exercise, hydration, junk food, stamina, balanced diet, relaxation, protein, nutrients

1. To stay healthy, it's important to drink enough water for proper _____.
2. I eat a _____ with plenty of fruits, vegetables, and whole grains.
3. _____, like swimming or running, is good for improving your fitness.
4. _____ helps you build muscles and is found in foods like eggs and fish.
5. A _____ diet is important for keeping your body strong and healthy.
6. I try to avoid eating too much _____ because it can make you feel tired and weak.
7. Yoga is a great way to practice _____ and reduce stress.
8. Eating a variety of foods helps to provide the right _____ for your body.

Task 3. Read the statements below. Decide if they are true or false based on your knowledge of staying healthy

1. Drinking soda instead of water helps to stay hydrated. (True/False)
2. A balanced diet includes eating junk food every day. (True/False)
3. Exercise is only important if you want to lose weight. (True/False)
4. Relaxation and rest are just as important as exercise for staying healthy. (True/False)
5. Protein is important for muscle repair and growth. (True/False)
6. It's better to skip meals to stay healthy. (True/False)

Task 4. Group the following words into two categories: Healthy Habits and Unhealthy Habits

Words: junk food, water, exercise, relaxation, sleep, smoking, balanced diet, fast food
Categories:

- Healthy Habits: water, exercise, relaxation, sleep, balanced diet
- Unhealthy Habits: junk food, smoking, fast food

Task 5. Create sentences using the words below to describe a healthy lifestyle

Words: protein, exercise, balanced diet, water, sleep

Example Sentences:

- Protein: I eat chicken and beans because they are high in protein, which helps build muscles.
- Exercise: Exercise is important for keeping your heart healthy and your body strong.
- Balanced diet: A balanced diet includes a variety of foods, like fruits, vegetables, and whole grains.
- Water: Drinking enough water is essential for staying hydrated and feeling energized.
- Sleep: Getting enough sleep is key to staying healthy and having enough energy during the day.

Task 6. Health Tips Poster

Create a poster with 5 health tips. Use the vocabulary below to describe each tip.

Words to include: exercise, balanced diet, sleep, hydration, relaxation, protein, junk food

Example Health Tips:

1. Drink plenty of water every day to stay hydrated.
2. Get at least 8 hours of sleep every night to stay energized.
3. Eat a balanced diet with lots of fruits and vegetables.
4. Avoid eating too much junk food – it can make you feel tired and sluggish.
5. Make time for relaxation and reduce stress by practicing mindfulness or deep breathing.

Task 7. Health Advice Dialogue

Work with a partner. One person will give health advice using the vocabulary from the list below, and the other will ask questions. Swap roles after a few minutes.

Vocabulary to use: exercise, balanced diet, protein, sleep, junk food, water, relaxation
Example Dialogue:

- Person 1: "I think it's really important to drink plenty of water every day. It keeps you hydrated and helps with energy."
- Person 2: "That's a great tip! How much water should I drink?"
- Person 1: "It's good to drink at least 2 liters a day, especially if you're exercising."
- Person 2: "I don't exercise much. Do you have any other advice?"
- Person 1: "A balanced diet is key! Make sure you eat enough protein from foods like eggs, beans, or meat."

Task 8. Health Quiz

Answer the following questions about staying healthy.

1. What's the best way to stay hydrated throughout the day?
2. Why is protein important for your body?
3. How much sleep should an adult get each night for good health?
4. What foods are part of a balanced diet?
5. What are some healthy alternatives to junk food?
6. How does exercise help you stay healthy?

Task 9. Find synonyms for the following words related to staying healthy:

1. Hydrated
2. Exercise
3. Relaxation
4. Balanced diet
5. Nutrients

Example Answers:

1. Hydrated – quenched, refreshed
2. Exercise – physical activity, workout
3. Relaxation – rest, calm, unwinding
4. Balanced diet – healthy eating, nutritious food
5. Nutrients – vitamins, minerals, food elements

Task 10. "Healthy Habits Comic Strip"

Create a comic strip that illustrates a character's daily routine for staying healthy. Use the following vocabulary in your comic: exercise, balanced diet, hydration, sleep, relaxation.

Steps:

1. Draw a simple 3-4 frame comic strip.

2. In each frame, show the character engaging in one healthy habit (e.g., drinking water, eating vegetables, exercising, relaxing).
3. Write a short caption or speech bubble in each frame to describe what the character is doing (e.g., "I start my day with a big glass of water to stay hydrated!").

Task 11. "Healthy Living Advertisement"

Imagine you're creating an advertisement for a product that helps people stay healthy. The product can be a fitness app, a healthy food delivery service, or a wellness retreat. Use the vocabulary below to create your ad.

Vocabulary to include: exercise, balanced diet, hydration, relaxation, sleep, stamina

Steps:

1. Choose a product that promotes a healthy lifestyle.
2. Write an advertisement (you can use a poster, a flyer, or a radio script) that explains how the product helps people stay healthy.
3. Be creative – use persuasive language and include images or catchy slogans if you like.

Example Ad:

"Stay Fit with the Healthy You App! Track your exercise, plan your balanced diet, stay hydrated, and improve your stamina with our easy-to-use features. Plus, get tips for better sleep and relaxation!"

Task 12. "Staying Healthy Storyboard"

Create a storyboard for a short video about staying healthy. The video should show a day in the life of a person who follows healthy habits. Use the vocabulary to describe each scene.

Vocabulary to include: exercise, balanced diet, sleep, water, relaxation

Steps:

1. Draw 4-6 frames that represent different parts of the character's day (morning, afternoon, evening).
2. In each frame, show what the character is doing to stay healthy.
3. Write short descriptions of each scene, using the vocabulary from the list.

Example:

- Frame 1 (Morning): The character wakes up early and drinks a glass of water to stay hydrated.
- Frame 2 (Mid-Morning): They enjoy a healthy breakfast with fruit and eggs.
- Frame 3 (Afternoon): They go for a run to get some exercise and improve stamina.
- Frame 4 (Evening): The character enjoys some relaxation time, reading a book before bed.

Task 13. "Healthy Lifestyle Challenge"

Create a 7-day Healthy Lifestyle Challenge where you set small goals each day to stay healthy. Each day, focus on one area of health (exercise, sleep, water, etc.) and use the vocabulary in the challenge descriptions.

Steps:

1. Write a 7-day plan with specific healthy habits to complete each day.
2. Use the vocabulary words to describe each day's challenge (e.g., "Day 1: Drink 2 liters of water" or "Day 4: Get 8 hours of sleep").
3. After completing the challenge, share how it made you feel and which habits were the hardest or easiest to follow.

Example 7-Day Challenge:

- Day 1: Drink 2 liters of water today.
- Day 2: Take a 30-minute walk or do an exercise routine.
- Day 3: Have a balanced meal with protein, vegetables, and fruit.
- Day 4: Relax for 15 minutes by doing something you enjoy (like reading or meditating).
- Day 5: Go to bed 30 minutes earlier than usual to get better sleep.
- Day 6: Avoid eating junk food today and snack on healthy options instead.
- Day 7: Try a new form of exercise like yoga or swimming.

Task 14. "Health Myth vs. Fact" Game

Create a list of health-related statements and decide whether each statement is a myth or a fact. Discuss the reasons why it is true or false using health vocabulary.

Example Statements:

1. Drinking soda is as good as drinking water for hydration. (Myth/Fact)
2. Getting enough sleep helps to maintain a healthy mind and body. (Myth/Fact)
3. You can lose weight just by doing yoga without exercising. (Myth/Fact)
4. Eating a balanced diet is important for your overall health. (Myth/Fact)
5. Drinking too much water can be harmful to your health. (Myth/Fact)

Steps:

1. Write the statements down on cards or papers.
2. Have students read each one and decide if it's a myth or a fact.
3. Discuss the reasoning for each decision and include vocabulary from the unit.

Task 15. "Healthy Habits Word Cloud"

Create a word cloud using health-related words. The cloud should include words such as exercise, balanced diet, sleep, hydration, relaxation, stamina, and others. You can use online tools like WordArt or simply draw it on a large sheet of paper.

Steps:

1. Write or type as many health-related words as you can think of.
2. Organize the words into a word cloud, either by hand or digitally.

3. Share your word cloud with a partner or in class and discuss the words you included. Why are they important for staying healthy?

Task 16. "Create Your Own Healthy Habit"

Imagine you've created your own healthy habit. It can be an exercise, a meal plan, a way to relax, or something else. Describe this new habit in detail, using health-related vocabulary.

Steps:

1. Think of a new, creative habit that helps you stay healthy.
2. Write a short paragraph describing the habit and how it helps with health. Be sure to use words like hydration, protein, exercise, relaxation, balanced diet, stamina.
3. Share your new habit with the class, explaining how you came up with it and why it's beneficial.

UNIT 6

SPORT IN MY LIFE

Task 1. Learn one of the dialogues by heart and act in roles.

DIALOGUE 1. Talking About Favorite Sports

Anna: Hey Mark, do you like sports?

Mark: Yes, I do! I love playing football with my friends on the weekends. It's so much fun!

Anna: Oh, I like football too! How often do you play?

Mark: Usually twice a week. I play on Saturdays and Sundays. What about you?

Anna: I prefer running. I go for a jog every morning before school.

Mark: That's awesome! Running is great for your health. How long do you run?

Anna: I run for about 30 minutes. I'm trying to increase my distance.

Mark: Wow, that's impressive! I should try running sometime. Does it help with your energy?

Anna: Yes, definitely! It makes me feel energized all day. You should give it a try!

Mark: Maybe I will! I like that you can run anywhere, no need for a team or equipment.

Anna: Exactly! And it's really relaxing. You should join me for a run one morning.

Mark: Sounds like a great idea! Let's do it next week!

DIALOGUE 2. Discussing the Importance of Sport

Lucy: Hi Jack! I know you're into sports. What's your favorite one?

Jack: Hi Lucy! I love basketball. I've been playing for years now.

Lucy: Oh, that's cool! Why do you like basketball so much?

Jack: It's a great way to stay active, and I really enjoy the teamwork. Playing with my friends makes it even better.

Lucy: That's true. I've heard sports are really good for your health.

Jack: Absolutely! Basketball helps me stay fit and improves my stamina. Plus, it's a fun way to make new friends.

Lucy: I agree! I think I should try playing a team sport too.

Jack: You should! It's a great way to learn teamwork and improve communication.

Lucy: Maybe I'll join a volleyball team. I've always wanted to try it!

Jack: That sounds like a great idea! Let me know how it goes. Sports can really make a difference in how you feel every day.

Lucy: I'll definitely give it a try. Thanks for the encouragement!

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions for discussing the topic.

Talking About Sports You Like

- I enjoy (playing/doing) [sport].
- My favorite sport is (football/basketball/yoga) because it's (fun/good for health/competitive).
- I'm really into (football/swimming/running) these days.
- I love (playing basketball/going for a run) with my friends.
- I prefer (individual/team) sports because (it's/they're) more (relaxing/energetic/exciting).

Examples:

- I enjoy playing football because it's exciting.
- My favorite sport is basketball because it's good for teamwork.
- I prefer individual sports because I can do them alone, like swimming.

Talking About How Often You Do Sports

- I play (football/yoga/tennis) (twice a week/three times a month).
- I usually (go jogging/go to the gym) (in the morning/after school).
- I try to (exercise/work out) every (day/week).
- I play (football) (once/twice) a week with my friends.
- I do (running/yoga/gym) every morning to stay fit.

Examples:

- I play football twice a week with my friends.
- I try to go jogging every morning to keep fit.
- I do yoga three times a week to stay flexible.

Describing How Sports Make You Feel

- Doing sports makes me feel (energetic/happy/strong).
- After playing (football/tennis), I feel (tired/relaxed/healthy).
- Exercise gives me a lot of (energy/stamina/motivation).
- I feel (relaxed/energized/stressed) after a good workout.
- (Running/yoga) always helps me to (clear my mind/feel calm/relieve stress).

Examples:

- After playing football, I feel tired but happy.
- Running always makes me feel energized and ready for the day.
- Doing yoga helps me relieve stress and feel relaxed.

Talking About the Benefits of Sports

- Playing sports is great for (health/flexibility/staying in shape).
- (Running/swimming) helps to improve your (stamina/endurance/flexibility).
- Sports are important for (building muscles/keeping fit/increasing energy).
- Regular exercise helps me to (stay healthy/feel strong).

- Doing sports helps to (improve your mood/increase your confidence).

Examples:

- Playing football is great for staying in shape.
- Running helps me improve my stamina and stay healthy.
- Doing sports regularly helps me feel strong and energized.

Talking About How You Keep Fit

- I stay fit by (exercising/doing sports) regularly.
- I keep my body in good shape by (eating healthy/working out/doing yoga).
- I like to (take long walks/go swimming/ride my bike) to stay active.
- To stay healthy, I make sure to (eat a balanced diet/exercise often).
- I enjoy (going to the gym/playing football) to keep fit and healthy.

Examples:

- I stay fit by exercising regularly and eating healthy foods.
- I keep in shape by going swimming three times a week.

Giving Sport Advice

- I think you should try (doing yoga/playing tennis/going jogging) to stay healthy.
- If you want to stay fit, you should (exercise regularly/eat a balanced diet).
- I recommend (playing football/swimming) if you want to improve your (stamina/flexibility).
- It's important to (stay active/exercise) every day to keep your body healthy.
- If you don't like the gym, maybe you could try (running/hiking) in the park.

Examples:

- If you want to stay healthy, you should exercise regularly and eat well.
- I recommend swimming if you want to improve your flexibility and stamina.

Talking About Sports Equipment

- I need a (football/racket/bike) for playing (football/tennis/cycling).
- I usually wear (sports shoes/sneakers) when I go jogging.
- For yoga, I use a mat and comfortable clothes.
- I always carry a water bottle with me when I go running.
- When I play tennis, I need a racket and tennis balls.

Examples:

- I need a football for playing on the field with my friends.
- I always wear sports shoes when I go jogging to stay comfortable.

Expressing Preferences and Opinions

- I prefer (running/yoga) because it's more (relaxing/energizing).
- I think football is the best sport because it's (exciting/team-based).
- I enjoy (swimming/cycling) more than (going to the gym) because it's more fun/active.
- In my opinion, yoga is great for both (body and mind/flexibility and relaxation).

- I like team sports because they are (social/exciting), but individual sports are good too.

Examples:

- I prefer yoga because it's more relaxing and helps me focus.

- I think football is the best sport because it's exciting and I can play with my friends.

LEXICAL TASKS

Task 1. Word Matching (Sport Vocabulary)

Words:

1. Stamina
2. Flexibility
3. Team sport
4. Endurance
5. Exercise
6. Sports equipment
7. Warm-up
8. Coach

Definitions:

- a) The ability to stay active for a long period of time.
- b) A type of sport that requires more than one player, such as football or basketball.
- c) The practice of stretching or moving the body before doing physical activity to prevent injury.
- d) Physical activity that improves fitness.
- e) The range of motion in your muscles and joints.
- f) The person who trains a sports team or athlete.
- g) The tools or gear you need for a sport, such as a ball or racket.
- h) The ability to do sports without getting tired quickly.

Task 2. Fill in the blanks with the correct word from the box below.

Words to choose from: exercise, coach, stamina, team sport, flexible, equipment, warm-up, routine

1. It's important to have a good _____ to stay fit.
2. Before starting any workout, I always do a proper _____ to avoid injuries.
3. My favorite _____ is basketball because I love working with my teammates.
4. I need to improve my _____ if I want to run longer distances without feeling tired.
5. A good _____ should motivate players and help them improve.
6. To be good at yoga, you need to be very _____.
7. I don't have all the _____ for tennis, just a racket and a few balls.
8. I have a morning _____ that includes running and stretching.

Task 3. Categorize the following words into two groups: Sports and Sports Actions.

Words: basketball, yoga, running, swimming, playing, jogging, cycling, football, stretching, gym, exercising, tennis

Categories:

- Sports: basketball, yoga, running, swimming, football, tennis, cycling
- Sports Actions: playing, jogging, stretching, exercising, gym

Task 4. Read the sentences below and decide if they are true or false.

1. Cycling is an individual sport. (True/False)
2. You need a ball and a net to play basketball. (True/False)
3. It's good to do a warm-up before starting any physical activity. (True/False)
4. Yoga requires a lot of running and jumping. (True/False)
5. Swimming is great for improving flexibility. (True/False)
6. Exercise only helps with weight loss, not with improving health. (True/False)

Task 5. Create a Dialogue

Work with a partner. Use the following words to create a short dialogue about sports and exercise. You should ask and answer questions, giving your opinion about sports and sharing information about your sports routines.

Words to use: coach, warm-up, exercise, team sport, stamina, gym, cycling, flexible

Example Dialogue:

Student 1: Hi! Do you like sports?

Student 2: Yes, I do. I play football, which is a great team sport. I usually train with my coach twice a week.

Student 1: That's cool! Do you do any warm-up exercises before training?

Student 2: Yes, I always start with stretching to improve my flexibility. How about you?

Student 1: I like to go cycling in the park. I think it's a great way to build stamina. I also do some exercise at the gym.

Student 2: That sounds awesome! Maybe I should try cycling. It seems fun!

Task 6. Sentence Creation

Create sentences using the words below. Make sure to talk about your personal experience with sports or physical activities.

Words: coach, exercise, stamina, warm-up, routine

Example Sentences:

- My coach always reminds me to do a proper warm-up before practice.
- I exercise regularly to improve my stamina for long runs.
- I follow a morning routine that includes stretching and light exercise.

Task 7. Sport Preferences Survey

Create a simple survey using the questions below and ask your classmates. Record their answers.

Questions:

1. What is your favorite sport?
2. How often do you practice it?
3. Do you prefer individual sports or team sports? Why?
4. Do you warm up before exercising? If yes, what kind of warm-up do you do?
5. How does playing sports make you feel?

Example Results:

- Student A:

1. My favorite sport is football.
2. I practice it twice a week.
3. I prefer team sports because I enjoy working with others.
4. Yes, I always stretch before playing.
5. Playing football makes me feel excited and energetic.

Task 8. "Create Your Own Sport"

Imagine you are inventing a new sport. Use your vocabulary to describe it. Think about the rules, the equipment, how many players are involved, and why it is fun and healthy. Be as creative as possible!

Steps:

1. Choose a name for your sport.
2. Describe the rules and how the sport is played.
3. What kind of equipment do players need?
4. How many players are on each team?
5. What is the purpose of this sport? What skills does it improve (e.g., stamina, teamwork, flexibility)?
6. Why is it good for your health?

Example:

"I invented a sport called Bounceball. It's like football but with a bouncy ball that you can throw or bounce on the ground to pass to your teammates. It's played by two teams of 5 players. Players need sports shoes and knee pads to play safely. The sport improves stamina and coordination because the ball moves quickly, and you need to run fast to keep up. It's a lot of fun because you have to be flexible and ready for anything!"

Task 9. "Sports News Report"

Create a news report as if you are reporting on a big sports event. Include sports vocabulary to describe the event, players, the outcome, and the atmosphere.

Steps:

1. Choose a sport (e.g., football, basketball, tennis).
2. Imagine you are a sports reporter and describe the event.
3. Use vocabulary like score, team, coach, player of the match, and highlight.
4. Include your opinion about the game. Was it exciting? How did it affect the players' stamina and teamwork?
5. Optional: You can even create quotes from the players or coach.

Example Report:

"Good evening, sports fans! Today's game between the Red Tigers and the Blue Sharks was an absolute thriller. The game ended with a close score of 3-2 in favor of the Red Tigers. The coach of the Red Tigers praised the teamwork of his players, especially their stamina during the second half. The player of the match was forward Mike Johnson, whose goal in the last minute secured the victory. Both teams showed excellent skill, but the Red Tigers just had the edge today."

Task 10. "Sports and Me – A Day in the Life"

Write a short diary entry or blog post about your daily sports routine and how it affects your life. Be descriptive and use vocabulary related to health, fitness, and sports actions.

Steps:

1. Write a diary entry as if you are describing a day in your life.
2. Include details about the exercise you do (e.g., running, yoga, football).
3. Mention what time of day you do your sports and how you feel before and after exercising.
4. Use phrases like warm-up, workout, team sport, flexibility, and stamina.
5. End with how it helps you in your daily life (e.g., gives you energy, improves your mood).

Example Diary Entry:

"Dear Diary,

Today was another great day for my morning run. I woke up early, stretched for a few minutes to warm up, and then went to the park for a 30-minute jog. I love running because it really helps improve my stamina. After the run, I did some light yoga to improve my flexibility. By the time I got to work, I felt energized and ready to take on the day. Exercise gives me a sense of calm and helps me stay positive. Can't wait to do it again tomorrow!"

Task 11. "Sport Icon Poster"

Create a poster for your favorite athlete or a famous sports team. In the poster, include their name, sport, and some catchphrases that describe their skills and achievements.

Steps:

1. Draw a poster (or use a digital tool) with a picture or illustration of your chosen athlete or sports team.
2. Write their name at the top in big, bold letters.
3. Include some key phrases that describe their skills or achievements (e.g., "Fastest Runner in the World", "Champion of the Year").
4. Add motivational phrases that athletes often say, such as "Never give up!", "Push yourself to the limit!".
5. Use sport-related vocabulary to describe their stamina, teamwork, dedication, or other qualities that make them great.

Example Poster:

- Athlete Name: Usain Bolt
- Sport: Sprinting
- Catchphrase: "The fastest man on earth!"
- Skills: Stamina, speed, focus
- Quote: "You can't put a limit on anything. The more you dream, the farther you get."

Task 12. "Sports Advertisement"

Create an advertisement for a product that can help people stay fit and healthy. Use the vocabulary related to exercise, nutrition, and sports equipment.

Steps:

1. Choose a product (e.g., a fitness app, a new type of workout gear, or a health drink).
2. Write a catchy slogan for the product.
3. Explain how it helps improve fitness, energy, or health.
4. Include words like stamina, teamwork, flexibility, hydration, and muscles.

Example Advertisement:

"Introducing the new ActiveLife App – your personal fitness coach on your phone! Whether you're into running, yoga, or gym workouts, the ActiveLife App has it all. Track your stamina, monitor your progress, and get personalized tips to improve your flexibility and strength. Stay hydrated, stay healthy, and stay active with the Active Life App! Download now and take the first step to a better you!"

Task 13. "Sport in the Future"

Imagine sports in the future. How might technology change the way we play or watch sports? Use your creativity to describe future sports using current vocabulary and some imaginative ideas.

Steps:

1. Describe a sport that is played in the future.
2. Use technology (e.g., virtual reality, robots, or advanced equipment) to explain how it will be different from today's sports.

3. Think about how this sport might help with health (e.g., improving stamina or flexibility).
4. How might teamwork or individual effort change in this new sport?

Example:

"In the future, people might play a sport called HoloSoccer, where players wear virtual reality glasses and play soccer in a fully immersive digital world. Players will be able to improve their stamina by running through digital obstacles and work together to complete challenges in team sports. The technology will also allow them to track their heart rate, hydration, and muscle performance in real-time, helping athletes stay at their best!"

Task 14. "Sports Interview"

Conduct an interview with a famous athlete (real or fictional). Prepare a set of questions and answers about their daily routine, fitness habits, and what motivates them to play their sport.

Steps:

1. Choose a famous athlete or create a fictional one.
2. Write at least five questions that you would ask them, such as:
 - "What's your daily exercise routine?"
 - "How do you stay motivated during tough times?"
 - "What advice do you have for beginners?"
3. Write the answers based on what you know about the athlete or your imagination.
4. Use sports vocabulary like stamina, teamwork, training, and workout.

Example Interview:

Interviewer: "So, Usain, what does a typical day look like for you?"

Usain Bolt: "I start with a light warm-up in the morning, followed by a quick run. Then I do some strength training in the gym. It's important to keep my stamina up and stay focused on my goals."

Interviewer: "What keeps you motivated?"

Usain Bolt: "My dream is to break the world record again, and I always remind myself of that. Every day, I push myself to be better."

UNIT 7

MY LEISURE TIME

Task 1. Learn one of the dialogues by heart and act in roles.

DIALOGUE 1. Talking About Hobbies

Anna: Hi, Mark! What do you usually do in your leisure time?

Mark: Hi, Anna! Well, in my free time, I love reading. I usually read books or magazines. How about you?

Anna: I enjoy watching movies. I try to watch one or two every weekend. I also like to go for walks in the park.

Mark: That sounds nice! Do you have a favorite type of movie?

Anna: Yes, I love comedies and action films. They make me laugh and keep me excited. What do you usually read?

Mark: Mostly science fiction and adventure stories. I like to imagine different worlds and exciting adventures.

Anna: That's interesting! Maybe I'll try reading one of those books sometime.

DIALOGUE 2. Talking About Free Time and Friends

Tom: Hey, Lucy! What do you like to do when you have some free time?

Lucy: Hi, Tom! I like to spend time with my friends. We often go to the mall, or sometimes we just hang out at each other's houses.

Tom: That sounds fun! Do you do anything else in your free time?

Lucy: I also enjoy playing video games and listening to music. I usually play on weekends.

Tom: Cool! I like listening to music too. What kind of music do you listen to?

Lucy: Mostly pop and rock music. I love dancing to it too. How about you?

Tom: I'm into hip-hop and electronic music. It's great for workouts!

Lucy: Sounds awesome! Maybe we could share some songs next time.

DIALOGUE 3. Talking About Relaxing Activities

Eva: Hi, Mark! What do you do to relax during your free time?

Mark: Hey, Eva! To relax, I like to watch TV or play board games with my family. It helps me unwind after a busy week.

Eva: That sounds nice! I usually listen to music or do some light yoga at home to relax.

Mark: Yoga is a great way to calm down. I've tried it a few times, but I'm not very good at it.

Eva: No worries, you can improve with practice! What kind of TV shows do you like to watch?

Mark: I enjoy watching documentaries about nature or history. What about you?

Eva: I love watching cooking shows. They give me great ideas for meals!

Mark: That's interesting! Maybe you can teach me how to cook something sometime.

DIALOGUE 4. Talking About Sports in Free Time

Jack: Hi, Sarah! How do you spend your leisure time?

Sarah: Hey, Jack! Well, I love sports. I play football twice a week, and I also go swimming when I have time.

Jack: That sounds amazing! I play basketball with my friends every weekend. It's always so much fun.

Sarah: I like basketball too! We should play together sometime.

Jack: Sure, I'd love that! Besides sports, do you do anything else in your free time?

Sarah: Yes, I also enjoy reading. I usually read mystery books in the evenings.

Jack: That's cool! I prefer action books, but I'll try reading a mystery one.

Sarah: Great! I'll recommend a few books for you.

DIALOGUE 5. Discussing Weekend Activities

Laura: Hi, Ben! What do you usually do on weekends?

Ben: Hi, Laura! On weekends, I like to go for a run in the morning. It helps me feel energized. Then I usually meet my friends for lunch.

Laura: That sounds healthy and fun! I like to sleep in a bit and then catch up on some reading or watch my favorite TV series.

Ben: That's a good way to relax! What TV series do you watch?

Laura: I'm watching a crime drama at the moment. It's very exciting! How about you?

Ben: I'm more into sports shows. I like watching matches or highlights on TV.

Laura: Maybe we can watch something together sometime.

Ben: That's a great idea! Let's plan for it.

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions for discussing the topic.

Expressing Hobbies and Interests:

- I enjoy (doing something) – I enjoy reading books in my free time.
- I love (doing something) – I love playing tennis with my friends.
- I'm interested in (doing something) – I'm interested in learning how to cook.
- My favorite hobby is (doing something) – My favorite hobby is painting landscapes.
- I spend my free time (doing something) – I spend my free time watching movies.
- I'm passionate about (something) – I'm passionate about playing the guitar.

Talking About Frequency of Activities:

- I usually (do something) – I usually go jogging in the morning.
- I often (do something) – I often read books before bed.
- I sometimes (do something) – I sometimes play video games when I have free time.
- I rarely (do something) – I rarely watch TV these days.
- I never (do something) – I never play basketball.
- I do (something) every (day/weekend/month) – I go swimming every weekend.

Talking About Duration:

- I spend (amount of time) (doing something) – I spend about an hour each day exercising.
- It takes me (amount of time) to (do something) – It takes me about 30 minutes to read a chapter.
- I have (amount of time) to (do something) – I have about two hours to relax after work.
- For (amount of time), I (do something) – For the past month, I've been learning to play chess.

Talking About Preferences:

- I prefer (doing something) to (doing something else) – I prefer cycling to running because it's less tiring.
- I'd rather (do something) than (do something else) – I'd rather read a book than watch TV.
- I like (doing something) more than (doing something else) – I like playing soccer more than watching it.
- I'm not very keen on (doing something) – I'm not very keen on painting.
- I'm not a big fan of (doing something) – I'm not a big fan of video games.

Talking About Routines:

- Every (day/weekend/evening), I (do something) – Every evening, I take a walk in the park.
- I always (do something) – I always listen to music while cooking.
- I tend to (do something) – I tend to spend my weekends with my family.
- My usual routine includes (doing something) – My usual routine includes exercising and reading.
- I start my day by (doing something) – I start my day by having a cup of coffee and reading the news.

Talking About Socializing:

- I hang out with (my friends/family) – I hang out with my friends at the mall on weekends.
- I like to spend time with (my friends/family) – I like to spend time with my family during holidays.

- We usually (do something) together – We usually watch movies together on Friday nights.
- I get together with (my friends/family) to (do something) – I get together with my friends to play basketball every Saturday.

Talking About Physical or Relaxing Activities:

- I like to (do something) to relax – I like to meditate to relax after a busy day.
- (Activity) helps me to (feel something) – Swimming helps me to feel refreshed.
- (Activity) is a great way to (do something) – Jogging is a great way to relieve stress.
- I find (activity) very (adjective) – I find yoga very relaxing and peaceful.
- I enjoy (activity) because it helps me to (do something) – I enjoy reading because it helps me to escape into different worlds.

Talking About Events or Special Occasions:

- On (day/time), I (do something) – On Sundays, I like to relax and read books.
- I look forward to (doing something) – I look forward to going on a vacation every summer.
- I usually (do something) on (day/time) – I usually watch a movie on Friday evenings.
- It's always fun to (do something) – It's always fun to go hiking with friends.
- I enjoy (doing something) with (someone) – I enjoy going to the beach with my family.

Asking About Leisure Time:

- What do you like to do in your free time?
- How do you usually spend your weekends?
- What's your favorite hobby?
- Do you prefer indoor or outdoor activities?
- How often do you do (activity)?
- What do you usually do to relax?
- Do you like to spend your free time alone or with friends?

Expressing Opinions About Free Time Activities:

- I think (activity) is really (adjective) – I think swimming is really refreshing.
- In my opinion, (activity) is a great way to (do something) – In my opinion, reading is a great way to relax and unwind.
- I believe (activity) helps me (do something) – I believe playing sports helps me stay healthy.
- I find (activity) very (adjective) – I find hiking very peaceful and enjoyable.
- I think (activity) is a waste of time – I think watching too much TV is a waste of time.

LEXICAL TASKS

Task 1. Fill in the Gaps with the Correct Leisure Time Activity

Choose the correct leisure activity to complete the sentences. Use the words: swimming, reading, cooking, traveling, playing chess, cycling.

1. I love _____ in my free time because it helps me stay fit.
2. She spends a lot of time _____ new recipes for dinner.
3. In summer, I enjoy _____ by the lake and relaxing.
4. My grandfather loves _____ with me; he says it's good for the brain.
5. I can't wait to start _____ around the world after finishing university.
6. I usually take my bike and go _____ on the weekends.

Task 2. Write About Your Ideal Weekend

Write 5-7 sentences about how you would spend your perfect weekend, including at least three different leisure activities you enjoy. Use the following vocabulary: relaxing, socializing, active, creative, fun.

Example:

My ideal weekend begins with a relaxing Saturday morning. I enjoy having a cup of tea and reading a good book. In the afternoon, I like socializing with friends. We often meet at a café or go for a walk in the park. On Sunday, I enjoy being more active. I go hiking in the mountains and enjoy the beautiful scenery. I love spending my evening creative, drawing or writing stories. It's always fun to try something new!

Task 3. Read the sentences about leisure activities and decide if they are true or false. Correct the false statements.

1. True or False: Watching TV is a relaxing way to spend time alone.
2. True or False: Playing video games can help improve your memory and focus.
3. True or False: Reading a book can be a great way to relax and improve your vocabulary.
4. True or False: Hiking is usually done indoors in the gym.
5. True or False: Playing chess is a good way to practice strategy and critical thinking.

Task 4. Use the following words to create meaningful sentences: relaxation, active, hobby, fitness, socializing, enjoyment

1. Relaxation
2. Active
3. Hobby
4. Fitness
5. Socializing
6. Enjoyment

Example:

1. Relaxation is important for reducing stress.
2. I try to stay active by going for a run every morning.
3. Painting is my favorite hobby because it allows me to express myself.
4. Regular exercise helps maintain good fitness.
5. Socializing with friends makes my weekends much more enjoyable.
6. The enjoyment of playing games with family is priceless.

Task 5. Categorize the following activities into two groups: indoor activities and outdoor activities. Write your answers below.

Activities: Reading, Swimming, Painting, Hiking, Cycling, Watching TV, Playing board games, Playing soccer

Task 6. Choose the correct verb from the box to complete the sentences.

Verbs: play, do, go, watch, listen to, read

1. I love to _____ books in my free time.
2. On weekends, I usually _____ sports with my friends.
3. I always _____ music while I cook.
4. My friends and I like to _____ movies on Fridays.
5. I like to _____ swimming on hot days.
6. I often _____ yoga to stay fit.

Task 7. Leisure Time Role Play:

In pairs or small groups, take turns acting out different leisure activities. Use the vocabulary you know to describe each activity to your partner.

Example Scenario:

- Person A: "I like to go to the park and _____." (choose from cycling, walking, jogging)

- Person B: "I love cycling too! Do you prefer _____ or _____?" (choose from morning/evening)

Repeat the activity, focusing on using leisure time vocabulary (reading, swimming, playing soccer, watching movies, etc.) in your responses.

Task 8. Design Your Perfect Leisure Time:

Imagine you have one whole free day. Write a short paragraph (5-7 sentences) about how you would spend your ideal day using at least 5 different leisure time activities. Try to include some variety—active, relaxing, socializing, creative, etc.

Example:

"My perfect day starts with a morning walk in the park. After that, I spend an hour reading a book. For lunch, I meet my friends at a café. In the afternoon, I play basketball at the gym. In the evening, I like to watch a movie to relax."

Task 9. Leisure Time Pictionary:

Write down a list of leisure activities (e.g., swimming, cycling, painting, hiking, etc.). One person picks a word from the list without showing it to the others. They must draw the activity on the board while the rest of the group guesses what it is.

Example Activities to Draw:

- Swimming
- Playing soccer
- Reading
- Baking
- Cycling

Task 10. Time Travel: What Did You Do 10 Years Ago?

Think about how you spent your leisure time 10 years ago and compare it with your current activities. Use expressions like: "I used to..." and "Now I..."

Example:

- "10 years ago, I used to play video games all afternoon.
Now, I prefer reading books instead."
- "I used to visit my grandparents every weekend.
Now, I spend more time with my friends."

Task 11. Leisure Time Scavenger Hunt:

This task can be done in the classroom or outside. Create a list of leisure activities (e.g., a picture of a soccer ball, a book, a paintbrush, a yoga mat, etc.). Find these items around the room or area and explain how they can be used in leisure time.

Example:

- Item 1: A soccer ball – "I can play football with my friends in the park."
- Item 2: A yoga mat – "I can do yoga to relax."

Task 12. Leisure Time Crossword Puzzle:

Complete the crossword puzzle using leisure-related vocabulary. Here's an example:

Across:

1. A book that you read for fun (6 letters)
4. A sport where you kick a ball (6 letters)

Down:

2. A physical activity in water (7 letters)
3. A creative activity with colors (7 letters)

Task 13. Word Association Game:

Choose a leisure time word (e.g., "reading") and ask students to quickly respond with the first word they associate with it (e.g., "book"). Then, ask them to make a sentence using both words.

Example:

- Teacher: "Reading."
- Student: "Books."
- Teacher: "Now, make a sentence."
- Student: "I like reading books about adventure."

Task 14. Create Your Leisure Time Poster:

Create a poster or mind map showing how you like to spend your free time. Use pictures, words, or short phrases to illustrate different activities like sports, reading, hanging out with friends, or hobbies. Afterward, present your poster to the class.

UNIT 8 TRAVELLING

Task 1. Learn one of the dialogues by heart and act in roles.

DIALOGUE 1

Alice: Hi, Bob! Do you like traveling?

Bob: Yes, I love it! I enjoy visiting new places. What about you?

Alice: I like traveling too! What types of travel do you prefer?

Bob: I like adventure travel, like hiking in the mountains. It's exciting! How about you?

Alice: I prefer cultural travel. I love visiting museums and learning about history.

Bob: That sounds interesting! What do you think are the pros of traveling?

Alice: Well, traveling helps us learn about different cultures. It's fun to try new foods!

Bob: Yes, and we can meet new people. But there are some cons too, right?

Alice: True. Traveling can be expensive. Sometimes, it's hard to find good places to stay.

Bob: And long flights can be tiring. But I think the experiences are worth it!

Alice: I agree! Traveling makes great memories.

Bob: Yes, let's plan a trip together someday!

Alice: That would be amazing!

DIALOGUE 2

Tom: Hi, Sarah! I'm thinking about traveling soon. Have you traveled a lot?

Sarah: Hi, Tom! Yes, I've been to a few places. It's so much fun! Do you have a destination in mind?

Tom: I'm not sure yet. There are so many options. I'm thinking about going on a beach holiday or maybe a city trip. What do you think?

Sarah: Both sound great! A beach holiday is very relaxing. You can swim, sunbathe, and enjoy the nature. But a city trip is more about exploring, seeing famous places, and learning about different cultures.

Tom: That's true. I love the idea of exploring a city, but I also like the idea of relaxing on the beach. What do you think are the pros and cons of both types?

Sarah: Well, the beach holiday is good for relaxing. You don't need to worry much, just enjoy the sun and the sea. But sometimes it can get a bit boring after a few days. You just lie on the beach, and there's not much else to do.

Tom: Yeah, I can see that. What about city trips?

Sarah: City trips are exciting because there's always something to do – museums, shopping, restaurants, and sightseeing. But they can be tiring. You walk a lot, and sometimes there's a lot of noise and people.

Tom: That's true. I think I would like a mix of both – a few days on the beach and then a few days in a city. Is that a good idea?

Sarah: That sounds perfect! You can relax on the beach and then enjoy exploring the city. You get the best of both worlds!

Tom: I agree! I'll look for a place where I can do both. Thanks for your advice, Sarah!

Sarah: You're welcome, Tom! I'm sure you'll have a great time wherever you choose to go.

DIALOGUE 3. **At the Airport**

Jane: Hi, John! I can't believe we're finally at the airport. Are you excited about our trip to Paris?

John: Hi, Sarah! Yes, I'm really excited. But I'm a bit nervous too. I hope we don't miss our flight!

Jane: Don't worry. We still have plenty of time. First, let's check in. We need to show our passports and tickets at the counter.

John: Good idea. After that, we should go through security, right?

Jane: Yes, exactly. We'll need to take off our shoes and put our bags on the conveyor belt. They will check our luggage for anything dangerous.

John: Got it! And after security, we can go to the departure gate and wait for the plane. Do we have enough time to get some food?

Jane: I think so. There's a café near the gate. We can grab a coffee before we board. Oh, and don't forget to keep an eye on the flight information board for any changes to our flight.

John: Thanks for reminding me! I'll keep checking. So, after we board, what happens?

Jane: After we board, we'll find our seats. The flight attendants will give us information about the flight, and then we'll take off!

John: Sounds great! I'm really looking forward to the trip. Let's go check in!

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions in your speech.

Talking About Travel Plans and Preferences

- "I would like to go to..."

Example: "I would like to go to Spain for my vacation."

- "I'm planning to visit..."

Example: "I'm planning to visit Paris next summer."

- "I want to travel to..."

Example: "I want to travel to Italy for a few weeks."

- "I'm thinking of going to..."

Example: "I'm thinking of going to the beach this weekend."

- "My dream destination is..."
Example: "My dream destination is Japan."
- "I hope to travel to..."
Example: "I hope to travel to Australia one day."

Talking About Means of Transportation

- "I usually travel by..."
Example: "I usually travel by train."
- "I prefer to go by..."
Example: "I prefer to go by plane because it's faster."
- "I'm flying to..."
Example: "I'm flying to New York next month."
- "I take the bus/train/plane to..."
Example: "I take the train to work every day."
- "It's a long drive to..."
Example: "It's a long drive to the countryside."
- "We traveled by... (car, bus, train, etc.)"
Example: "We traveled by car across the country."

Describing the Travel Experience

- "The trip was amazing because..."
Example: "The trip was amazing because the scenery was beautiful."
- "I had a great time in..."
Example: "I had a great time in Greece last summer."
- "I really enjoyed..."
Example: "I really enjoyed the food in Thailand."
- "The weather was perfect for..."
Example: "The weather was perfect for sightseeing."
- "I spent my vacation..."
Example: "I spent my vacation exploring the city."
- "I went sightseeing in..."
Example: "I went sightseeing in Rome and visited the Colosseum."

Talking About Accommodation

- "I stayed at a hotel/hostel/guesthouse..."
Example: "I stayed at a hotel near the beach."
- "I booked a room in a..."
Example: "I booked a room in a five-star hotel."
- "I'm staying with friends/family..."
Example: "I'm staying with friends while I visit London."
- "The hotel had..."
Example: "The hotel had a swimming pool and a gym."
- "I prefer staying in..."

Example: "I prefer staying in hostels because they are cheaper."

Talking About Destinations

- "I went to..."

Example: "I went to Paris for a week."

- "I'm visiting..."

Example: "I'm visiting Berlin next month."

- "My favorite destination is..."

Example: "My favorite destination is the mountains."

- "I've always wanted to visit..."

Example: "I've always wanted to visit Egypt and see the pyramids."

- "I love going to..."

Example: "I love going to the beach in the summer."

Talking About Travel Duration

- "The flight took about..."

Example: "The flight took about two hours."

- "I stayed there for..."

Example: "I stayed there for two weeks."

- "The trip lasted..."

Example: "The trip lasted for five days."

- "It was a short/long trip."

Example: "It was a long trip, but worth it."

- "We are staying for..."

Example: "We are staying for three nights."

Asking for Directions or Information

- "How far is it to...?"

Example: "How far is it to the nearest airport?"

- "Can you tell me the way to...?"

Example: "Can you tell me the way to the train station?"

- "Is it far from here?"

Example: "Is the museum far from here?"

- "How long does it take to get to...?"

Example: "How long does it take to get to the city center from here?"

- "What's the best way to get to...?"

Example: "What's the best way to get to the beach from the hotel?"

Talking About Travel Expenses and Budget

- "How much does it cost to..."

Example: "How much does it cost to travel by taxi to the city center?"

- "I'm on a budget, so I need to find..."

Example: "I'm on a budget, so I need to find a cheaper hotel."

- "The tickets were quite expensive."
Example: "The tickets were quite expensive, but the trip was worth it."
- "I'm saving money for..."
Example: "I'm saving money for a trip to Europe."
- "I spent a lot on..."
Example: "I spent a lot on souvenirs during my trip."

Talking About Travel Problems or Issues

- "I missed my flight/train/bus..."
Example: "I missed my flight, and I had to wait for the next one."
- "There was a delay..."
Example: "There was a delay with my flight because of bad weather."
- "I got lost in..."
Example: "I got lost in the city and had to ask for directions."
- "The hotel was not as expected."
Example: "The hotel was not as expected; the room was smaller than it looked in the pictures."
- "My luggage was lost..."
Example: "My luggage was lost, and I had to report it to the airport."

Talking About Culture and Food While Traveling

- "I tried the local food, and it was..."
Example: "I tried the local food, and it was delicious."
- "The culture is very different from..."
Example: "The culture is very different from what I'm used to."
- "I enjoyed learning about..."
Example: "I enjoyed learning about the local customs."
- "The people in [country] are very..."
Example: "The people in Japan are very polite and friendly."
- "I visited historical sites like..."
Example: "I visited historical sites like the Great Wall of China."

Talking About Travel Safety

- "Is it safe to travel to...?"
Example: "Is it safe to travel to Colombia right now?"
- "I need to get travel insurance because..."
Example: "I need to get travel insurance because I might need medical assistance."
- "I always make sure to keep my passport..."
Example: "I always make sure to keep my passport in a safe place."
- "I recommend traveling with..."
Example: "I recommend traveling with a group for safety reasons."
- "Be careful when..."
Example: "Be careful when walking alone at night."

LEXICAL TASKS

Task 1. Match the words with their definitions.

1. Tourist
2. Flight
3. Luggage
4. Sightseeing
5. Passport
6. Hotel
7. Train station
8. Ticket

- a) The document that allows you to travel to other countries
- b) The bag or suitcase you carry with your clothes and other items
- c) A person who visits a place for pleasure
- d) A place where you can buy a ticket for a train or get on a train
- e) The act of visiting interesting places in a city or country
- f) A place where you stay overnight when you travel
- g) A journey by air
- h) A document you need to travel on a plane, bus, or train

Task 2. Fill in the blanks with the correct words.

1. I'm going to buy my _____ for the flight to Paris tomorrow.
2. Don't forget to take your _____ before we go to the airport.
3. We need to go to the _____ to catch our train to London.
4. The hotel we stayed in was very nice. The _____ was very comfortable.
5. I love _____ when I visit new cities. It's so much fun to explore!

Task 3. Choose the correct word.

1. We need to book our (flight / suitcase) before the end of the week.
2. Have you ever traveled by (train / bus) in Europe?
3. I can't carry all this (luggage / ticket) by myself.
4. She loves (sightseeing / cooking) when she visits new cities.
5. The (train station / hotel) is just a few minutes from here.

Task 4. Read the sentences and decide if they are true or false.

1. A passport is something you need to travel by train. (True / False)
2. Luggage refers to the clothes you pack when you travel. (True / False)
3. Sightseeing is the activity of visiting famous places. (True / False)
4. You need a ticket to travel on a plane or train. (True / False)
5. A flight is a type of transport that goes by water. (True / False)

Task 5. Create Your Dream Trip.

Instructions: Imagine you are planning your dream trip to a country of your choice. Write a travel plan that includes the following details:

- Destination (country or city)
- Top 3 attractions you want to visit
- 3 things you will pack for your trip
- How long you will stay and why
- What kind of food you want to try

Example answer:

- Destination: Japan
- Top 3 Attractions: 1) Mount Fuji, 2) Tokyo Disneyland, 3) Kyoto temples
- Things to Pack: Comfortable shoes, camera, a light jacket
- Duration: I will stay for 2 weeks to explore the culture and nature
- Food to Try: Sushi, ramen, tempura

Task 6. Travel Survey

Instructions: In pairs or small groups, ask your classmates the following questions about their travel preferences. Write down their answers and then share with the class.

Questions:

1. What is your favorite country to visit and why?
2. Do you prefer traveling by plane, train, or bus? Why?
3. What is the most interesting place you've visited?
4. Do you like trying new foods when you travel? What's the most interesting food you've tried?
5. What do you always pack when you travel?

Follow-up Task: Share with the class the most interesting answers you found!

Task 7. Write a short story (4-5 sentences) about a recent trip or an imaginary trip you took. Use the following prompts:

- Where did you go?
- What was the most exciting thing you did?
- What did you eat there?
- What new words did you learn?
- How long did you stay?

Example Answer:

"Last summer, I visited Spain for a week. The most exciting thing was visiting the Sagrada Familia in Barcelona. I ate delicious paella and tapas every day. I also learned the word 'hola' which means hello! I stayed in a small hotel near the beach."

Task 8. Where Would You Go? Imagine you have been given a free plane ticket to anywhere in the world. You have to choose one of the following options and explain why you would go there:

- A city with a rich history
- A tropical island with beautiful beaches
- A mountain destination for hiking and skiing
- A famous cultural festival (e.g., Carnival in Brazil, Oktoberfest in Germany)
- A city known for its food (e.g., Tokyo, Mexico City)

Follow-up Task: Share your choice with the class and explain your reasons.

UNIT 9

KAZAKHSTAN IS MY MOTHERLAND

Task 1. Learn the dialogue by heart and act in roles.

Tom: Hi, Aisha! I heard you're planning to visit Kazakhstan. What do you know about the country?

Aisha: Hi, Tom! Not much, to be honest. Can you tell me more about it?

Tom: Of course! Kazakhstan is a huge country in Central Asia. It has many interesting places to visit. For example, the capital city, Astana, is very modern, with tall buildings and amazing sights like the Baiterek Tower. It's a great spot to see the whole city.

Aisha: That sounds cool! What about other places in Kazakhstan?

Tom: Well, another famous city is Almaty, which was the old capital. It's surrounded by beautiful mountains. You can go hiking or even skiing there in the winter. There's also the Charyn Canyon, which is often called the "Grand Canyon of Kazakhstan." It's a stunning natural attraction.

Aisha: Wow, so many beautiful places! Are there any famous rivers or lakes in Kazakhstan?

Tom: Yes, definitely! Kazakhstan has the Ili River, which flows into Lake Balkhash. Lake Balkhash is one of the largest lakes in the world! It's half freshwater and half saltwater. In the north, you can also visit the Caspian Sea, which is actually the world's largest inland sea.

Aisha: That sounds amazing! What about the climate? I bet it's really hot in summer.

Tom: It can get really hot in the summer, especially in the southern parts of Kazakhstan, like Shymkent and Taraz. Temperatures can reach 40°C! But in winter, it's very cold, especially in the north, with temperatures dropping to -30°C. So, you need to be prepared for both heat and cold!

Aisha: Wow, that's a big difference! What about the traditions? Are there any interesting ones?

Tom: Yes, Kazakhstan has rich traditions. For example, equestrian sports like horse riding are very important. People also celebrate Nauryz, which is the Kazakh New Year, in March. It's a festival with music, dancing, and a lot of food. Kazakh people love to share their culture with visitors.

Aisha: Speaking of food, what are some traditional dishes I should try?

Tom: You definitely have to try beshbarmak, which is a dish made with boiled meat and pasta. It's the national dish of Kazakhstan. Another popular food is shashlik, which is grilled meat on skewers, often served with vegetables. And don't forget about kumis, a traditional drink made from fermented mare's milk. It's a little sour, but very interesting to try!

Aisha: I'm excited to try the food! It sounds delicious. Thanks for all the information, Tom!

Tom: You're welcome! I'm sure you'll have an amazing time in Kazakhstan. It's a country full of beautiful places, great food, and rich traditions.

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions to make a speech on the topic Kazakhstan.

Describing Attractions and Landmarks:

- "One of the most famous places in [city/country] is [landmark]."
Example: "One of the most famous places in Kazakhstan is the Baiterek Tower."
- "In [city], you can visit [place/landmark]."
Example: "In Almaty, you can visit the Charyn Canyon."
- "If you go to [place], you should see [landmark]."
Example: "If you go to Astana, you should see the Baiterek Tower."
- "The city of [city] is famous for [attraction]."
Example: "The city of Almaty is famous for its beautiful mountains."
- "[Landmark] is located in [city/region]."
Example: "Lake Balkhash is located in eastern Kazakhstan."

Talking About Traditions:

- "In [country], people celebrate [tradition/festival] in [month/time]."
Example: "In Kazakhstan, people celebrate Nauryz in March."
- "A popular tradition in [country] is [tradition]."
Example: "A popular tradition in Kazakhstan is horse riding."
- "Kazakh people celebrate [festival/tradition] with [activities]."
Example: "Kazakh people celebrate Nauryz with music, dancing, and feasts."
- "[Tradition] is very important to people in [country]."
Example: "Equestrian sports are very important to people in Kazakhstan."

Describing Food:

- "You must try [dish/drink] when you visit [country]."
Example: "You must try beshbarmak when you visit Kazakhstan."
- "[Dish/food] is a traditional food in [country]."
Example: "Beshbarmak is a traditional food in Kazakhstan."
- "People in [country] love to eat [dish]."
Example: "People in Kazakhstan love to eat shashlik."
- "If you like [ingredient], you should try [dish]."
Example: "If you like meat, you should try shashlik."
- "[Dish] is made with [ingredients]."
Example: "Beshbarmak is made with boiled meat and pasta."

Describing Climate and Weather:

- "The climate in [city/region] is [adjective]."

Example: "The climate in Kazakhstan is extreme, with hot summers and cold winters."

- "[In [city], temperatures can reach up to [temperature] in the summer.]"

Example: "In Shymkent, temperatures can reach up to 40°C in the summer."

- "[The winters in [city] are very [adjective].]"

Example: "The winters in Almaty are very cold."

- "[The weather in [city] is [adjective] in [season].]"

Example: "The weather in Astana is freezing in winter."

- "[It gets really hot/cold in [city] during [season].]"

Example: "It gets really cold in Kazakhstan during the winter."

Describing Lakes, Rivers, and Nature:

- "[River/Lake] is one of the largest [river/lake] in the world."

Example: "Lake Balkhash is one of the largest lakes in the world."

- "[The [river/lake] flows into [place].]"

Example: "The Ili River flows into Lake Balkhash."

- "[Landmark/river/lake] is known for [feature]."

Example: "The Caspian Sea is known for being the world's largest inland sea."

- "[Kazakhstan is home to [river/lake/feature].]"

Example: "Kazakhstan is home to the Charyn Canyon."

Describing Cities and Regions:

- "[City] is located in the [direction] of [country]."

Example: "Almaty is located in the southeast of Kazakhstan."

- "[City] is famous for its [feature]."

Example: "Astana is famous for its modern architecture."

- "[The population of [city] is [number].]"

Example: "The population of Almaty is around 1.9 million."

- "[City/region] has [feature]."

Example: "Shymkent has a warm climate and beautiful parks."

- "[If you like [feature], you should visit [city].]"

Example: "If you like hiking, you should visit Almaty."

Talking About Travel and Things to Do:

- "[If you visit [city], you can [activity].]"

Example: "If you visit Almaty, you can go hiking in the mountains."

- "[When you go to [city], make sure to [activity].]"

Example: "When you go to Astana, make sure to visit the Baiterek Tower."

- "[You can enjoy [activity] in [place].]"

Example: "You can enjoy skiing in the mountains near Almaty."

- "[Place] is a great place for [activity]."

Example: "Lake Balkhash is a great place for swimming and boating."

Expressing Opinions and Preferences:

- "I think [place] is [adjective]."

Example: "I think Almaty is beautiful."

- "In my opinion, [place] is a [adjective] place to visit."

Example: "In my opinion, Astana is a very modern place to visit."

- "I would recommend visiting [place] because [reason]."

Example: "I would recommend visiting Lake Balkhash because it's one of the largest lakes in the world."

- "I really like [place/food] because [reason]."

Example: "I really like shashlik because it's grilled and very tasty."

LEXICAL TASKS

Task 1. Complete the sentences with the correct word from the box.

Kazakhstan, Almaty, Baiterek Tower, Lake Balkhash, Nauryz,
Shymkent, shashlik, equestrian sports

1. The national dish of _____ is _____, which is grilled meat on skewers.
2. The famous _____ is located in Astana and offers an amazing view of the city.
3. The city of _____ is known for its beautiful mountains and ski resorts.
4. One of the largest lakes in Kazakhstan is _____, and it is famous for being half saltwater and half freshwater.
5. People in Kazakhstan celebrate _____, which is the Kazakh New Year festival.
6. _____ are very important to Kazakh people, and they often hold competitions and events with horses.
7. _____ is the largest country in Central Asia, with many natural attractions.
8. _____ is a city in the south of Kazakhstan, famous for its warm climate.

Task 2. Read the sentences below and decide if they are true or false.

1. Kazakhstan is located in the southern part of Central Asia.
2. Almaty is known for its beautiful forests and lakes.
3. The Baiterek Tower in Astana is one of the tallest buildings in Kazakhstan.
4. Nauryz is a Kazakh tradition where people celebrate the end of the year.
5. Kazakhstan has both hot summers and very cold winters, especially in the north.
6. Lake Balkhash is famous for being the largest saltwater lake in the world.
7. Shashlik is a type of Kazakh soup.

Task 3. Match the landmark in Kazakhstan with its description.

1. Winter Sports
2. Baiterek Tower

3. Lake Balkhash
4. Horseback Riding
5. Almaty
6. Nauryz
7. Shashlik
8. Charyn Canyon Tour

- a. A famous Kazakh festival celebrating the New Year with dancing and music.
- b. A large city in Kazakhstan known for its mountains and winter sports.
- c. Visiting one of Kazakhstan's natural wonders, a beautiful canyon.
- d. A traditional dish made from grilled meat served with vegetables.
- e. A large lake that is half saltwater and half freshwater, located in Kazakhstan.
- f. A tall tower in Astana offering amazing views of the city.
- g. Riding horses, which is an important part of Kazakh culture.
- h. Skiing and snowboarding in Almaty.

Task 4. Choose the correct word to complete each sentence.

1. In Kazakhstan, people often eat _____ for special occasions.
 - a) shashlik
 - b) soup
 - c) pizza
2. The _____ of Kazakhstan is known for its extreme climate, with very cold winters.
 - a) mountains
 - b) climate
 - c) cities
3. _____ is a very popular sport in Kazakhstan, and many people love to ride horses.
 - a) Equestrian sports
 - b) Skiing
 - c) Swimming
4. _____ is one of the largest lakes in Kazakhstan, famous for its unique water composition.
 - a) The Caspian Sea
 - b) Lake Balkhash
 - c) Lake Baikal
5. In _____, people celebrate the start of the New Year with food, music, and dancing.
 - a) Nauryz
 - b) Christmas
 - c) Ramadan

Task 5. Write a short paragraph (4-5 sentences) using the following words: Kazakhstan, Almaty, Nauryz, Baiterek Tower, shashlik.

Example Answer:

"Kazakhstan is a beautiful country with many attractions. The city of Almaty is famous for its stunning mountains. During Nauryz, people celebrate the Kazakh New Year with music, dancing, and traditional food like shashlik. If you visit Astana, you can see the famous Baiterek Tower, which offers an amazing view of the city."

Task 6. Imagine you're a tour guide in Kazakhstan. Create a travel brochure for tourists. Include the following sections:

- Introduction to Kazakhstan
- Top 3 Attractions (include at least one landmark, one natural site, and one cultural event or tradition)
- Must-Try Foods (include at least two national dishes)
- Best Time to Visit (mention the climate)

Example Answer:

Welcome to Kazakhstan!

Top 3 Attractions:

1. Baiterek Tower - Enjoy a panoramic view of Astana from the famous Baiterek Tower!
2. Lake Balkhash - One of the largest lakes in Kazakhstan, perfect for relaxing by the water.
3. Nauryz Festival - Celebrate the Kazakh New Year in March with food, music, and dance!

Must-Try Foods:

- Beshbarmak - A traditional Kazakh dish made with boiled meat and pasta.
- Shashlik - Delicious grilled meat, perfect for a barbecue meal.

Best Time to Visit:

- Visit in summer for warm temperatures and exciting outdoor activities, or winter for skiing in the mountains!

Task 7. Role Play - Plan Your Trip to Kazakhstan.

In pairs or groups, one student will act as a travel agent, and the other will be a tourist who wants to visit Kazakhstan. The tourist will ask questions about the attractions, food, climate, and traditions, and the travel agent will provide answers based on the information you've learned.

Example Questions for the Tourist:

- What are the best places to visit in Kazakhstan?
- Can you tell me about the weather in Kazakhstan?
- What is Nauryz, and how do people celebrate it?
- What's a traditional Kazakh dish I should try?

- When is the best time to visit Kazakhstan?

Task 8. Postcard from Kazakhstan.

Imagine you are on vacation in Kazakhstan. Write a postcard to a friend describing your experience. Include information about the climate, places you've visited, and local food.

Example Answer:

"Hello from beautiful Kazakhstan!

I'm having an amazing time here. The weather is so warm, and I've visited Almaty, where I saw the stunning mountains. Yesterday, I went to the famous Baiterek Tower in Nur-Sultan and got a great view of the city. I also tried some delicious shashlik – it's grilled meat and it tastes amazing! I'm looking forward to celebrating Nauryz soon, with music and dancing. I wish you could be here to experience it with me!

Wish you were here,

[Your Name]"

Task 9. Choose a traditional Kazakh dish (e.g., beshbarmak, shashlik, kuyrdak, etc.) and write a simple recipe for it. Include the following sections:

- Title of the dish
- Ingredients
- Step-by-step instructions

Example Recipe (for shashlik):

Title: Kazakh Shashlik (Grilled Meat)

Ingredients:

- 1 kg of meat (lamb or beef)
- 1 onion, sliced
- 2 tbsp of vegetable oil
- Salt and pepper to taste
- 1 tbsp of cumin (optional)
- 2 tbsp of vinegar

Instructions:

1. Cut the meat into cubes and place in a bowl.
2. Add onion, vegetable oil, salt, pepper, and cumin.
3. Mix everything together and leave to marinate for at least 2 hours.
4. Thread the meat onto skewers.
5. Grill the meat over an open flame or on a BBQ for about 10-15 minutes, turning occasionally.
6. Serve with fresh vegetables and bread. Enjoy your delicious Kazakh shashlik!

UNIT 10

CAPITAL CITY - ASTANA

Task 1. Learn one of the dialogues by heart and act in roles.

DIALOGUE 1.

Almat: Hi! Have you ever been to Astana?

Ben: No, I haven't. What is it like?

Almat: Astana is the capital city of Kazakhstan. It was named Astana in 1998. Before that, it was called Akmolinsk.

Ben: That's interesting! What can I see there?

Almat: There are many attractions. One famous place is the Baiterek Tower. It is very tall and you can see the whole city from the top!

Ben: Wow! What else?

Almat: You should visit the Palace of Peace and Reconciliation. It looks like a pyramid! It is a place for meetings and events.

Ben: Sounds great! Are there any parks?

Almat: Yes! There is the Central Park. It is a nice place to walk and relax.

Ben: What about food? What do people eat in Astana?

Almat: People in Astana eat traditional Kazakh food. One popular dish is Beshbarmak, which is made with meat and pasta.

Ben: I would love to try that! What is the weather like in Astana?

Almat: The climate is very cold in winter and warm in summer. In winter, it can be very snowy!

Ben: I see. I want to visit Astana one day!

Almat: You should! It is a beautiful city with a lot to see.

DIALOGUE 2.

Ali: Hi, Sara! Have you ever been to Astana? It's the capital of Kazakhstan now.

Sara: Yes, I've heard about it, but I don't know much. Can you tell me more?

Ali: Sure! Astana was built in the 1990s and became the capital of Kazakhstan in 1997. Before that, the capital was Almaty.

Sara: That's interesting! Why did they move the capital?

Ali: The government wanted to move it to a more central location. Astana is in the north of Kazakhstan, so it's easier for people from different parts of the country to get there.

Sara: I see! What can I see there?

Ali: There are many modern buildings and interesting attractions. One famous place is the Baiterek Tower. It's very tall, and from the top, you can see the whole city.

Sara: That sounds amazing! Is there anything else?

Ali: Yes, you should also visit the Palace of Peace and Reconciliation. It's a huge pyramid-shaped building, and inside, there are concerts and events. It's really beautiful!

Sara: Wow, that sounds special! What about food? What should I try in Astana?

Ali: You should try beshbarmak, which is a traditional Kazakh dish with meat and pasta. It's very popular in Kazakhstan!

Sara: That sounds delicious! I'll make sure to try it. Thanks for the information, Ali!

Ali: You're welcome, Sara! I'm sure you'll love Astana. It's a city with a lot of history and cool places to visit.

LEXICAL CONSTRUCTIONS

Task 2. Learn the following lexical constructions to speak on the topic "Astana".

Describing Locations and Landmarks:

- "The capital of [country] is [city]."

Example: "The capital of Kazakhstan is Astana."

- "In [city], you can see [landmark]."

Example: "In Astana, you can see Baiterek Tower."

- "Located in [city], [landmark] is [a famous attraction]."

Example: "Located in Astana, the Palace of Peace and Reconciliation is a famous attraction."

- "The [landmark] is in the center of [city]."

Example: "The Baiterek Tower is in the center of Astana."

- "One of the most famous landmarks in [city] is [landmark]."

Example: "One of the most famous landmarks in Astana is the Hazret Sultan Mosque."

Expressing What to Do or See:

- "You should visit [place]."

Example: "You should visit the National Museum of Kazakhstan."

- "If you visit [city], don't forget to see [place]."

Example: "If you visit Astana, don't forget to see the Baiterek Tower."

- "Make sure to check out [place/landmark]."

Example: "Make sure to check out the Kazakhstan Central Concert Hall."

- "It's worth visiting [place] because [reason]."

Example: "It's worth visiting the Palace of Peace and Reconciliation because of its unique pyramid shape."

- "When you go to [city], you can explore [place]."

Example: "When you go to Astana, you can explore the Hazret Sultan Mosque."

Describing Historical and Cultural Significance:

- "[Landmark] is important because it represents [cultural aspect]."

Example: "The National Museum of Kazakhstan is important because it represents the country's rich history."

- "This building tells the story of [historical event/culture]."

Example: "The Palace of Peace and Reconciliation tells the story of Kazakhstan's commitment to peace."

- "The history of [place/landmark] goes back to [time period]."

Example: "The history of Astana goes back to 1997 when it became the capital of Kazakhstan."

- "[Landmark] was built in [year]."

Example: "The Baiterek Tower was built in 2002."

- "[Place] is a symbol of [country/culture]."

Example: "The Baiterek Tower is a symbol of Kazakhstan's modern development."

Talking About Food and Local Traditions:

- "When you visit [city/country], try [dish/food]."

Example: "When you visit Astana, try beshbarmak, a traditional Kazakh dish."

- "A popular food in [city/country] is [dish]."

Example: "A popular food in Kazakhstan is beshbarmak."

- "In Astana, you can enjoy traditional [dish]."

Example: "In Astana, you can enjoy traditional Kazakh food like beshbarmak and shashlik."

- "People in [city/country] often eat [food] for [meal]."

Example: "People in Kazakhstan often eat beshbarmak for lunch or dinner."

Asking and Giving Directions/Information:

- "How do I get to [place]?"

Example: "How do I get to the National Museum of Kazakhstan?"

- "Where is [place] located?"

Example: "Where is Baiterek Tower located?"

- "Can you tell me the way to [place]?"

Example: "Can you tell me the way to the Hazret Sultan Mosque?"

- "Is it far from here?"

Example: "Is the Palace of Peace and Reconciliation far from here?"

- "You can find [place] near [landmark]."

Example: "You can find the Kazakhstan Central Concert Hall near the city center."

Expressing Opinions and Recommendations:

- "I think [place/landmark] is [adjective]."

Example: "I think the Palace of Peace and Reconciliation is impressive."

- "In my opinion, [place] is worth visiting because [reason]."

Example: "In my opinion, Baiterek Tower is worth visiting because of the amazing views."

- "I would recommend visiting [place] because [reason]."

Example: "I would recommend visiting the National Museum of Kazakhstan because it's a great place to learn about the country's history."

- "It's a must-see when you are in [city]."

Example: "The Baiterek Tower is a must-see when you are in Astana."

Talking About Future Plans or Suggestions:

- "Next time I visit [city], I want to see [place]."

Example: "Next time I visit Astana, I want to see the Kazakhstan Central Concert Hall."

- "I'm planning to visit [place] on my trip to [city]."

Example: "I'm planning to visit the Hazret Sultan Mosque on my trip to Astana."

- "Why don't we visit [place] while we are in [city]?"

Example: "Why don't we visit the National Museum while we are in Astana?"

LEXICAL TASKS

Task 1. Match the landmarks in Astana with their correct descriptions.

1. Baiterek Tower
2. Palace of Peace and Reconciliation
3. Independence Palace
4. Kazakhstan Central Concert Hall
5. Hazret Sultan Mosque
6. The National Museum of Kazakhstan
7. Khan Shatyr

- a) The largest shopping and entertainment center (considered the largest tent in the world)
- b) A famous tall tower that gives visitors a view of the entire city.
- c) A large mosque built to honor Kazakhstan's history and culture.
- d) A huge building shaped like a pyramid, used for concerts and events.
- e) The country's largest museum, where you can learn about Kazakhstan's history.
- f) A beautiful modern concert hall, one of the most famous buildings in the city.
- g) A building designed for diplomatic and other events of international level

Task 2. Fill in the Blanks. Complete the sentences with the correct word from the list.

history, tower, opera, pyramid, capital, palace, mosque, concerts

1. The ____ of Kazakhstan is very rich, with many ancient traditions.
2. The ____ of Peace and Reconciliation is a famous building shaped like a ____ and hosts important _____ and events.
3. The ____ in Astana is very tall and offers a great view of the city.
4. The Hazret Sultan is a beautiful ____ in Astana.

5. The National Museum of Kazakhstan tells the story of the country's ____.
6. Astana became the _____ of Kazakhstan in 1997.
7. If you enjoy opera, you should go to Astana _____.

Task 3. Word Search. Find the words related to Astana's history and attractions in the word search below. Words can go horizontally, vertically, or diagonally.

Word Search Puzzle:

B	A	I	T	E	R	E	K	X	L
P	H	A	Z	R	E	T	O	M	P
A	K	M	O	S	Q	U	E	E	M
L	I	S	A	L	T	A	A	A	A
A	S	E	E	H	N	C	M	E	L
C	L	I	T	A	E	U	R	N	L
E	C	O	N	C	E	R	T	O	N
N	T	E	M	U	S	E	U	M	L
T	W	L	Z	H	O	P	E	R	A
H	C	I	R	C	U	S	S	S	D

Words to Find: Baiterek, Mosque, Palace, Concert, Museum, Peace, Mall, Circus, Opera

Task 4. Choose the correct answer.

1. In which year did Astana become the capital of Kazakhstan?
 - a) 2000
 - b) 1997
 - c) 1991
 - d) 1985
2. What shape is the Palace of Peace and Reconciliation?
 - a) Square
 - b) Circle
 - c) Pyramid
 - d) Tower
3. What is the Hazret Sultan?
 - a) A concert hall
 - b) A mosque
 - c) A museum
 - d) A tower
4. Which of these is a famous tower in Astana?
 - a) The Eiffel Tower
 - b) The Baiterek Tower

- c) The Burj Khalifa
- d) The CN Tower

5. Which building in Astana is shaped like a pyramid?

- a) The National Museum
- b) The Baiterek Tower
- c) The Palace of Peace and Reconciliation
- d) The Kazakhstan Central Concert Hall

Task 5. Write a correct sentence using the words provided.

1. became / Astana / capital / 1997 / of / Kazakhstan / in / the
2. Baiterek Tower / visitors / the / to / offers / a view / city / of
3. Palace / the / concerts / Peace / is / events / and / for / of
4. Hazret Sultan Mosque / beautiful / is / a / mosque
5. museum / National / the / largest / is / Kazakhstan / in / the

Task 6. Write a short paragraph (4-5 sentences) about one of Astana's famous landmarks. Use the words history, attraction, building, and tourist in your paragraph.

Example Answer:

"Baiterek Tower is one of the most famous attractions in Astana. It is a tall building that offers a beautiful view of the whole city. The tower has an interesting history and is a popular place for tourists to visit. From the top, you can see the modern city and the surrounding areas."

Task 7. City Description: describe Astana to a friend who has never been there. You should focus on key landmarks, weather, food, and lifestyle.

Task 8. Role-play: as a tourist and a tour guide. The tourist asks for information about places to visit in Astana, while the tour guide provides details.

Task 9. My Dream Astana. Imagine you are architects or city planners. Describe your vision of a "perfect" Astana, including new buildings, parks, and other features.

- If you were the architect of Astana, what would you build?
- What kind of buildings, parks, or public spaces would you add?"

Task 10. Famous People of Astana. Research and talk about famous people associated with Astana, such as politicians, athletes, or artists.

- Tell us about a famous person from Astana?
- What do they do?
- Why are they important to the city?

UNIT 11
CUSTOMS AND TRADITIONS OF THE KAZAKH PEOPLE.
NATIONAL CUISINE

Task 1. Learn the dialogue by heart and act in roles.

Alice: Hi, Nursultan! I've been curious about the customs and traditions of the Kazakh people. Can you tell me something about them?

Nursultan: Hi, Alice! Sure! Kazakhstan has many interesting traditions. For example, we are very hospitable. When guests come to our home, we always welcome them with food and drinks. It's a way to show respect and friendship.

Alice: That's so nice! What kind of food do you usually serve?

Nursultan: Our traditional food is really tasty! One of the most famous dishes is beshbarmak. It's made with boiled meat, usually lamb or beef, and pasta. We eat it during holidays and family celebrations.

Alice: That sounds delicious! What else do you eat on holidays?

Nursultan: We also have manti, which are dumplings filled with meat, and boursak, which are fried dough balls. And we drink kymyz, a special drink made from fermented mare's milk. It's very good for health!

Alice: I've heard about kymyz, but I've never tried it. Is it tasty?

Nursultan: Yes, it has a unique taste. It's a little sour, but many people love it. You should try it one day!

Alice: I would love to! Are there any special holidays in Kazakhstan?

Nursultan: Yes! One of the biggest holidays is Nauryz, which celebrates the start of the new year. It's in spring, and we make many traditional dishes, visit family and friends, and enjoy music and dancing.

Alice: That sounds like a fun celebration! What do you do for weddings?

Nursultan: Kazakh weddings are big and beautiful. Before the wedding, the families meet in a ceremony called matchmaking. It's when the groom's family asks for the bride's hand in marriage. During the wedding, there are many songs, dances, and traditional games.

Alice: That sounds wonderful! It seems like family is very important in Kazakh culture.

Nursultan: Yes, family is everything to us. We respect our elders and always stay close to our relatives.

Alice: Thank you for sharing all this with me, Nursultan! I would love to try your food and learn more about your traditions.

Nursultan: You're welcome, Alice! I'll be happy to invite you to my home to try some Kazakh dishes. You're always welcome!

Alice: I can't wait! Thank you again!

LEXICAL CONSTRUCTIONS

Task 2. Learn the following lexical constructions to speak on the topic “Kazakh customs, traditions, and Kazakh cuisine”.

Talking about customs and traditions:

- Kazakh people have a tradition of...
(Example: Kazakh people have a tradition of welcoming guests with tea.)
- It is common to...
(Example: It is common to share food with others during special occasions.)
- One of the main traditions is...
(Example: One of the main traditions is celebrating Nauryz as the Kazakh New Year.)
- On special holidays, people...
(Example: On special holidays, people wear traditional clothes and cook special food.)
- Kazakh families usually...
(Example: Kazakh families usually invite relatives and friends for a big meal on Nauryz.)
- In Kazakhstan, hospitality is very important.
(Example: In Kazakhstan, hospitality is very important, and guests are always treated with respect.)
- During holidays, Kazakh people like to...
(Example: During holidays, Kazakh people like to gather with their families and celebrate together.)
- A typical Kazakh custom is to...
(Example: A typical Kazakh custom is to give the best piece of meat to the guest as a sign of respect.)

Talking about food and cuisine:

- Kazakh cuisine includes...
(Example: Kazakh cuisine includes dishes like beshbarmak, plov, and kymyz.)
- One of the most popular dishes is...
(Example: One of the most popular dishes is beshbarmak, a dish made with meat and noodles.)
- People in Kazakhstan often eat...
(Example: People in Kazakhstan often eat plov, which is rice with meat and vegetables.)
- The national drink of Kazakhstan is...
(Example: The national drink of Kazakhstan is kymyz, made from fermented mare's milk.)
- Kazakh people love to eat...
(Example: Kazakh people love to eat manti, a type of dumpling filled with meat.)
- Traditional Kazakh dishes are made from...

(Example: Traditional Kazakh dishes are made from meat, rice, and vegetables.)

- A typical Kazakh meal consists of...

(Example: A typical Kazakh meal consists of meat, bread, and tea.)

- During holidays, Kazakh families cook...

(Example: During holidays, Kazakh families cook large meals, including beshbarmak and samsa.)

- Kazakh food is known for...

(Example: Kazakh food is known for its rich flavors and use of lamb, beef, and dairy products.)

Describing traditional clothing and other cultural elements:

- Kazakh people wear traditional clothes during...

(Example: Kazakh people wear traditional clothes during festivals and holidays.)

- Women wear... and men wear...

(Example: Women wear beautiful dresses and headscarves, and men wear long coats called chapan.)

- Traditional clothes are often decorated with...

(Example: Traditional clothes are often decorated with colorful patterns and embroidery.)

- On special occasions, people like to wear...

(Example: On special occasions, people like to wear clothes made from silk or wool.)

LEXICAL TASKS

Task 1. Match the words with their definitions.

- A. Beshbarmak
- B. Manti
- C. Traditional Clothes
- D. Chapan
- E. Plov
- F. Samsa
- G. Nauryz
- H. Hospitality
- I. Naan
- J. Kymyz

1. A Kazakh New Year celebrated in March.
2. A dish made with meat and noodles, often eaten with the hands.
3. A drink made from fermented mare's milk.
4. A rice dish with meat and vegetables, popular in Kazakhstan.
5. The act of being friendly and welcoming to guests.
6. A long coat traditionally worn by Kazakh men.

7. A type of dumpling filled with meat, popular in Kazakh cuisine.
8. A pastry filled with meat or vegetables, commonly eaten in Kazakhstan.
9. A type of bread often served with tea in Kazakh culture.
10. Clothes worn during special holidays and celebrations in Kazakhstan.

Task 2. Fill in the blanks: Complete the sentences with the correct word from the list below.

Nauryz, drinks, kymyz, beshbarmak, plov, manti, matchmaking, chapan, samsa

1. _____ are dumplings filled with meat and are often served at family gatherings.
2. Kazakh people love to eat _____, a type of pastry filled with meat or vegetables.
3. _____ is a dish with rice, meat, and vegetables that many people enjoy in Kazakhstan.
4. _____ is a popular drink made from fermented mare's milk in Kazakhstan.
5. Every year, Kazakh people celebrate _____, the Kazakh New Year.
6. During holidays, Kazakh men wear _____, a long coat that is part of traditional clothing.
7. Kazakh people often eat _____, a traditional dish made with meat and noodles, during special events.
8. In Kazakhstan, it is common to welcome guests with food and _____.
9. Before a Kazakh wedding, there is a ceremony called _____.

Task 3. Find synonyms for the following words from the dialogue:

1. Hospitality
2. Respect
3. Traditional
4. Unique
5. Celebration
6. Ceremony

Task 4. Define the following terms from the dialogue:

1. Beshbarmak
2. Manti
3. Boursak
4. Kymyz
5. Nauryz
6. Matchmaking

Task 5. Read the statements below and decide if they are true or false based on the dialogue:

1. Kazakhstan has a tradition of serving food and drinks to guests as a sign of respect.
2. Kymyz is made from cow's milk.
3. Kazakh weddings are small and private affairs.
4. Family is considered very important in Kazakh culture.
5. During the wedding, there are not so many songs, dances, and traditional games.
6. Kymyz is a little sour, but many people love it.
7. Nauryz is in spring, and people don't make many traditional dishes. They just enjoy music and dancing.

Task 6. Write a Short Story.

Write a short story based on the conversation between Alice and Nursultan. The story could follow Alice's visit to Kazakhstan where she experiences the food, traditions, and holidays Nursultan described. Focus on describing the sensory experiences (taste, smell, sounds) and the emotional connections made through culture and hospitality.

Task 7. Create a Travel Brochure.

Imagine you are a tour guide in Kazakhstan. Create a travel brochure for tourists that highlights the customs, food, and holidays of Kazakh culture, based on the conversation. Make sure to include recommendations for things like what to eat, what to wear, and the best times of year to visit for cultural experiences.

Task 8. Write a recipe of one of the Kazakh traditional dishes.

It should include the ingredients, steps for preparation, and any special traditions associated with the dish.

Task 9. Letter to a Friend.

Write a letter from Alice to a friend back home after her visit to Kazakhstan. Describe her experiences trying Kazakh food, learning about the culture, and participating in a traditional celebration. Focus on how the hospitality and family-oriented nature of the culture made her feel.

UNIT 12
THE UNITED KINGDOM OF GREAT BRITAIN
AND NORTHERN IRELAND

Task 1. Learn the dialogue by heart and act in roles.

Anna: Hi, Mike! Have you ever been to the UK?

Mike: Hi, Anna! Yes, I've been to London and Edinburgh. It was such an amazing trip! Have you been there?

Anna: Not yet, but it's on my list! I've heard a lot about London. What sights did you see there?

Mike: Oh, so many! I visited Big Ben, Buckingham Palace, and the Tower of London. I also took a boat ride on the River Thames. It was really fun! London is so big and full of history.

Anna: Wow, sounds great! I've also heard that Edinburgh is beautiful. What's it like there?

Mike: Edinburgh is stunning! It's the capital of Scotland. The Edinburgh Castle on the hill is one of the most famous sights. The old town has a lot of narrow streets, and there's a wonderful view from Arthur's Seat, a hill in the middle of the city. The weather there is a bit cooler than in London, though.

Anna: I love castles! What's the climate like in the UK overall?

Mike: The weather can be unpredictable. In England, it's usually mild, but it rains a lot. In Scotland, it's a bit colder, especially in winter, and there's a lot of rain too. But the rain makes the country so green and beautiful! You'll find amazing nature everywhere, like in the Lake District or the Scottish Highlands.

Anna: Sounds perfect for hiking! I'm curious, what do people eat in the UK?

Mike: British food is really interesting! You have to try fish and chips, it's a classic dish. There's also roast dinner with meat, vegetables, and potatoes. And for dessert, apple pie or sticky toffee pudding are popular. Oh, and the English breakfast is amazing - eggs, bacon, sausages, beans, and toast!

Anna: That sounds delicious! What about nature? I've heard the UK has some beautiful places to visit.

Mike: Yes, definitely! The Lake District in England is full of lakes and mountains, and it's perfect for walking and boating. In Scotland, there are the famous Lochs, like Loch Ness. You can also visit the beautiful Cotswolds in England, with its charming villages and green hills. There's so much nature to enjoy!

Anna: I can't wait to visit now! Thanks for the tips, Mike.

Mike: You're welcome, Anna! I'm sure you'll have an amazing time. The UK is full of history, culture, and beautiful landscapes.

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions in your speech.

Geography & Locations:

- The British Isles: Referring to the group of islands that includes Great Britain, Ireland, and smaller surrounding islands.
- The British mainland: Referring to the main part of Great Britain (England, Scotland, and Wales).
- Home counties: The counties surrounding London, often considered part of the metropolitan area.
- The English Channel: The body of water that separates the United Kingdom from mainland Europe.
- Scotland's Highlands and Lowlands: Distinct regions in Scotland, with the Highlands being mountainous and the Lowlands being more flat and fertile.

Political & Governance:

- The Monarchy: Refers to the royal family and the monarchy system of government.
- The House of Commons: The elected chamber of the UK Parliament.
- The House of Lords: The upper chamber of the UK Parliament, made up of appointed members, including life peers and bishops.
- The Prime Minister's Office: Refers to the office of the Prime Minister, the head of the government.
- Constitutional monarchy: A political system where the monarch's powers are limited by law or by a constitution.
- The Union Jack: The national flag of the United Kingdom, a combination of the crosses of the patron saints of England, Scotland, and Ireland.
- The Home Secretary: A senior government official responsible for internal affairs, immigration, and law enforcement.

Cultural & Social Life:

- British cuisine: Refers to the traditional foods of the UK, such as fish and chips, roast dinners, and Yorkshire pudding.
- Afternoon tea: A traditional British meal involving tea, sandwiches, scones, and cakes, typically served in the late afternoon.
- Pubs and ale: The role of public houses (pubs) and traditional British beer (ale) in social life.
- The British Empire: Refers to the former empire built by Britain that included colonies around the world.
- The West End: The area of central London famous for its theaters and musicals.
- The BBC (British Broadcasting Corporation): The UK's national public service broadcaster, known for producing news, drama, documentaries, and entertainment.

Language & Identity:

- British English: Refers to the variant of English spoken in the United Kingdom, which differs from American English in spelling, vocabulary, and pronunciation.
- Accents and dialects: The various regional accents in the UK, such as Cockney (London), Scouse (Liverpool), and Geordie (Newcastle).
- British values: Principles often associated with British society, such as democracy, fairness, and individual freedoms.
- British identity: The shared cultural and national identity of the people of the UK, influenced by historical events, values, and traditions.

Education & Institutions:

- Oxford and Cambridge (Oxbridge): The two most prestigious and historic universities in the UK, often collectively referred to as "Oxbridge."
- Public schools: Private, fee-paying secondary schools in the UK, often considered prestigious and exclusive.
- The National Health Service (NHS): The publicly funded healthcare system in the UK, providing free healthcare at the point of use.
- The University of London: A federal university consisting of various colleges and institutions in the UK.

Holidays & Festivals:

- Guy Fawkes Night (Bonfire Night): A British tradition on November 5th, commemorating the failed Gunpowder Plot of 1605, celebrated with fireworks and bonfires.
- The Queen's Birthday: A celebration of the monarch's birthday, with national events and festivities.
- Remembrance Day: A day to honor those who died in World War I and II, observed with a two-minute silence on November 11th.

LEXICAL TASKS

Task 1. Match the words with their meanings

1. London
2. King
3. Big Ben
4. Union Jack
5. Fish and Chips
6. Tower of London
7. Buckingham Palace
8. Wales
9. English
10. England
11. Scotland

12. Parliament
13. River Thames

1. The capital city of the UK.
2. The famous clock tower in London.
3. The national flag of the UK.
4. A traditional British dish with fish and fried potatoes.
5. The longest river in England.
6. The British language.
7. The country where London is located.
8. The ruler of the UK.
9. A famous royal residence in London.
10. A country in the UK, known for its beautiful landscapes.
11. The body of people who make laws for the country.
12. A country known for its green hills and the Welsh language.
13. A historical castle in London.

Task 2. Fill in the blanks with the correct word:

1. The UK is made up of four _____.
2. _____ is the national sport of the UK.
3. People in the UK drive on the _____ side of the road.
4. The UK has a _____, and the King is the head of state.
5. The famous clock tower in London is called _____.
6. _____ is the capital city of England.
7. The Union Jack is the national _____ of the UK.
8. The Tower of London is a famous _____ in London.
9. _____ and Chips is a very popular British meal.
10. _____ is famous for its beautiful landscapes and castles.

Task 3. Read the sentences and decide if they are true or false:

1. The UK consists of three countries: England, Scotland, and Wales.
2. London is the largest city in the UK.
3. Big Ben is a famous British singer.
4. The King of the UK is Charles III.
5. In the UK, people drive on the right side of the road.
6. The Tower of London is a modern shopping mall.
7. Buckingham Palace is the residence of the British royal family.
8. Scotland is famous for its highlands and lochs.
9. Fish and chips is a popular British dessert.
10. The Union Jack is a symbol of the UK's monarchy.

Task 4. Match the British Landmarks with their descriptions:

British Landmarks	Descriptions
1. Buckingham Palace	a) A famous clock tower in London.
2. Big Ben	b) A prehistoric stone circle in England.
3. Stonehenge	c) A royal residence in London.
4. The Tower of London	d) A historic castle in Edinburgh, Scotland.
5. Edinburgh Castle	e) A former royal prison and fortress in London.

Task 5. Fill in the blanks with the correct words:

(Use the words: Tower of London, England, Scotland, Wales, River Thames, Northern Ireland, London)

1. _____ is the capital city of the UK.
2. _____ is known for its beautiful mountains and lakes.
3. _____ is famous for its historic castles.
4. _____ is a country in the UK with a rich culture and language.
5. _____ is the largest country in the UK.
6. The _____ is a beautiful river that flows through London.
7. The _____ is the oldest and most famous castle in London.

Task 6. Look for the following top sights on the Google map of London and speak about one of them.

1. The British Museum
2. The Tower of London
3. Buckingham Palace
4. The Houses of Parliament and Big Ben
5. The London Eye
6. The Tate Modern
7. The Shard
8. Covent Garden
9. Hyde Park
10. St. Paul's Cathedral

Task 7. What Am I? Guess the Word. Describe the word using simple sentences.

1. I am a famous city in the United Kingdom. I am known for a large clock tower and a red bus. What am I?
2. I am a traditional British food. I am made of fish and potatoes, often served with vinegar. What am I?
3. I am a country in the UK, and I am famous for my castles, mountains, and tartan patterns. What am I?
4. I am a famous symbol of the UK. I am a flag with three crosses. What am I?

Task 8. Write a short postcard (50-80 words) to a friend from the United Kingdom. Include:

- ✓ Where you are in the UK
- ✓ What you see (mention landmarks or nature)
- ✓ What food you've tried
- ✓ Something you like about the UK

UNIT 13

CHOOSING A PROFESSION AND CAREER

Task 1. Learn the dialogue by heart and act in roles.

Emma: Hi, Jack! I've been thinking a lot about my future lately. I'm not sure what profession I want to choose. Do you have any ideas?

Jack: Hi, Emma! I understand. Choosing a career is a big decision. Do you know what interests you? Are you more into science, art, or something else?

Emma: Well, I've always loved working with people. I think I might want to be a teacher or maybe a nurse. What about you?

Jack: That's great! Both teaching and nursing are very important professions. For me, I've always been interested in technology, so I'm thinking about becoming a software developer.

Emma: That sounds cool! But don't you think it's hard to learn all those computer languages?

Jack: It can be tricky at first, but I really enjoy solving problems. And there are many online courses to help with learning. What do you like most about teaching or nursing?

Emma: I love helping people, and I think being a teacher would allow me to make a big difference in students' lives. As a nurse, I could help people feel better and care for them when they're sick.

Jack: Both are very rewarding careers! Have you thought about what kind of education you'll need for them?

Emma: Yes, I know I'll need to go to university to become a teacher, and I might need to study nursing for a few years too. It will take time, but I think it's worth it.

Jack: Absolutely! It's important to be patient and focus on your goals. And once you get your degree, you'll be able to find a job that you love.

Emma: You're right. Thanks for the advice, Jack! I feel more confident about my decision now.

Jack: I'm glad I could help, Emma! Just remember, whatever career you choose, make sure it's something that makes you happy.

Emma: Thanks! I'll definitely keep that in mind.

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions in your speech about profession and career.

Talking About Interests and Preferences

"I'm interested in..."

"I would like to become a..."

"My passion is..."

"I enjoy..."

"I think I would be good at..."

Describing Skills and Abilities

"I have good communication skills."

"I'm good at solving problems."

"I am creative."

"I have experience in..."

"I'm good with numbers/people/technology."

Discussing Career Options

"There are many career opportunities in..."

"I want to work as a..."

"A job that interests me is..."

"I would like to work in the field of..."

"A career in... sounds exciting."

Talking About Education and Qualifications

"I need a degree in..."

"To become a... you need to study..."

"I'm considering studying..."

"I plan to attend university to study..."

"I want to gain experience in..."

Discussing Future Goals and Aspirations

"In the future, I hope to be a..."

"I want to work my way up to become..."

"My dream job is..."

"I aspire to be a..."

"I plan to work in..."

Describing Job Responsibilities

"The main task is to..."

"You are responsible for..."

"The job involves..."

"As a [job], you need to..."

"In this profession, you will have to..."

Talking About Job Requirements

"The job requires [skill/qualification]."

"To be successful, you need to have..."

"This career demands strong..."

"You must be able to..."

"A good candidate should have..."

Work Environment and Conditions

"The work environment is [stressful, fast-paced, collaborative, etc.]."

"You will need to work [long hours, weekends, outdoors, etc.]."

"The job is [flexible, demanding, creative, etc.]."

"It's a [team-oriented, independent, etc.] job."

LEXICAL TASKS

Task 1. Match the words to their definitions:

1. Profession
2. Career
3. Degree
4. Rewarding
5. Confident
6. Focus
7. Education
8. Online courses

- A. The field of work a person chooses.
- B. A qualification you receive after completing studies at a university.
- C. Giving a sense of satisfaction and accomplishment.
- D. The process of learning and training to gain knowledge and skills.
- E. A type of learning available via the internet, often flexible.
- F. Feeling sure about your abilities.
- G. A long-term job path or occupation.
- H. To direct attention or effort towards something.

Task 2. Find synonyms in the dialogue for the following words:

1. Help
2. Think
3. Important
4. Difficult
5. Sure
6. Big
7. Enjoy
8. Advice

Task 3. Fill in the blanks in the sentences using words from the dialogue:

1. I'm thinking about my _____ and what I want to do in the future.
2. You need to have a _____ to become a teacher.
3. Jack's interested in technology, so he might become a _____ developer.
4. Emma wants to help people and is considering a job as a _____.

5. Jack enjoys solving problems, so he's not worried about learning difficult computer _____.
6. Emma feels more _____ about her decision after talking to Jack.

Task 4. Use the words in parentheses to form new words and complete the sentences:

1. Emma has always been _____ (interest) in helping people.
2. Jack finds programming _____ (challenging), but he likes it.
3. Both nursing and teaching are very _____ (reward).
4. After talking to Jack, Emma felt more _____ (confidence) about her decision.
5. Choosing a career can be a very _____ (decide) process.

Task 5. Answer the following questions based on the dialogue:

1. What are Emma's possible career choices, and why does she like them?
2. What profession does Jack want to pursue, and what attracts him to it?
3. Why is choosing a career described as a "big decision"?
4. What role does education play in Emma's plans to become a teacher or nurse?
5. Why is it important to enjoy your career, according to Jack?

Task 6. Complete the sentences with words or phrases from the lexical constructions list.

1. I'm interested in _____ because I love helping people.
2. To become a doctor, you need to study _____.
3. My dream job is _____ because I want to work with animals.
4. I think I would be good at _____ because I enjoy solving problems.
5. I need a degree in _____ to work as a lawyer.

Task 7. Match the jobs to the required skills.

<i>Job</i>	<i>Required Skill</i>
1. Doctor	a) Strong in science and problem solving
2. Engineer	b) Good at convincing people and negotiating
3. Teacher	c) Creative and skilled in design software
4. Graphic Designer	d) Good at explaining ideas and patience
5. Salesperson	e) Good at communicating with people

Task 8. Career Choice Discussion. Work with a partner to discuss the following questions. Use the phrases from the lexical constructions.

1. What is your dream job? Why?
2. What skills do you have that will help you in your career?
3. What career opportunities are available in your country?
4. What is the best way to prepare for a job in your chosen field?
5. What responsibilities would you have if you became a [teacher, doctor, engineer]?

Example Dialogue:

Person 1:

"My dream job is to be a teacher because I love working with children. I think I would be good at it because I have strong communication skills."

Person 2:

"That sounds great! I would like to become an engineer. I am good at solving problems, and I have experience with technology. There are many career opportunities in engineering, especially in construction."

Task 9. Write a short paragraph about your ideal profession and how you plan to get there. Use the following questions as a guide:

1. What profession would you like to have?
2. What skills do you need for this job?
3. What education or training is required?
4. What are your future career goals?

Example answer:

"I would like to become a graphic designer because I am passionate about art and design. To become a graphic designer, I need to have strong creative skills and experience with design software. I plan to attend university to study graphic design and then gain experience by working in a design agency. In the future, I hope to work for a major advertising company and lead my own design projects."

Task 10. Job Responsibilities Role Play

In pairs, role-play an interview where one person is the employer, and the other is a candidate applying for a job. Use the lexical constructions for job responsibilities and requirements in your dialogue.

Employer: "Tell me why you would be a good candidate for this position."

Candidate: "I think I would be a good fit because I have excellent communication skills, and I'm good at managing projects. The job involves working with clients, and I'm comfortable with handling customer inquiries."

Employer: "Great! The job requires flexibility and the ability to work under pressure. Do you have experience with that?"

Candidate: "Yes, I have worked in fast-paced environments before, so I can handle stress and meet deadlines."

Task 11. Choose a career and brainstorm the following:

1. What skills are needed for this job?
2. What responsibilities come with the job?
3. What qualifications or education are required?
4. What is the work environment like?
5. Write your answers in a table like this:

<i>Career</i>	<i>Skills Needed</i>	<i>Responsibilities</i>	<i>Education Required</i>	<i>Work Environment</i>
Teacher	Good communication, patience, planning	Prepare lessons, grade papers, teach	Degree in Education	Classroom, school setting
Engineer	Problem-solving, math, design	Design systems, solve problems, test solutions	Degree in Engineering	Office, lab, construction sites

UNIT 14

ACADEMY LIFE IN MILITARY SCHOOLS

Task 1. Learn the dialogue by heart and act in roles.

John: Hey, Sarah! How's everything going at your military academy?

Sarah: Hi, John! It's going well, but it's definitely tough. There's a lot of discipline and physical training. It's very different from regular school!

John: I can imagine! What's a typical day like for you there?

Sarah: Well, we start early in the morning with physical exercises. After that, we have classes, mostly about leadership, strategy, and military history. We also do drills and practice teamwork. It's a mix of learning and physical activity every day.

John: Wow that sounds challenging. Do you have to follow strict rules?

Sarah: Yes, definitely. We have a lot of rules to follow, like wearing uniforms all the time, being on time for everything, and keeping our rooms clean. It can be hard sometimes, but it teaches you responsibility and respect.

John: I guess it helps build discipline. Do you like the training sessions?

Sarah: I do! The physical training can be tough, but it's also very rewarding. We do a lot of running, obstacle courses, and self-defense training. It helps me stay strong and focused.

John: That sounds intense! Do you have time for hobbies or socializing?

Sarah: Not a lot, but we do have free time in the evenings and on weekends. During that time, we can relax, talk with friends, or do some personal activities. But most of the time, we're either in class or training.

John: It sounds like a lot of work, but also like it's teaching you important skills. What made you decide to join a military academy?

Sarah: I've always wanted to serve my country and be part of something bigger than myself. The academy gives me the chance to learn leadership skills, discipline, and teamwork, which are really important for my future. How about you? Would you ever think about joining?

John: It's definitely a tough decision! I admire your commitment, Sarah. I think I might prefer a more traditional career, but I respect people who choose the military path.

Sarah: I understand! It's not for everyone, but I feel like it's the right path for me. It's tough, but I'm learning so much, and I know it will help me grow in many ways.

John: That's awesome, Sarah! Keep up the good work. I'm sure you're going to do great things.

Sarah: Thanks, John! I really appreciate it. I'll keep pushing forward!

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions to speak on the topic Academy Life in Military Schools.

Daily Routine

"Wake up early"
"Morning exercises"
"Go to classes"
"Eat breakfast/lunch/dinner"
"Attend drills"
"Sleep at night"

Discipline and Rules

"Follow the rules"
"Obey the commands"
"Respect the officers"
"Keep the uniform clean"
"No talking during class"

Physical Training

"Do push-ups"
"Run long distances"
"Exercise regularly"
"Build strength"
"Stay fit"

Teamwork and Cooperation

"Work as a team"
"Help each other"

"Support your teammates"
"Share tasks"
"Solve problems together"

Leadership and Responsibility

"Lead the group"
"Give orders"
"Take responsibility"
"Be a good leader"
"Set an example"

Respect and Courtesy

"Say 'Sir' or 'Ma'am'"
"Stand at attention"
"Be polite"
"Show respect"
"Listen carefully"

Weapons Training and Safety

"Hold the weapon"
"Safety rules"
"Learn how to shoot"
"Practice with a gun"
"Be careful"

LEXICAL TASKS

Task 1. Match the words with their correct definitions.

Words	Definitions
1. Cadet	a) A person who gives orders to soldiers.
2. Discipline	b) A person in training at a military academy.
3. Commander	c) A routine that everyone follows.
4. Routine	d) The practice of following rules and orders.
5. Drills	e) Activities to prepare for real situations.
6. Uniform	f) Work together with others
7. Teamwork	g) Listen to the commander
8. Respect	h) Wear it during training

Task 2. Fill in the blanks with the correct words from the list below.

obey, keep fit, exercise, wake up, follow orders, practice, teamwork,
respect, work as a team, sleep

1. Every cadet must _____ the rules of the academy.
2. In the morning, cadets do physical _____ to stay fit.
3. _____ is very important in a military academy. Cadets must work together to succeed.
4. It's important to _____ your teachers and commanders at all times.
5. Cadets need to _____ at night to be ready for the next day.
6. _____ early every day in the academy.
7. Cadets must _____ during drills.
8. To be a good cadet, you should _____ to stay healthy.
9. It is important to _____ from your commander.
10. Cadets _____ regularly to improve their skills.

Task 3. Read the statements and decide if they are true or false.

1. Cadets wear civilian clothes in a military academy.
2. The military academy has a strict routine that cadets must follow.
3. Discipline is not important in the academy.
4. Cadets do not need to exercise because they are already fit.
5. A commander is a person who gives orders in the military.
6. Cadets can choose their own schedule at the academy.
7. Cadets must follow a strict routine to succeed.
8. Teamwork is not very important because cadets work alone.
9. Drills are a form of physical and military training.
10. The commander never gives instructions.

Task 4. Write a short description (3-5 sentences) about a military academy. Use the following words: *cadet, discipline, drills, routine, respect*.

Example Answer:

A military academy is a place where young people, called cadets, learn how to be disciplined and follow a strict routine. They wake up early, attend classes, and practice drills every day. Discipline and respect are very important because cadets must listen to their commanders and work as a team. Life in the academy is challenging but helps cadets grow stronger and more responsible.

Task 5. Find the words related to Military Academy Life in the word search below.

C	A	D	E	T	R	O	U	T	I	N	E	P
O	B	E	Y	E	E	X	E	R	C	I	S	E
M	P	E	R	R	O	L	O	D	R	I	L	L
S	R	E	S	P	E	C	T	P	N	O	N	S
T	D	I	S	C	I	P	L	I	N	E	T	M
A	S	W	E	U	N	I	F	O	R	M	E	U

Task 6. Complete the dialogue between two cadets discussing their day in the military academy.

Cadet 1: "Good morning! How are you today?"

Cadet 2: "I'm good, thank you! I'm tired though. We had a long day of _____."

Cadet 1: "Yes, I know. We did push-ups and then we had to _____ for 5 kilometers."

Cadet 2: "After the exercise, we had a lecture about _____. The commander says it's very important."

Cadet 1: "True, without good discipline, we can't _____ our missions properly."

Cadet 2: "Exactly! After lunch, we had a meeting to talk about _____. It was very interesting."

Cadet 1: "That's great! I hope we get some rest tonight. We need to sleep well to _____ tomorrow."

Task 7. Military Academy Life Survey

Ask your classmates or friends these questions and write down their answers.

1. What time do you wake up in the military academy?
2. What is the first thing you do every day?
3. How many hours do you spend on physical training?
4. What do you do during your breaks?
5. What is your favorite part of military academy life?
6. What rules are important in the academy?

Example Summary:

"In our class, most people wake up at 5:00 AM. The first thing everyone does is physical training. Some cadets spend 2 hours exercising. During breaks, many like to talk with friends. The most popular rule is to follow orders and be respectful to the commanders."

Task 8. Write a letter to a friend explaining what a typical day at the military academy looks like. Use at least 5 of the following words: routine, cadet, discipline, drills, teamwork, exercise, commander, respect.

Example Answer:

Dear [Friend's Name],

I hope you're doing well! Life at the military academy is very different from what I expected. Every day starts early with exercise to stay fit. After that, we do drills to practice different military skills. The routine is strict, but we all follow it because it teaches us discipline. As a cadet, it's important to show respect to our commander and work together in teamwork to complete tasks. The days are tough, but I'm learning a lot!

I miss you and can't wait to tell you more.

Best,

[Your Name]

UNIT 15

ABOUT FIREFIGHTERS

Task 1. Learn the dialogue by heart and act in roles.

Tom: Hi, Lisa! I've been thinking about firefighters lately. They do such important work. What do you think about them?

Lisa: Hi, Tom! I completely agree. Firefighters are real heroes. They risk their lives to save people and protect property from fire. It's such a difficult and dangerous job.

Tom: Yes, it really is. I admire their bravery. Do you know what kind of training they have to go through?

Lisa: Yes, firefighters need to go through a lot of training. They have to learn how to fight fires, rescue people, and handle dangerous situations. They also need to be physically fit because the job can be very demanding.

Tom: That's true. I imagine it must be tough to be in such high-pressure situations all the time. Do firefighters only deal with fires?

Lisa: Not at all! Firefighters also respond to car accidents, medical emergencies, and natural disasters like floods. They are trained in first aid and emergency rescue as well. They really do a lot to help people.

Tom: Wow! That sounds difficult. Do they work alone or in teams?

Lisa: They work in teams. Firefighters need to work together to be fast and safe. They also have different jobs, like one person drives the fire truck, and others use hoses or help people escape from buildings.

Tom: It must be scary sometimes, especially when they don't know how big the fire is going to be.

Lisa: Yes, it's dangerous, but firefighters are trained to stay calm and think clearly.

Tom: Wow, I didn't know they did all that! How do they stay safe when they're working?

Lisa: Firefighters wear special protective clothing, like fire-resistant suits and helmets. They also carry equipment like hoses, fire extinguishers, and tools to break doors or windows if needed. They have to be very careful and follow safety protocols to protect themselves.

Tom: That's great to know. I've seen fire stations in my city. Do you think being a firefighter is a rewarding job?

Lisa: I believe it's very rewarding. They help save lives and make a real difference in the community. It must feel amazing to save someone's life or protect people from a dangerous fire.

Tom: I think I'd be proud to do that kind of work, but I'm not sure I have the courage to face such dangerous situations. Do you think anyone can become a firefighter?

Lisa: It's definitely not easy, but if you're dedicated, physically fit, and have a strong desire to help others, I think anyone can train to become a firefighter. It requires hard work and courage, but it's all worth it in the end.

Tom: I agree. Firefighters are truly incredible. They deserve a lot of respect for everything they do.

Lisa: Absolutely! They truly are heroes. I think we should all be thankful for their service and bravery.

LEXICAL TASKS

Task 2. Use the following lexical construction in your speech about firefighters.

Action Verbs (Verbs related to firefighting tasks)

- Put out (a fire)
Firefighters quickly put out the fire with hoses and water.
- Rescue (people, animals)
Firefighters rescued the people trapped in the building.
- Save (lives, property)
The firefighter saved the child from the burning house.
- Fight (a fire)
Firefighters fight fires to protect homes and businesses.
- Break down (a door, window)
They had to break down the door to rescue the family inside.
- Evacuate (a building, area)
Firefighters evacuated the area to keep people safe from the fire.

Nouns (Tools, Equipment, and Roles)

- Fire truck
The fire truck is equipped with hoses, water tanks, and other firefighting tools.
- Hose
The firefighters used the hose to put out the fire.
- Helmet
Firefighters wear a helmet to protect their heads from falling debris.
- Protective suit
Firefighters wear protective suits to stay safe from high temperatures.
- Axe
Firefighters use an axe to break down doors or walls if necessary.
- Ladder
The firefighter used the ladder to rescue a cat stuck on a roof.
- Fire extinguisher
A fire extinguisher can be used to put out small fires.

Phrases (Common expressions related to firefighting)

- In case of an emergency
In case of an emergency, call 911 immediately.
- Respond to a fire call
Firefighters respond to fire calls 24 hours a day.

- Get to the scene
The fire truck arrived at the scene of the fire quickly.
- Put lives at risk
Firefighters put their lives at risk every time they go into a burning building.
- Save lives
Their main job is to save lives and protect people from harm.
- Work as a team
Firefighters must work as a team to handle emergencies effectively.

Adjectives (Describing the job, conditions, and challenges)

- Dangerous
Being a firefighter is a dangerous job, as they face life-threatening situations.
- Brave
Firefighters are very brave because they risk their lives to save others.
- Physically demanding
The job is physically demanding because firefighters have to be fit and strong.
- Life-threatening
Firefighters deal with life-threatening situations every day.

Collocations (Words that often go together)

- Firefighter training
Firefighter training is essential to prepare for emergency situations.
- Fire drill
A fire drill helps people practice what to do in case of a real fire.
- Fire department
The fire department is responsible for responding to fires and emergencies.
- Fire safety
Fire safety is important to prevent fires in homes and businesses.

Prepositions (Used to describe locations and actions)

- In danger
Firefighters often rescue people who are in danger of burning.
- On fire
The building was on fire, but firefighters quickly arrived and stopped the flames.
- At risk
Firefighters put themselves at risk to save others.

LEXICAL TASKS

Task 1. Match the words with their definitions.

Words	Definitions
1. Firefighter	a) A large vehicle used by firefighters to carry equipment and water

2. Fire truck	b) A tool used to cut or break things in an emergency
3. Hose	c) A special uniform that protects firefighters from heat and fire
4. Rescue	d) The person who fights fires and helps in emergencies
5. Helmet	e) A piece of equipment used to spray water onto a fire
6. Protective suit	f) Something dangerous or urgent that requires quick action
7. Axe	g) A piece of equipment worn on the head for protection
8. Emergency	h) To save someone from danger
9. Firefighter training	i) The emergency service responsible for responding to fires and other emergencies
10. Fire safety	j) The process of practicing what to do in case of a fire
11. Fire drill	k) The state of being in serious danger of injury or death
12. Life-threatening	l) The activity of preventing or protecting against fires
13. Fire department	m) The necessary training to become a firefighter
14. On fire	n) When something is burning or catching fire

Task 2. Fill in the blanks with the correct word.

1. The firefighters used a _____ to put out the fire.
2. They wore special _____ to protect themselves from the heat.
3. Firefighters need to stay calm in _____ situations.
4. The firefighter grabbed his _____ and quickly broke the door to rescue the people.
5. Firefighters work together as a team to _____ people from burning buildings.
6. The _____ arrived quickly to put out the fire and save the people inside.
7. It's important to practice _____ in schools so that everyone knows what to do in case of an emergency.
8. The _____ is responsible for responding to fires and other emergencies in the city.
9. A _____ is a situation where there is a high risk of injury or death.

Task 3. Read the sentences and decide if they are True or False.

1. Firefighters work alone and don't need to work in teams.
2. Firefighters need to be trained to handle emergencies.
3. A fire truck has water tanks, hoses, and ladders.
4. Firefighters never wear protective equipment.
5. An axe is used by firefighters to put out the fire.
6. Firefighter training is only about learning how to drive a fire truck.
7. Firefighters wear protective suits to stay safe in life-threatening situations.
8. A fire drill is a real fire emergency where people must evacuate a building.
9. Firefighters rescue people who are trapped in dangerous situations.
10. The fire truck carries all the necessary equipment for firefighters to use in an emergency.

Task 4. Choose the correct word.

1. Firefighters use (axes / knives) to break down doors.
2. They need to wear (coats / helmets) to protect their heads.
3. A (fire truck / car) is used by firefighters to carry their equipment.
4. The fire was difficult to put out because the (hose / ladder) was too short.
5. In an (emergency / holiday), firefighters must act quickly.
6. Firefighters need to be (brave / afraid) because they face dangerous situations every day.
7. The (fire truck / fire extinguisher) is used to carry firefighters, water, and equipment to the scene of the fire.
8. During a fire, people should never stay in a building that is (on fire / safe).
9. (Rescue / Escape) is the act of saving someone from danger, especially from a fire.
10. It's important to have a (fire drill / fire truck) so that everyone knows how to escape a building in case of a fire.

Task 5. Picture Description:

Look at the picture of a firefighter. Write 3-4 sentences describing what the firefighter is doing. (e.g., What is he wearing? What is he holding? What is happening in the scene?)

**Task 6. Firefighter's Day**

Complete the story using the words of the lesson.

"One morning, the _____ went off, and the firefighters quickly put on their _____. They jumped into the _____ and drove to the scene. When they arrived, they saw a big _____. The firefighters used the _____ to put out the fire. Luckily, they were able to _____ the people inside the building."

Task 7. Choose the correct answer for each question:

1. What do firefighters use to put out a fire?
 - a) Hose
 - b) Ladder
 - c) Helmet
2. What is a firetruck used for?
 - a) Carrying food
 - b) Carrying firefighters and equipment
 - c) Transporting injured people
3. What is the loud sound that warns people of a fire?
 - a) Bell
 - b) Alarm
 - c) Horn
4. What do firefighters wear on their heads for protection?

- a) Shoes
 - b) Gloves
 - c) Helmet
5. The person who fights fires.
- a) Driver
 - b) Firefighter
 - c) Soldier
6. A large vehicle to carry the team and equipment.
- a) Fire truck
 - b) Fire Hose
 - c) Fire Department
7. Needed to extinguish the fire.
- a) Horn
 - b) Alarm
 - c) Water

UNIT 16

REASONS WHY FAMILY IS IMPORTANT

Task 1. Learn the dialogue by heart and act in roles

DIALOGUE

Maria: Hey, Tom! Have you ever thought about why family is so important?

Tom: Hmm, that's a good question. I guess family is important because they're always there for you. They support you when you're in trouble.

Maria: Yes, exactly! I think family gives you a sense of security. You can always rely on them, no matter what happens.

Tom: I agree. And they help you grow and learn. My parents taught me so many things when I was younger, like how to be responsible.

Maria: That's true. My family has also taught me important values, like kindness and respect for others.

Tom: Right! And family helps you stay connected to your roots. For example, we celebrate holidays together and share traditions that have been passed down for generations.

Maria: Yes, family traditions are very special! They help you feel a sense of belonging and make memories that last a lifetime.

Tom: Another reason I think family is important is because they help you stay strong during difficult times. When something bad happens, it's comforting to know that your family will support you.

Maria: I couldn't agree more. Family makes life easier, especially when you face challenges. They're always there to listen and offer advice.

Tom: Yeah, and they love you no matter what. Even when you make mistakes, they forgive you and help you get back on track.

Maria: That's what makes family so special, right? They love you unconditionally.

Tom: Absolutely. Family is a big part of what makes life meaningful.

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions for discussing the topic "Why family is important":

Be there for someone

- Meaning: To support or help someone when they need it.
- Example: My sister was always there for me when I felt sad.

Give support

- Meaning: To offer help or assistance.
- Example: My family gives me support whenever I face problems.

Feel safe

- Meaning: To have a sense of protection and security.
- Example: I feel safe when I am with my family.

Teach someone important things

- Meaning: To pass on knowledge or lessons to someone.
- Example: My parents taught me important things about life and how to be a good person.

Spend time with family

- Meaning: To enjoy moments together with family members.
- Example: I like to spend time with my family on weekends.

Stay in touch with family

- Meaning: To communicate and keep relationships strong.
- Example: Even if we live far away, I always try to stay in touch with my family.

Help through hard times

- Meaning: To offer assistance or care during difficult moments.
- Example: My family helped me through hard times when I lost my job.

Love each other

- Meaning: To care for one another deeply.
- Example: In my family, we always love each other no matter what happens.

Create memories together

- Meaning: To have experiences that you will always remember.
- Example: We create wonderful memories together when we go on family trips.

Be close to family

- Meaning: To have a strong, emotional connection with family members.
- Example: I am very close to my parents, and we talk every day.

LEXICAL TASKS

Task 1. Fill in the Gaps.

Words: *support, love, teach, help, time, safe, close, memories*

1. I always feel _____ when I'm with my family.
2. My parents _____ me how to solve problems when I was young.
3. We spend a lot of _____ together during the holidays.
4. My sister gives me a lot of _____ when I'm feeling stressed.
5. In my family, we _____ each other no matter what happens.
6. I am very _____ to my grandparents. We talk often.
7. Family holidays are a great way to create _____ that last forever.
8. Whenever I have a problem, my family is always there to _____ me.

Task 2. Choose the correct word to complete the sentences.

1. I feel really (safe/close) when I'm with my family.
2. My mother always (teaches/loves) me how to handle difficult situations.
3. We try to (spend/teach) time together on the weekends.
4. Family always (helps/supports) me when I'm feeling sad.
5. It's important to (create/stay) in touch with your family, even if you live far away.

Task 3. Form words from the base word to complete the sentences.

1. My family is very _____ (support). They always help me when I need them.
2. We have a strong _____ (close) because we spend a lot of time together.
3. I feel very _____ (safe) at home, especially when my family is around.
4. Family is the most important _____ (thing) in my life.
5. I always feel _____ (love) when I am with my parents.

Task 4. Write sentences using the following words or expressions:

1. Help through hard times
2. Be there for someone
3. Teach important things
4. Create memories together
5. Spend time with family

Task 5. "Family Story Challenge"

Objective: Use the vocabulary from the family topic to create a short story about a family event.

Instructions:

1. Choose Your Family: Imagine a family with different members (e.g., parents, siblings, grandparents, etc.). You can make up their names and characteristics (e.g., what they like to do, their ages, etc.).

Task 6. Family Event: Create a story about a family event or activity. This could be something that has already happened or something completely imaginary. For example, a family trip, a special celebration, or a time when the family helped each other.

Task 7. Use the Vocabulary: Include as many of the following words/expressions as possible in your story. Underline them in your text. You can also use variations of these words.

- Love each other
- Spend time together
- Support
- Help through hard times
- Teach important lessons
- Create memories
- Be there for someone
- Close-knit family
- Feel safe
- Stay in touch

UNIT 17

THE IMPORTANCE OF BUDGETING FOR FAMILIES

Task 1. Learn the dialogue by heart and act in roles

DIALOGUE

Characters:

- **Anna:** A mother of two
- **David:** Anna's husband

Anna: David, I've been thinking about our finances lately. I think we really need to start budgeting more carefully.

David: You're right, Anna. I've noticed we sometimes end up spending more than we should. But I'm not sure how to start. Do you have any ideas?

Anna: Well, first we need to know exactly where our money is going each month. We can list all our expenses, like bills, groceries, and entertainment. Once we see everything, we can figure out what we can reduce.

David: That makes sense. I've noticed we spend quite a lot on eating out. Maybe we can cook at home more often?

Anna: Exactly! That's a great start. And we should also set aside money for savings each month, even if it's a small amount. It will help us in case of an emergency.

David: I agree. We've been lucky so far, but it's better to be prepared. What about the kids' education? Should we include that in our budget too?

Anna: Yes, definitely. We should include things like school supplies, activities, and any future education costs. It's important to plan for those things too.

David: I'm starting to see how budgeting can help us manage everything better. It will give us peace of mind and help avoid stress about money.

Anna: Exactly. And it will also teach the kids good financial habits when they're older. We could even show them how to save their own pocket money.

David: That's a great idea. I'm on board. Let's sit down this weekend and create our budget together!

Anna: Perfect! I'm glad you agree. It's all about making our money work for us, not the other way around.

LEXICAL CONSTRUCTIONS

Task 2. Use following lexical constructions for discussing the topic "The importance of budgeting for families":

Start + verb-ing

- I think we really need to start budgeting more carefully.
- This structure is used to talk about beginning an activity.

Noticed + noun/gerund

- I've noticed we sometimes end up spending more than we should.
- This is used to talk about realizing or observing something.

Figure out

- Once we see everything, we can figure out what we can reduce.
- This means to understand or solve something after some thinking or calculation.

Make sense

- "That makes sense."
- This expression is used when something is clear or understandable.

Set aside

- We should also set aside money for savings each month.
- This phrase means to reserve or save something (usually money) for a particular purpose.

Better to + verb

- It's better to be prepared.
- This structure is used to suggest a preferable or more sensible option.

Plan for something

- We should include things like school supplies, activities, and any future education costs.
- Plan for" is used to talk about preparing for future needs or events.

Agree with

- I'm glad you agree.
- This is used to show that you have the same opinion or approval of something.

Help someone + verb

- It will help us in case of an emergency.
- This construction is used to talk about how something will assist or support a person in achieving something.

Work for someone

- It's all about making our money work for us.

LEXICAL TASKS

Task 1. Use the following phrases to complete the sentences:

1. make sense
2. figure out
3. set aside
4. start + verb-ing
5. agree with

1. It's hard to _____ what went wrong in the project, but we'll try our best.
2. We need to _____ some money for a family vacation this summer.
3. It doesn't _____ to spend all our money on things we don't need.
4. I think we should _____ saving for the future right now.
5. I _____ your idea of budgeting carefully for our expenses.

Task 2. Match the expressions to their meanings:

1. Plan for
 2. Better to
 3. Help someone + verb
 4. Work for
 5. Noticed + gerund/noun
-
- a. To organize or prepare for a future event
 - b. It's a wiser or more reasonable choice
 - c. To make something serve your needs or desires
 - d. To observe something happening or being done
 - e. To assist or make it easier for someone to do something

Task 3. Correct the mistake to make the sentence grammatically correct

1. We should agree with saving a little every month.
2. It's better be prepared for unexpected costs.
3. We noticed we start spending a lot on non-essentials.
4. You should help your money work for your future plans.
5. I'm planning for starting the budget next week

Task 4. Choose the correct word from the list to complete the sentences:

noticing, start, plan, set aside, makes

1. We should _____ some money each month for emergencies.
2. After _____ all the expenses, we decided to cut back on shopping.
3. It really _____ to save money for the future.
4. Let's _____ working on the budget this weekend.
5. Have you been _____ how much we've been spending on dining out?

Task 5. Using the following words/phrases, create sentences related to budgeting and finance:

1. figure out
2. make sense
3. set aside
4. better to
5. plan for

Task 6. Create Your Family Budget

Imagine you are creating a budget for your family. Use the following categories and make decisions about how much money you would allocate to each. Afterward, explain why you chose these amounts.

Categories:

1. Groceries
2. Housing (Rent or Mortgage)

3. Savings
4. Entertainment
5. Education
6. Transportation
7. Emergency Fund

Task 7. Design a Budgeting App

Imagine you are designing an app to help families manage their budgets. What features would it include? Create a concept for this app.

- Draw or describe the main screen of the app.
- List 5 features of the app (e.g., a monthly expense tracker, reminders to save money, a spending calculator).
- Explain how the app would help families stick to their budget and save money.

Task 8. Create a Budgeting Tips Poster

Create a poster with 5 useful budgeting tips for families. The poster should be colorful, clear, and easy to read.

- Choose 5 important tips for managing a family budget (e.g., "Save a little every month," "Cut down on non-essential expenses").
- Make the poster visually appealing by adding pictures, colors, and icons that relate to budgeting.
- If possible, share your poster with the class or in a virtual classroom!

Task 9. Write a Letter to Your Future Self

Write a letter to your future self (one year from now) about how you will improve your family's budgeting habits. Use this as a way to set goals for managing money.

Task 10. Role Play: Family Budget Meeting

In pairs or small groups, role-play a family budget meeting. One person can be the parent who is suggesting changes to the family budget, and the other person can be a family member (e.g., the teenager or older child).

Task 11. Storytelling – "A Month Without a Budget"

Write a short story about a family who tries to live for a month without budgeting. Describe how they feel at the end of the month.

UNIT 18

MY IDEAL HOUSE

Task 1. Learn the dialogue by heart and act in roles

DIALOGUE

Emma: Hi, John! I've been thinking about my ideal house lately. Do you have any ideas about what your dream house would look like?

John: Oh, that's interesting! I think my ideal house would have a big garden, with lots of flowers and trees. I'd love to have a peaceful space to relax in.

Emma: That sounds nice! I would love a big kitchen because I enjoy cooking. It would be great to have enough space for a large dining table where my family and friends can gather.

John: I totally agree. A big kitchen is important! I'd also want a home office where I could work and study. It should be quiet and comfortable.

Emma: Definitely! For me, I'd like a cozy living room with a fireplace. It would be the perfect place to sit and read or watch movies during the winter.

John: That sounds lovely. I would also want a balcony or a terrace where I can sit outside and enjoy the view. May be near the beach or in the countryside.

Emma: That sounds amazing! I think I'd love a house with lots of natural light. Big windows would make the house feel bright and open.

John: Yes, lots of light is important for a happy home! And I'd also want a room for my hobbies—like a small music room or an art studio.

Emma: Oh, that would be perfect! I think it's important for a house to be a place where you can relax and enjoy your personal interests.

John: Exactly! A comfortable home should reflect who you are and make you feel happy.

LEXICAL CONSTRUCTIONS

Task 2. Use following lexical constructions for discussing the topic “My ideal house”:

I would like

- Meaning: Used to express desires or wishes.

- Example: I would like a big kitchen where I can cook and entertain guests.

It would be great to...

- Meaning: Used to express something that would be ideal or enjoyable.

- Example: It would be great to have a swimming pool in my backyard.

My dream house would have...

- Meaning: A phrase used to describe the features of an ideal home.

- Example: My dream house would have a large garden full of flowers.

I've always wanted...

- Meaning: Used to describe something you've longed for or imagined having.
- Example: I've always wanted a balcony with a beautiful view.

A perfect place to...

- Meaning: Describing the function or ideal use of a room or space.
- Example: A perfect place to relax would be a cozy living room with a fireplace.

A good space for...

- Meaning: A way to describe an area that is suitable for a particular activity.
- Example: A good space for working from home would be a quiet office with lots of light.

I would enjoy...

- Meaning: Used to express something you would like to do or have in your ideal house.
- Example: I would enjoy having a garden where I can grow vegetables.

Lots of natural light - Meaning: Refers to the amount of sunlight that comes into a room, making it bright and airy.

- Example: I love houses with lots of natural light and big windows.

A place to relax

- Meaning: Describes a space where you can unwind or rest.
- Example: I would love a quiet bedroom as a place to relax after a long day.

I imagine...

- Meaning: Used to talk about a vision or idea you have for something.
- Example: I imagine a large living room with comfortable sofas and a big TV.

A place for...

- Meaning: Describing a room or space intended for a specific use.
- Example: I'd like a place for my hobbies, maybe a small art studio or a music room.

In my opinion...

- Meaning: A way to express your thoughts or views.
- Example: In my opinion, the kitchen is the most important part of the house because it's where families spend time together.

LEXICAL TASKS

Task 1. Complete the sentences with the correct words from the list below

Words: kitchen, balcony, space, natural light, comfortable, garden, dream house, relax, perfect place, cozy

1. My _____ would have a big garden where I can plant flowers and vegetables.
2. I would love to have a _____ with lots of _____ so I can sit and read in the sun.
3. A _____ is the most important room in my house because I love cooking.
4. My _____ would have a _____ living room with a fireplace and soft sofas.

5. I want to create a _____ where I can go after work to _____ and enjoy some quiet time.
6. I would need a big _____ for my hobbies, like painting or playing music.

Task 2. Form the correct word from the root word to complete the sentences.

1. I would like a house with lots of _____ (bright) windows.
2. A _____ (comfort) living room is important for relaxing after a busy day.
3. The _____ (large) of the garden would allow me to grow many plants.
4. I want a _____ (quiet) bedroom where I can sleep well.
5. My _____ (ideal) house would have a big kitchen where I can cook with my family.

Task 3. Choose the correct word or phrase to complete the sentences

1. My dream house would have a big (balcony / kitchen) where I can enjoy the view.
2. I would like a (cozy / cold) living room with a fireplace for the winter.
3. I need a lot of (natural light / dark) in the rooms to make them feel bright.
4. A (garden / gym) in my backyard would be perfect for relaxing.
5. I would love a (space / noise) to play my guitar without disturbing anyone.

Task 4. Describe Your Ideal House

Write a short description (4-5 sentences) of your ideal house using the following words:

- Cozy
- Dream house
- Space
- Relax
- Kitchen
- Balcony

Task 5. "Design Your Dream House" (Drawing + Description)

Objective: Use descriptive vocabulary to create and explain a dream house

1. Draw your ideal house. Include as many details as you can (rooms, garden, swimming pool, kitchen, etc.).
2. After drawing, write a short description (5-6 sentences) of your dream house using at least 5 new words from the following list:
 - Cozy
 - Spacious
 - Balcony
 - Garden
 - Natural light
 - Comfortable
 - Perfect place
 - Modern

- Peaceful
- Relaxing

Example Description:

"My dream house would be a cozy cottage by the sea. The living room would have lots of natural light from large windows. The kitchen would be spacious, with enough space for my family to cook together. I would love a peaceful garden where I can relax after work. There would be a small balcony where I could have coffee in the morning and enjoy the view."

Task 6. "Real Estate Agent Roleplay"

Objective: Practice speaking by using descriptions and persuasive language

1. Pair up with a classmate. One person is a real estate agent, and the other is a buyer looking for their ideal house.
2. The agent must describe a house that fits the buyer's needs using the following expressions:
 - "This house has..."
 - "It would be perfect for..."
 - "The living room is..."
 - "The kitchen is designed to be..."
 - "There's plenty of space for..."
3. The buyer asks questions to make sure the house is suitable for them (e.g., "Does it have a garden?" "Is there enough light?").
4. After the roleplay, switch roles.

Example Roleplay:

Agent: "This apartment has a spacious living room with large windows that let in a lot of natural light. The kitchen is modern and comes with all the appliances you need. There's a lovely garden where you can relax after a long day."

Buyer: "That sounds great! Does it have a balcony?"

Agent: "Yes, the balcony is perfect for having coffee in the morning!"

Task 7 "Create a House for a Famous Person"

Objective: Use vocabulary to create a home that suits a famous person's needs and preferences.

1. Choose a famous person (e.g., a celebrity, historical figure, athlete, etc.).
2. Design a house for them based on what you think they would like. For example, if you choose a musician, you might give them a studio or home theater.
3. Write a description of the house (5-6 sentences) and explain why it fits their personality or lifestyle. Use descriptive vocabulary, such as cozy, open space, relaxing, comfortable, modern, large garden, etc.

Example Description:

"I would design a house for the famous musician Adele. It would have a large music studio where she can record her songs. The house would be peaceful with a cozy living room and a fireplace for cold winter nights. There would be a spacious garden

for her to relax in after a busy tour. The bedrooms would be comfortable, with soft lighting and a warm atmosphere, making it a perfect place to unwind."

Task 8 "House Wishlist"

Objective: Use vocabulary to express wishes and preferences for an ideal home.

1. Write a wishlist of 10 things you would want in your ideal house. These could be features like a large kitchen, a swimming pool, or a home library.
2. After you create your list, share your wishlist with a partner and explain why you chose each item, using expressions like:

- "I would love to have..."
- "It would be perfect to have..."
- "I can imagine myself..."

3. Discuss and compare your dream house wishlists with your partner.

Example Wishlist:

1. A big kitchen with modern appliances.
2. A cozy bedroom with lots of natural light.
3. A large garden for BBQs and family gatherings.
4. A home theater room.
5. A swimming pool in the backyard.
6. A library with shelves full of books.
7. A music room for playing instruments.
8. A peaceful balcony with a view.
9. A modern bathroom with a jacuzzi.
10. A guest room for friends and family.

Task 9. "House Comparison"

Objective: Compare different types of houses using adjectives and expressions.

1. Choose two types of houses (e.g., a city apartment and a country house, or a modern house and a traditional house).
2. Describe both houses using vocabulary such as spacious, cozy, quiet, modern, traditional, comfortable, bright, etc.
3. Compare the two houses by saying which one you prefer and why. Use comparative forms (e.g., more spacious, less comfortable, bigger, smaller).

Example Comparison:

"A city apartment is more modern than a country house, but it's also smaller and less peaceful. I prefer a country house because it's larger, with a beautiful garden and more space for my family. The apartment is closer to work, but I would love the calmness of the countryside."

UNIT 19

MODERN DESIGN

Task 1. Learn the dialogue by heart and act in roles.

DIALOGUE

Sophie: Hi, Tom! Have you seen the new apartment designs lately? They're all about modern design.

Tom: Yeah, I've noticed that! I really like the clean lines and the minimalist style. It feels so fresh and open, doesn't it?

Sophie: Exactly! I love how modern designs use neutral colors like white, gray, and beige. It makes the space feel so bright and spacious. And I think it's really important to have lots of natural light.

Tom: Definitely! Big windows are key for that. I also like the use of natural materials like wood and stone in modern homes. It gives the place a warm feeling without losing that contemporary look.

Sophie: Yes, I agree. And I think modern design is all about functionality too. Everything seems to have a purpose, and there's no unnecessary furniture or decorations. Everything is well-organized.

Tom: Right! I also like the focus on open spaces. It's nice when living areas flow into each other. It makes the house feel more connected and welcoming.

Sophie: True! And another thing I love is the use of smart technology. Many modern homes now have things like smart lights, heating systems, and even voice-controlled devices.

Tom: That's amazing! I'm also really into modern furniture – like sleek sofas and simple tables. They look so stylish and make the space feel more elegant.

Sophie: Yeah, and modern design is so versatile too. You can mix it with some vintage or unique items to give the space some character, without losing that clean look.

Tom: Exactly! I think modern design makes spaces feel so comfortable and functional, but also really stylish.

LEXICAL CONSTRUCTIONS

Task 2. Use following lexical constructions for discussing the topic “Modern design”.

I really like...

- Meaning: Used to express strong preference for something.
- Example: I really like the clean lines and minimalist style in modern design.

It feels so...

- Meaning: Used to describe the impression or atmosphere of something.
- Example: The room feels so open and bright with all the natural light.

It's all about...

- Meaning: Used to express the main focus or characteristic of something.
- Example: Modern design is all about functionality and simplicity.

I love how...

- Meaning: Used to express appreciation for a specific feature.
- Example: I love how the design uses neutral colors to create a calm atmosphere.

Everything seems to...

- Meaning: Used to describe what is generally true or common in a particular situation.
- Example: In modern design, everything seems to have a purpose and is well-organized.

What I like most is...

- Meaning: Used to emphasize the most preferred aspect of something.
- Example: What I like most is the use of natural materials, like wood and stone.

It makes the space feel...

- Meaning: Used to explain the effect or impact something has on the environment or atmosphere.
- Example: The large windows make the space feel bright and welcoming.

I'm really into...

- Meaning: Used to express strong interest or enthusiasm for something.
- Example: I'm really into the idea of using smart technology in modern homes.

A great feature of...

- Meaning: Used to highlight something positive or unique about a design or object.
- Example: A great feature of modern design is the open floor plan that connects all the rooms.

It's important to...

- Meaning: Used to express the significance of something in a particular context.
- Example: It's important to have lots of natural light to make the space feel airy.

A key element of...

- Meaning: Used to describe a fundamental part or characteristic of something.
- Example: A key element of modern design is the use of neutral tones and simple furniture.

I think the most important thing is...

- Meaning: Used to express your opinion about the most significant aspect of something.
- Example: I think the most important thing in modern design is functionality.

LEXICAL TASKS

Task 1. Complete the sentences with the correct word from the list below.

Words: *minimalist, spacious, functionality, neutral, atmosphere, elegant, sleek, natural, modern, versatile*

1. The house has a _____ design with clean lines and simple shapes.

2. I love how the living room feels so _____ because of the big windows and open space.
3. The _____ of the room is calming and bright, making it a perfect place to relax.
4. This sofa is both _____ and comfortable, fitting perfectly with any room.
5. I prefer _____ colors, like white, gray, and beige, because they create a peaceful environment.
6. The kitchen is designed for _____, with everything placed in the right spot for easy use.
7. Wooden floors and stone countertops add a _____ touch to modern designs.
8. The apartment has a _____ design, which means it can be adapted to different tastes and purposes.

Task 2. Match the words from the list with their correct definitions.

Words:

1. Minimalist
2. Functionality
3. Natural Light
4. Neutral Colors
5. Sleek
6. Open Floor Plan

Definitions:

- a. Simple, clean design without unnecessary details.
- b. The ability of a design to serve its practical purpose efficiently.
- c. Light coming into a room from outside, especially through windows.
- d. Colors like white, beige, or gray that are calming and not strong.
- e. Smooth and shiny, often used to describe modern furniture or appliances.
- f. A design where walls between living spaces are removed, creating a large, interconnected area.

Task 3. Change the word in parentheses to form the correct word that fits the sentence.

1. Modern design is known for its _____ (simplicity) and elegance.
2. The house is very _____ (function), with everything placed for easy use.
3. I love the _____ (bright) in this living room, thanks to the big windows.
4. The furniture is very _____ (style) and fits perfectly with the room's design.
5. We chose _____ (neutral) colors for the walls to make the room feel calm and relaxing.

Task 4. Using the words below, create 5 sentences that describe modern design features.

Words: clean, bright, functionality, natural light, minimalist, modern, comfortable, spacious

Example:

"Modern design is known for its clean lines and minimalist furniture."

Task 5. Read the statements about modern design. Write True or False for each statement.

1. Modern design often uses bold, bright colors like red and yellow.
2. A spacious room gives you plenty of room to move around and relax.
3. Natural materials like wood and stone are rarely used in modern homes.
4. A sleek design means the furniture is smooth and shiny, with a futuristic look.
5. Modern homes often feature open floor plans, where rooms flow into each other.

Task 6. Describe Your Ideal Home

Write a short description (5-6 sentences) of your ideal home, using at least 5 words from the following list:

Words: spacious, minimalist, neutral colors, natural light, functionality, sleek, modern, cozy, open floor plan

Task 7. Find a synonym for each of the following words from the list.

Words:

1. Sleek
2. Spacious
3. Minimalist
4. Cozy
5. Elegant

Synonyms:

- a. Comfortable
- b. Modern
- c. Large
- d. Simple
- e. Stylish

Task 8. "Design a Dream Room" (Drawing + Description)

Objective: Use descriptive vocabulary to create and explain a room in a modern design.

1. Draw your dream room with modern design elements (e.g., furniture, walls, windows, decorations).
2. After drawing, write a short description (5-6 sentences) of your room. Use as many descriptive words as possible, such as minimalist, sleek, spacious, neutral colors, comfortable, and natural light.

Example Description:

"My dream bedroom is spacious with neutral colors like white and gray. It has a sleek, modern bed with a wooden frame and simple, elegant design. The room has large windows, letting in plenty of natural light to make it feel airy and open. I've

also added some comfortable pillows and a soft rug to make it feel cozy. The walls are decorated with minimalist art that adds character to the room without being too bold."

Task 9. "Modern Design for Famous People"

Objective: Imagine a famous person's home and describe it using modern design vocabulary.

1. Choose a famous person (e.g., a musician, actor, or historical figure).
2. Design a home that would suit them, focusing on modern design elements (e.g., open floor plans, smart technology, minimalist furniture).
3. Write a description of their house, explaining why it fits their personality and lifestyle. Use vocabulary like elegant, spacious, functional, neutral, natural light, etc.

Example:

"If I were designing a home for a famous musician like Adele, I would create a spacious, elegant living room with minimalist furniture and plenty of natural light to inspire creativity. There would be a modern music studio with acoustic walls and a high-quality sound system. The kitchen would be functional, with clean lines and top-of-the-line appliances. To make the space cozy, I'd add a fireplace and soft textures throughout."

Task 10. "Create a Modern House Advertisement"

Objective: Write an advertisement for a modern house, focusing on key design features.

1. Imagine you are a real estate agent selling a modern home.
2. Write an advertisement describing the house, highlighting its modern design features such as open spaces, sleek furniture, smart technology, natural materials, and comfortable living.
3. Use persuasive language to convince potential buyers that this house is perfect for them.

Example Advertisement:

"Discover this beautiful modern home featuring spacious, open-plan living with stunning neutral tones and sleek, contemporary furniture. Enjoy the abundance of natural light through floor-to-ceiling windows and the functional design that fits your modern lifestyle. The kitchen is fully equipped with state-of-the-art appliances and the smart technology allows you to control everything with a simple voice command. Relax in your cozy living room by the fireplace or entertain guests in the elegant dining area. This house offers the perfect blend of comfort and style."

Task 11. "Word Association Game" (Modern Design Edition)

Objective: Build vocabulary and associations related to modern design.

1. Write the word "modern design" in the middle of a piece of paper or digital document.

2. Set a timer for 2 minutes and write down as many words or phrases you can associate with modern design, such as minimalist, natural light, open floor plan, neutral colors, sleek furniture, smart home, etc.
3. After the time is up, review the words you've written and create a list of at least 5 phrases or sentences using these words.

Example Sentences:

- The living room is designed with minimalist furniture, making it look simple and stylish.
- The open floor plan allows for a smooth flow between the kitchen and living areas.
- Natural light fills the space, making it feel bright and welcoming.
- The house uses neutral colors to create a calm and peaceful atmosphere.
- Sleek furniture gives the room a modern and sophisticated feel.

Task 12. "Modern Design Scavenger Hunt"

Objective: Identify and describe modern design features in your surroundings.

1. Take a walk around your house or look through pictures of modern homes online.
2. Identify five modern design features (e.g., natural materials, smart devices, open spaces, sleek furniture, large windows).
3. Write descriptions of these features using at least 3 new words or phrases you've learned. Use the following prompts for each feature:
 - "I found a _____ that is _____."
 - "This room has _____, which makes it feel _____."
 - "The house uses _____, making it both _____ and _____."

Example:

"I found a sleek sofa that is both comfortable and stylish. The living room has large windows, which let in lots of natural light. The kitchen features modern appliances that make cooking much more functional."

Task 13. "Modern Design Quiz Show"

Objective: Test knowledge of modern design terms in a fun way.

Instructions:

1. In a group or as a pair, take turns asking each other questions related to modern design vocabulary. For example:
 - Question: What type of design is characterized by clean lines and a lack of decoration?
 - Answer: Minimalist design.
 - Question: What do we call colors like white, gray, or beige, often used in modern design?
 - Answer: Neutral colors.
2. Write down a list of 5-10 questions to quiz your partner or group on, including terms like open floor plan, natural light, sleek, functionality, and smart technology.
3. After the quiz, discuss why each design element is important in creating modern homes.

UNIT 20

HOLIDAYS WORLDWIDE

Task 1. Learn one of the dialogues by heart and act in roles.

DIALOGUE 1. **Discussing Holiday Traditions**

Emma: Hey, John! I've been thinking about holidays around the world lately. Do you know of any interesting holiday traditions from different countries?

John: Oh, absolutely! One of my favorites is Diwali in India. It's the Festival of Lights, and people celebrate by decorating their homes with candles and fireworks. It's a time for family, feasts, and exchanging gifts. Have you ever heard of it?

Emma: Yes, I have! It sounds amazing. I've also heard about Chinese New Year. I think it's similar in some ways, with fireworks and family reunions, right?

John: Exactly! Chinese New Year is also a big celebration. People wear red to bring good luck, and there are dragon dances and huge parades. It's a fantastic holiday full of energy and joy.

Emma: That sounds so fun! In my country, we celebrate Christmas, of course, with a big dinner, decorations, and exchanging gifts. But in Australia, Christmas is in the summer, so people celebrate with barbecues on the beach!

John: That's cool! It must be so different to celebrate Christmas in the warm weather. In my country, it's usually cold, so we spend time indoors with family. I think I'd enjoy experiencing Christmas in Australia!

DIALOGUE 2. **Planning a Holiday Trip**

Lucas: Hey, Mia! Have you ever been on holiday to another country? I'm planning a trip soon and would love to hear about your experiences.

Mia: Yes, I've been to Japan during the cherry blossom season. It was beautiful! The whole country celebrates this time with festivals, picnics under the blooming trees, and special foods. Have you thought about visiting Japan?

Lucas: Wow, cherry blossoms! That sounds amazing. I've always wanted to go to Spain for La Tomatina—the huge tomato fight festival. Have you heard of it?

Mia: Yes! It's famous! Thousands of people throw tomatoes at each other in the streets of Buñol. It sounds messy, but a lot of fun if you don't mind getting dirty. Do you like big festivals like that?

Lucas: I think I would love it! I'm also thinking about going to Brazil for Carnival. It's a huge celebration with colorful costumes, samba music, and dancing. I've seen it on TV, and it looks like an unforgettable experience.

Mia: That's definitely on my list too! Brazil's Carnival is famous for its vibrant parades and amazing energy. It seems like the whole country is in celebration mode!

Lucas: Exactly! I'm excited just thinking about it. Maybe we should plan a trip together one day to one of these festivals!

Mia: I love that idea! We could make amazing memories. Let's start looking at tickets!

LEXICAL CONSTRUCTIONS

Task 2. Use following lexical constructions for discussing the topic: "Holidays Worldwide".

Expressing Likes and Dislikes:

- I really enjoy...
 - Example: I really enjoy traveling to different countries during holidays.
- I'm not a fan of...
 - Example: I'm not a fan of crowded festivals like La Tomatina.
- I love...
 - Example: I love experiencing new cultures during the holidays.
- I don't like...
 - Example: I don't like long flights, especially when they're delayed.

Describing Preferences:

- I prefer... (to)
 - Example: I prefer beach holidays to city breaks.
- I would rather...
 - Example: I would rather visit a place with a lot of history.
- I'm more interested in...
 - Example: I'm more interested in cultural festivals than in modern celebrations.

Comparing and Contrasting:

- ... is similar to...
 - Example: Diwali is similar to Christmas in the sense that both are family-oriented festivals.
- Unlike...
 - Example: Unlike Christmas, where it's cold, in Australia, Christmas is celebrated in summer.
- In contrast to...
 - Example: In contrast to Western Christmas celebrations, Chinese New Year is all about good luck and family.
- ... is different from...
 - Example: The way people celebrate Christmas in Australia is very different from the way we celebrate it here.

Expressing Opinions:

- In my opinion...
 - Example: In my opinion, holidays in tropical countries are the best for relaxation.
- I think...

- Example: I think the best holiday destination is somewhere with rich culture and history.

- It seems to me that...

- Example: It seems to me that festivals like Carnival are a great way to experience a country's traditions.

Giving Reasons and Explanations:

- Because...

- Example: I like visiting festivals because they offer a chance to see new customs.

- The reason I... is because...

- Example: The reason I prefer beach holidays is because I love being near the ocean.

- Due to...

- Example: Due to the high temperatures, many people celebrate Christmas on the beach in Australia.

Talking About Time:

- During...

- Example: During Chinese New Year, people often visit their relatives and celebrate together.

- On (specific date or day)...

- Example: On New Year's Eve, many cities have fireworks displays.

- In (specific month or season)...

- Example: In December, many countries celebrate Christmas with big parties.

Expressing Possibility or Suggestion:

- You could...

- Example: You could visit Brazil for Carnival; it's one of the most famous festivals in the world.

- Why don't you...?

- Example: Why don't you try a holiday in Japan during cherry blossom season?

- It might be a good idea to...

- Example: It might be a good idea to book your tickets early for popular holidays like Diwali.

Talking About Experiences:

- I've been to...

- Example: I've been to Thailand during Songkran, and it was such an exciting experience!

- I've never been to...

- Example: I've never been to Italy during the holidays, but I'd love to visit for Christmas one day.

- I've always wanted to...

- Example: I've always wanted to experience a traditional Japanese New Year celebration.

Describing Holiday Features:

- Full of...
 - Example: Carnival in Brazil is full of vibrant costumes, music, and dancing.
- Known for...
 - Example: Diwali is known for its beautiful lights and fireworks.
- Packed with...
 - Example: The city during the holiday season is packed with tourists and local events.

Talking About Importance:

- It's important to...
 - Example: It's important to experience local traditions when you visit a new country during a holiday.
- One of the most important things about... is...
 - Example: One of the most important things about Christmas in my family is spending time together.

LEXICAL TASKS

Task 1. Complete the sentences with the correct word from the list below.

Words: (celebrate, festival, tradition, crowded, decorate, custom, fireworks, parade, holiday, feast)

1. People often _____ the New Year with a big party and _____.
2. One of the best parts of a _____ is the _____ where people march through the streets in costumes.
3. It's a _____ to eat a big _____ on Christmas Eve in many countries.
4. On special holidays, families usually _____ their homes with lights and ornaments.
5. During festivals like Diwali and Christmas, people like to set off _____ to celebrate.
6. In some countries, it's a _____ to exchange gifts during the _____ season.

Task 2. Change the word in parentheses to form the correct word that fits in the sentence.

1. The _____ (celebrate) of the New Year is an important event in many cultures.
2. We had a big _____ (celebrate) with food and music at the festival.
3. People in different countries have unique _____ (tradition) for celebrating Christmas.

4. The festival was very _____ (crowd), and it was difficult to move around.
5. During the Chinese New Year, people light up the sky with _____ (firework).
6. It's a common _____ (custom) in some countries to wear red on New Year's Day.

Task 3. Complete the sentences using the words in the box. Each word can be used only once.

Words: (holiday, decorations, celebrate, family, tradition, fireworks, parade, crowded)

1. Christmas is a time when families get together and _____ with special meals and gifts.
2. The streets were _____ with people because of the festival.
3. In my country, it's a _____ to decorate the house with lights during the holiday season.
4. The town square is always full of _____ for the annual festival.
5. We enjoy watching the _____ on New Year's Eve; the sky is full of color!
6. One of the best parts of the festival is the street _____, where everyone dresses up.

Task 4. Describe the Festival

Choose a well-known holiday or festival from any country and describe it using the words below. Write 5-6 sentences.

Words: celebrate, tradition, feast, parade, crowded, decorations, fireworks, holiday

Example:

"I want to describe Diwali, a popular festival in India. People celebrate Diwali with lights, firecrackers, and a big feast with family and friends. It's a time for giving gifts, and homes are beautifully decorated with candles and decorations. On the night of Diwali, many cities host a huge parade, and the streets can become very crowded. People also enjoy watching fireworks as part of the celebration. It is an important holiday for millions of people around the world."

Task 5. Read the statements about global holidays and decide if they are "True" or "False".

1. True / False: Christmas is a major holiday in both Western and Eastern countries.
2. True / False: In some countries, New Year's Day is celebrated with fireworks and big parties.
3. True / False: In India, Diwali is celebrated by eating sweets and exchanging gifts, but it doesn't involve fireworks.
4. True / False: The La Tomatina festival in Spain is about throwing tomatoes at each other, and it's a very messy celebration.
5. True / False: Chinese New Year is celebrated only in China.

Task 6. Write down words that are connected to the given words. You can group the words under Festivals, Customs, Food, Activities, etc.

Example:

- Christmas: tree, presents, carols, cold weather, winter, decorations
- Diwali: lights, sweets, family, candles, fireworks, celebration
- Carnival: parade, costumes, samba, music, Brazil, dancing

Task 7. Make Your Own Festival

Create your own holiday or festival! Write a short description of what the festival is called, what people do, what traditions they follow, and any special foods, decorations, or activities that happen. Use words such as celebrate, tradition, food, feast, parade, and holiday.

Task 8. Holiday Vocabulary Story

Objective: Use holiday-related vocabulary to write a creative and engaging short story.

1. Choose a holiday or festival (e.g., Christmas, Diwali, Chinese New Year).
2. Write a short story (5-6 sentences) about what happens during the holiday in your country or a country of your choice.
3. Use as many of the following words as possible in your story: celebrate, fireworks, decorations, family, tradition, holiday, feast, parade, customs, crowded.

Example:

"Every year, we celebrate Diwali with a huge family gathering. The house is full of beautiful decorations like candles and colorful lights. We start the evening with a big feast, eating all our favorite dishes. At night, we watch the sky light up with fireworks, and then we join the parade in the city center. It's always so crowded, but the energy is amazing, and it's a time to remember the traditions of our ancestors."

Task 9. Holiday Advertisement

Objective: Create an advertisement for a holiday destination, using holiday-related vocabulary to sell the experience.

1. Imagine you are promoting a holiday destination (e.g., a city, beach, or cultural site).
2. Create an advertisement for this destination, highlighting the festivals or celebrations people can experience there.
3. Use words such as celebrate, tradition, festival, parade, decorations, special events, holiday, activities to describe what makes the destination unique.
4. Present your advertisement to the class or in a group.

Example:

"Come to Rio de Janeiro for an unforgettable holiday experience during Carnival! This world-famous festival is full of energy, colorful parades, amazing costumes, and samba music that will make you dance. Enjoy traditional foods and experience local customs. The streets are filled with beautiful decorations, and you'll make memories

to last a lifetime. Don't miss the chance to celebrate in one of the most exciting cities on earth!"

Task 10. Holiday Interview

Objective: Practice speaking and vocabulary related to holidays by role-playing an interview.

1. Pair up with a partner and take turns as an interviewer and a holiday expert.
2. The interviewer will ask questions about holiday traditions around the world (e.g., "What is your favorite holiday?", "How do people celebrate Christmas in your country?", "What food is typical during Diwali?").
3. The holiday expert will answer using vocabulary such as celebrate, tradition, custom, decorations, food, family, festival.
4. After 5 minutes, switch roles and repeat.

Example:

Interviewer: "So, what's your favorite holiday and why?"

Holiday Expert: "I love Christmas because it's a time for family. People celebrate with big feasts and decorations everywhere. We also have a tradition of exchanging gifts."

Task 11. Holiday Word Web

Objective: Develop a deeper understanding of holiday vocabulary by creating connections between words.

1. Write the word "holiday" in the center of a page.
2. Draw lines connecting holiday to other words or phrases related to holidays (e.g., celebrate, feast, decorations, parade, family, traditions, fireworks).
3. Try to connect the words in any way you can think of (e.g., feast and family, or fireworks and celebrate).
4. Share your word web with a classmate or group, explaining how the words are related to different holidays.

Example Web:

- Holiday: Celebrate → Family → Tradition → Gifts
- Holiday: Parade → Decorations → Festival → Fireworks

Task 12. Holiday Travel Blog Post

Objective: Write a blog post describing a holiday destination or event.

1. Imagine you are a travel blogger and you just returned from a holiday destination. Write a blog post about the destination, highlighting its festivals and celebrations.
2. Include details such as special customs, traditional foods, activities, and the overall atmosphere.
3. Use a friendly and inviting tone, as if you're sharing your personal experience with your readers.

Example:

"Last week, I visited Kyoto during the cherry blossom season, and it was absolutely magical. The city was filled with beautiful decorations, and every park had families enjoying picnics under the blooming trees. In the evening, people gathered to celebrate with traditional tea ceremonies and delicious local foods. If you love nature and culture, Kyoto during the spring is the perfect holiday destination!"

UNIT 21

NAURYZ – THE FEAST OF SPRING RENEWAL

Task 1. Learn one of the dialogues by heart and act in roles.

DIALOGUE 1.

Amina: Hey, Samir! Have you ever celebrated Nauryz before?

Samir: Yeah, I have! Nauryz is such a special holiday. It's all about welcoming the spring, right?

Amina: Exactly! It's not just about the season changing, but also a time to renew ourselves, both spiritually and physically. It's celebrated on March 21st, marking the first day of spring.

Samir: I love how it's such a big celebration. People clean their houses, wear new clothes, and spend time with family and friends. I think it's like a fresh start for the year.

Amina: Absolutely! It's a tradition to forgive any past misunderstandings, too. Everyone makes a fresh start, both personally and socially. One of the best parts is the food, especially "Nauryz kozhe" – a special soup made with seven ingredients, each representing something important, like health, wealth, and happiness.

Samir: Oh yes, I remember! It's delicious and so meaningful. I also love the dances and music. People gather in the streets and celebrate with traditional songs, right?

Amina: That's right! And there are usually a lot of outdoor activities, like horse riding or games. It's really a time for everyone to come together, no matter their age or background.

Samir: It sounds like such a beautiful way to bring people together and celebrate nature and life. I'm looking forward to this year's Nauryz already!

Amina: Me too! It's a time for hope and renewal. I'm sure this year will be just as amazing.

DIALOGUE 2.

Anar: Hey, Sara! Have you heard about the Nauryz holiday?

Sara: Yes, I have! It's such an important celebration, right? When is it exactly?

Anar: Nauryz is celebrated on March 21st. It marks the start of spring in many countries, especially in Central Asia.

Sara: That's interesting! How do people celebrate it?

Anar: Well, there are many traditions. People clean their houses, prepare special food, and spend time with family. The main dish is called **Nauryz kozhe**, which is a soup made with seven ingredients. Each ingredient symbolizes something important, like health, wealth, and happiness.

Sara: Sounds delicious! Do people wear anything special for the holiday?

Anar: Yes, many people wear traditional clothes. In Kazakhstan, for example, they wear beautiful costumes, and there are even dances and songs to celebrate.

Sara: Wow, that sounds so fun! Are there any other traditions?

Anar: Definitely! One of the most important things is to forgive past misunderstandings and make peace with people. It's a time for starting fresh and celebrating new beginnings.

Sara: I love that! It's like a fresh start for everyone. Will you be celebrating this year?

Anar: Yes, I'm looking forward to it! I'll be helping my family prepare the food and spending time with friends. It's always a joyful time.

Sara: That sounds wonderful! I hope you have a great time. Maybe I should try some of the food this year!

Anar: You should! I'd love to share some with you. It's a holiday about sharing, after all.

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions in your speech.

Celebrating traditions:

- To celebrate (a holiday/tradition)
Example: We celebrate Nauryz every year with family and friends.
- To mark the beginning of
Example: Nauryz marks the beginning of spring.
- To take part in (a celebration/tradition)
Example: Many people take part in traditional games during Nauryz.
- To observe a holiday/tradition
Example: Families observe the tradition of cleaning their homes for Nauryz.
- To follow traditions/customs
Example: It's important to follow the customs of Nauryz to honor the past.

Food and drink:

- A special dish/food
Example: Nauryz kozhe is the special dish of this holiday.
- To cook/prepare a traditional dish
Example: People cook traditional dishes like Nauryz kozhe during the celebration.
- A symbol of (health, prosperity, etc.)
Example: Each ingredient in the soup symbolizes health, happiness, and prosperity.
- To serve (food)
Example: The hosts usually serve the soup with bread and sweets.

Celebration activities:

- To gather (together)

Example: Families gather to celebrate Nauryz with music and food.

- To engage in outdoor activities

Example: During Nauryz, people often engage in outdoor activities like horse riding.

- To dance to traditional music

Example: Everyone dances to traditional music at the Nauryz festival.

- To enjoy a feast

Example: The whole family enjoys a big feast during Nauryz.

- To organize a celebration

Example: We organize a big celebration with our neighbors every year.

Personal renewal and social interaction:

- To forgive past misunderstandings

Example: Nauryz is a time to forgive past misunderstandings and start fresh.

- To wish for health/happiness/prosperity

Example: We wish each other health and happiness during the Nauryz celebration.

- To make a fresh start

Example: Nauryz is about making a fresh start for the new year.

- To renew (friendships/relationships)

Example: It's a time to renew friendships and strengthen relationships.

Nature and the changing season:

- The arrival of spring

Example: Nauryz celebrates the arrival of spring and new beginnings.

- To welcome the new season

Example: People welcome the new season with joy and celebration.

- The change of season

Example: Nauryz marks the change of season, bringing warmer weather.

- To honor nature

Example: We honor nature and the earth during the Nauryz festivities.

LEXICAL TASKS

Task 1. Match the words on the left with their correct definitions on the right.

<i>Words</i>	<i>Definitions</i>
1. Nauryz kozhe	A. A traditional spring festival celebrated in Central Asia, marking the first day of spring.
2. To forgive	B. A dish made with seven ingredients, each representing something important.
3. To renew	C. To start again or make a fresh beginning, especially after a difficult time.
4. To celebrate	D. To accept someone's apology or excuse and let go of any

	past problems.
5. Tradition	E. To organize or take part in a special event to honor something important.
6. Spring renewal	F. The customs, beliefs, or actions passed down from generation to generation.

Task 2. Complete the sentences with the correct word from the list: *celebrate, forgiveness, feast, traditions, outdoor activities, spring, Nauryz kozhe*.

1. During Nauryz, people often _____ with their family and friends.
2. The special soup served during Nauryz is called _____.
3. One of the most important parts of Nauryz is the _____ of old problems and misunderstandings.
4. In many cultures, Nauryz is a time to honor old _____ and customs.
5. People take part in many _____ like horse riding and games to enjoy the spring weather.
6. Nauryz marks the arrival of _____ and the renewal of nature.

Task 3. Find the synonyms and antonyms for the following words related to Nauryz.

1. Fresh
 - Synonym: _____
 - Antonym: _____
2. Renew
 - Synonym: _____
 - Antonym: _____
3. Forgive
 - Synonym: _____
 - Antonym: _____
4. Prosperity
 - Synonym: _____
 - Antonym: _____
5. Celebrate
 - Synonym: _____
 - Antonym: _____

Task 4. Use the words below to create sentences related to Nauryz.

- spring
- tradition
- renewal
- celebrate
- forgiveness

Example Answer:

- In Nauryz, people celebrate the arrival of spring and the renewal of their spirits.
- Forgiveness is an important part of the Nauryz tradition, as people let go of past conflicts.

Task 5. Form new words using the base word provided.

1. Tradition → _____ (adjective)
2. Celebrate → _____ (noun)
3. Forgive → _____ (noun)
4. Renew → _____ (adjective)
5. Prosper → _____ (noun)

Task 6. Create a Nauryz Celebration Schedule.

Imagine you're organizing a Nauryz celebration. Write a schedule for the day's events, including activities, meals, and traditions. Use the vocabulary from the lesson.

Example:

- 9:00 AM – Welcome the spring with a traditional song and dance.
- 11:00 AM – Serve Nauryz kozhe, a dish made with seven ingredients symbolizing health, wealth, and happiness.
- 1:00 PM – Everyone joins in an outdoor activity, like horse riding or playing traditional games.
- 3:00 PM – A moment of forgiveness and making peace with anyone we've had misunderstandings with over the past year.
- 5:00 PM – Family members exchange gifts and wishes for prosperity.

Task 7. Role Play: Nauryz Interview

Imagine you're a journalist interviewing someone about their Nauryz traditions. Write out the conversation and include key vocabulary like forgiveness, renewal, celebrate, and spring.

Example:

Journalist: "Hello, Amina! How do you and your family celebrate Nauryz?"

Amina: "We start the day by cleaning the house to prepare for the new season. We also cook Nauryz kozhe. It's a special soup with seven ingredients. It symbolizes renewal and a fresh start."

Journalist: "What is the most important part of the celebration for you?"

Amina: "For me, it's about forgiveness. We take time to forgive each other and forget any past conflicts. It's a moment to begin the year with a peaceful heart."

Task 8. Design a Nauryz Advertisement or flyer for a Nauryz celebration.

Use the vocabulary and expressions you've learned. Think about how to attract people to join the celebration and what activities or food will be included. You can write it as if it's an invitation.

Example:

Come Celebrate Nauryz!

Join us for a day of joy and renewal as we welcome the first day of spring. Enjoy delicious traditional foods like Nauryz kozhe, a symbolic soup of seven ingredients. Participate in outdoor games, traditional dances, and music. It's a day to forgive, reconnect, and celebrate with friends and family. Mark your calendars for March 21st!

Task 9. Write a short story about a character who celebrates Nauryz.

Use the vocabulary to describe the environment, the food, the traditions, and the emotions the character experiences. The story can be based on either a personal memory or a fictional event.

Example:

On the first day of spring, Alina woke up early to the smell of Nauryz kozhe cooking in the kitchen. She smiled as her grandmother explained the meaning of each ingredient: wheat for prosperity, milk for health, and sugar for happiness. After breakfast, Alina and her family walked to the village square, where everyone gathered for the annual outdoor activities. It was a day full of laughter, games, and forgiveness. Alina hugged her brother, who had been upset with her last year, and whispered, "Let's start fresh this Nauryz." The sky was clear, and the air felt like a new beginning.

Task 10. Nauryz Poem.

Write a short poem or a rhyming couplet that expresses the feelings and traditions associated with Nauryz. Focus on new beginnings, nature, and celebration. Try to include as many vocabulary words as possible.

Example:

The flowers bloom, the sky turns bright,
Nauryz brings joy, and the world feels light.
We forgive the past, let troubles go,
A time for renewal as the spring winds blow.
With Nauryz kozhe and friends by our side,
We celebrate life with hearts open wide.

UNIT 22

DIFFERENT TYPES OF TOURISM

Task 1. Learn one of the dialogues by heart and act in roles.

DIALOGUE 1.

Hiro: Hi Yuki! Have you thought about what kind of tourism you like the most?

Yuki: Hi Hiro! Yes, I have. I really enjoy cultural tourism. I love visiting museums and historical sites. What about you?

Hiro: That sounds interesting! I prefer adventure tourism. I like activities like hiking and rock climbing. It makes me feel alive!

Yuki: Adventure tourism is exciting! I've never tried rock climbing. Is it difficult?

Hiro: It can be challenging, but it's also very rewarding. You should try it sometime! What do you think about eco-tourism?

Yuki: Eco-tourism is great! It helps protect nature and supports local communities. I would love to visit a national park.

Hiro: Yes, national parks are amazing! They have beautiful landscapes. Have you ever done any beach tourism?

Yuki: Yes, I have! I went to a beach last summer. It was relaxing to swim and sunbathe. Do you like beach tourism too?

Hiro: Sometimes! But I prefer the mountains. Still, a nice beach can be fun for a change.

Yuki: That's true! There are so many types of tourism. We could plan a trip that combines adventure and culture.

Hiro: Great idea! We could hike in the mountains and then visit some local museums.

Yuki: Perfect! Let's start planning our trip!

DIALOGUE 2.

Maria: Hey, Mark! I was reading about different types of tourism recently. There are so many ways to travel; it's hard to choose what to do next. Have you ever tried any specific type of tourism?

Mark: Hi, Maria! Yes, I've tried a few. I've done cultural tourism when I visited Italy last year. It was amazing to see all the historical sites and museums. I also enjoy nature tourism, like hiking trips in the mountains.

Maria: That sounds great! I'm really into cultural tourism too. I love visiting museums and learning about history. But I've also heard a lot about adventure tourism. What exactly is that?

Mark: Adventure tourism is for people who want more excitement during their travels. It includes activities like trekking, rock climbing, scuba diving, or even skydiving. It's all about pushing your limits and trying something new and thrilling.

Maria: Oh, that's definitely something I'd love to try someday! I also came across the term "eco-tourism" while I was reading. Do you know anything about it?

Mark: Yes! Eco-tourism is about traveling in a way that's good for the environment. It focuses on visiting places that are natural and not affected by mass tourism. The idea is to protect wildlife and local communities while still enjoying the beauty of nature.

Maria: That sounds really interesting. I think it's important to be mindful of the environment when we travel. Are there any other types of tourism you'd recommend?

Mark: Definitely! There's also medical tourism. Some people travel to different countries to get affordable treatments or surgeries. It's become quite popular in places like Thailand or India. And then there's culinary tourism—traveling to experience local food and drink. It's a delicious way to learn about a place!

Maria: Wow, I didn't know there were so many types! I've heard of "beach tourism" too. It's all about relaxing by the sea, isn't it?

Mark: Exactly! Beach tourism is about enjoying the sun, sand, and sea. Many people visit tropical destinations to relax, swim, or try water sports like surfing or snorkeling.

Maria: That sounds perfect for a summer holiday! There are just so many options! I think I'll try a bit of everything—some adventure, some cultural experiences, and a little beach time.

Mark: That sounds like a fantastic plan! Each type of tourism offers something special. The important thing is to choose what makes you happiest.

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions in your speech.

Talking about Different Types of Tourism

- To go on a cultural tour

Example: I went on a cultural tour to visit ancient temples and historical sites in Greece.

- To experience nature tourism

Example: We're planning to experience nature tourism by hiking in the Swiss Alps.

- To travel for adventure

Example: Many people travel for adventure, looking for activities like bungee jumping or hiking in remote areas.

- To take part in eco-tourism

Example: Eco-tourism helps protect the environment while allowing travelers to explore natural places.

- To engage in medical tourism

Example: Some people engage in medical tourism to get affordable healthcare in countries like Thailand.

- To go on a culinary tour

Example: A culinary tour in Italy would be amazing, tasting local dishes like pizza and pasta.

- To visit tropical destinations for beach tourism

Example: Beach tourism is very popular in the Caribbean, where people relax by the sea.

- To go on a wildlife safari

Example: In Africa, you can go on a wildlife safari and see lions, elephants, and giraffes up close.

Describing Activities and Experiences

- To explore a destination's culture

Example: I love to explore a destination's culture by visiting museums and talking to locals.

- To enjoy the beauty of nature

Example: Eco-tourism allows you to enjoy the beauty of nature without harming the environment.

- To try local food

Example: One of the best parts of culinary tourism is trying local food from different regions.

- To discover hidden gems

Example: Adventure tourism often involves discovering hidden gems like secret beaches or remote mountain villages.

- To relax on the beach

Example: I love to relax on the beach during my summer holidays, listening to the sound of the waves.

- To challenge oneself physically

Example: Many people go for adventure tourism to challenge themselves physically by rock climbing or trekking.

- To experience a new lifestyle

Example: Cultural tourism is a great way to experience a new lifestyle, especially by staying with local families.

- To immerse oneself in local traditions

Example: On my trip to Japan, I immersed myself in local traditions by participating in a tea ceremony.

Expressing Preferences and Opinions

- I'm a fan of...

Example: I'm a fan of eco-tourism because it helps preserve the environment.

- I prefer... over...

Example: I prefer cultural tourism over beach tourism because I love learning about history.

- I'd rather go...

Example: I'd rather go on an adventure tour than spend a week on a beach.

- I'm really into...

Example: I'm really into wildlife safaris, especially in Africa.

- I think... is great for...

Example: I think medical tourism is great for people looking for affordable treatments abroad.

- For me, the best way to travel is...

Example: For me, the best way to travel is through culinary tourism, discovering new dishes in different countries.

Talking About the Benefits and Importance of Tourism

- To broaden one's horizons

Example: Traveling for cultural experiences helps to broaden your horizons and understand different perspectives.

- To make unforgettable memories

Example: Adventure tourism is a great way to make unforgettable memories by doing exciting activities.

- To gain new experiences

Example: Eco-tourism allows you to gain new experiences while being kind to the planet.

- To promote sustainable travel

Example: Eco-tourism promotes sustainable travel, ensuring that the places you visit are preserved for future generations.

- To enjoy a relaxing vacation

Example: Beach tourism is perfect for anyone looking to enjoy a relaxing vacation with warm weather.

- To develop a deeper understanding of a place

Example: By engaging in cultural tourism, you can develop a deeper understanding of a place's history and people.

Talking About Travel Planning

- To plan an itinerary

Example: We need to plan an itinerary for our cultural tour through Europe, including visits to art museums and historical landmarks.

- To pack essentials

Example: When traveling for adventure tourism, it's important to pack essentials like hiking boots, a first-aid kit, and a map.

- To book a guided tour

Example: For my first safari experience, I'm going to book a guided tour with an experienced guide.

- To book accommodation

Example: It's important to book accommodation in advance, especially in popular destinations for beach tourism.

- To choose the best time to visit

Example: If you're interested in eco-tourism, it's best to choose the right season to visit nature reserves or national parks.

Expressing Feelings and Emotions About Travel

- To feel excited about

Example: I'm really excited about going on a wildlife safari next month!

- To feel relaxed and refreshed

Example: After a week at the beach, I felt relaxed and refreshed, ready to return to work.

- To be thrilled by

Example: I was thrilled by the chance to try scuba diving during my adventure trip to Australia.

- To be overwhelmed by

Example: I was overwhelmed by the beauty of the historical sites when I visited Rome for cultural tourism.

- To feel at peace with nature

Example: Eco-tourism gives you the chance to feel at peace with nature, far from the noise of the city.

LEXICAL TASKS

Task 1. Match the tourism-related terms with their correct definitions.

Words	Definitions
1. Adventure tourism	A. Traveling for healthcare, such as medical treatments in another country.
2. Cultural tourism	B. Traveling to enjoy nature, protect the environment, and conserve natural resources.
3. Eco-tourism	C. Traveling for exciting activities like hiking, bungee jumping, or exploring extreme environments.
4. Beach tourism	D. Traveling to explore and experience local food, cooking traditions, and culinary culture.
5. Medical tourism	E. Traveling to learn about and explore the culture, history, and art of a place.
6. Culinary tourism	F. Traveling to a destination for relaxation by the sea or beach activities like swimming and surfing.

Task 2: Fill in the blanks in the sentences with the correct words from the box below.

medical, nature, adventure, study, relax, comfort, healthy, visit, culture, hiking, explore, lie

1. If you want to try something new, you should go on an _____ holiday, like skydiving or trekking.
2. I love traveling to places with beautiful _____ landscapes like mountains and beaches.
3. Our tour guide was very friendly, and she shared a lot of _____ about the local traditions.
4. After a long day of hiking, I love to have a good, _____ meal to restore my energy.
5. I enjoy visiting historical places because it allows me to _____ the culture of a region.
6. I think _____ tourism is becoming more popular because people want to stay fit while traveling.
7. I love to _____ on the beach during my summer holidays to enjoy the warm weather.
8. If you want to _____ the local traditions, visiting museums is a great idea.
9. After a long week of work, I need to _____ and forget about all the stress.
10. I'm planning to go _____ in the mountains next weekend.
11. Some people travel abroad for _____ treatments, as they are more affordable.
12. I'm going to _____ Paris next summer to learn more about French culture.

Task 3. Read the descriptions and identify which type of tourism is being described.

1. Description: People travel to different countries to try local dishes, attend cooking classes, and enjoy food festivals.
2. Description: This type of tourism involves relaxing on the beach, swimming, or participating in water sports.
3. Description: Tourists visit nature reserves or wildlife areas to protect the environment while enjoying outdoor activities like hiking or camping.
4. Description: Some travelers go to foreign countries for affordable medical procedures or surgeries.
5. Description: This type of tourism is all about exploring a destination's history, museums, and traditions.
6. Description: People travel to remote areas for exciting activities like trekking, rock climbing, or exploring rugged landscapes.

Task 4. Work in pairs or groups and discuss the following questions. Use the vocabulary from the lessons.

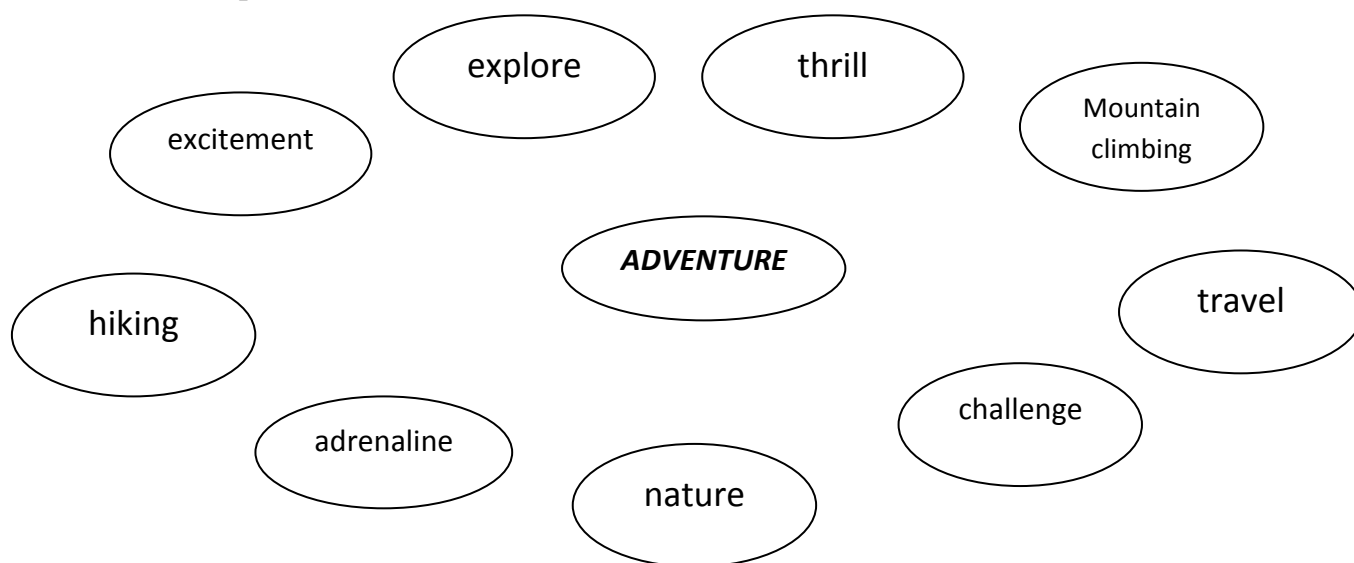
1. Which type of tourism do you prefer: cultural or adventure? Why?
2. Have you ever experienced eco-tourism? What did you do and what did you learn?
3. If you could go on a culinary tour to any country, where would you go and why?
4. What are some benefits of medical tourism? Would you consider traveling abroad for medical treatment?

5. How does tourism affect the environment? What can travelers do to reduce their impact?
6. What are some negative aspects of certain types of tourism?

Task 5. Word Association. For each word related to tourism, write down as many related words or phrases as you can.

1. Adventure
2. Eco-tourism
3. Cultural tourism
4. Beach tourism
5. Medical tourism

For example: 1. Adventure



Task 6. Create Your Own Travel Guide. Imagine you are writing a travel guide for a specific type of tourism (e.g., eco-tourism, adventure tourism, or cultural tourism). Use at least 10 new words or phrases from the unit and include them in your guide.

Your guide should answer the following questions:

- What is this type of tourism about?
- Why is it appealing to travelers?
- What are the must-see destinations or activities for this type of tourism?
- What do travelers need to bring or know before they go?

Example for Eco-tourism Travel Guide:

Eco-tourism: Explore the Earth While Protecting It!

Eco-tourism is all about enjoying nature while helping to conserve it. Whether you're trekking through a rainforest or spotting wildlife in its natural habitat, this type of

tourism allows travelers to experience the beauty of the environment while minimizing their impact. Some of the best eco-tourism destinations include Costa Rica's national parks and Madagascar's rainforests. Be sure to pack eco-friendly items like reusable water bottles and sunscreen that's safe for the ocean!

Task 7. “Dream Vacation” Story

Imagine you are planning your dream vacation. Write a creative story about your adventure, using at least 15 words from different types of tourism (e.g., adventure tourism, medical tourism, cultural tourism).

In your story, explain:

- Where you're going and what activities you'll be doing.
- Who you're traveling with.
- A challenge you face during your trip.
- A surprising or fun moment you experience.
- How the trip ends.

Example:

This summer, I went on the most unforgettable adventure to Kenya! My friends and I wanted to experience a wildlife safari, so we traveled to the Masai Mara. The first day, we went on a thrilling jeep ride to spot lions, elephants, and zebras. Later, we tried something completely new—cultural tourism in a local village, where we learned to dance and cook traditional dishes. On the third day, I had a health checkup at a wellness center nearby (a form of medical tourism), and it was amazing to feel so relaxed afterward. However, our real challenge came when we got lost during a hike in the mountains! We ended up finding a beautiful hidden waterfall, which made everything worth it. By the end of the trip, we had learned so much about nature, culture, and ourselves.

Task 8. Travel Blogger's Review

Pretend you are a travel blogger and write a review of a type of tourism you've never tried but would love to. Include reasons why it interests you, what you think you would experience, and where you would go. Use as many new words as possible.

Example Blog Post:

“Why I Can't Wait to Try Eco-Tourism”

As a traveler who loves nature, I've recently become fascinated by eco-tourism. I've always wanted to visit Costa Rica, where I can explore the rainforest while supporting conservation efforts. I imagine hiking through lush green forests, spotting monkeys and colorful birds, and learning from local guides about the importance of

protecting natural habitats. I've heard about eco-lodges that use sustainable energy and support local communities. I can't wait to experience eco-tourism for myself, knowing that my visit will leave a positive impact on both the environment and the local people.

Task 9. Create Your Own Tourism Word

Think about the types of tourism you've learned in this unit. Now, imagine a brand-new type of tourism that doesn't exist yet. Create a name for this new type of tourism and describe it in detail. What activities would it include? Where would people go? What kind of tourists would enjoy it?

Example:

“History-Hiking Tourism”

This new type of tourism combines hiking with a focus on learning about the history of the places you explore. Tourists would trek through historical sites, such as ancient ruins, battlefields, or old cities, while learning from expert historians. The best destinations for this type of tourism might include the mountains of Greece, the old castles of Scotland, or the pyramids of Egypt. It's perfect for travelers who love both nature and history, and who want to combine adventure with education.

Task 10. Tourism Crossword Puzzle

Create a crossword puzzle where the clues are related to the vocabulary from the lesson. For example:

- Across: 3. This type of tourism focuses on learning about the customs and traditions of a place. (Answer: Cultural tourism)
- Down: 4. A type of tourism focused on experiencing natural environments, often with the goal of conservation. (Answer: Eco-tourism)

UNIT 23

ADVENTURE TRAVEL

Task 1. Learn the dialogue by heart and act in roles.

Tom: Hey, Sara! I've been thinking about doing something different for my vacation this year. Have you ever tried adventure travel?

Sara: Hi, Tom! Yes, I have! Adventure travel is amazing. It's all about exploring new places and doing exciting activities. What kind of adventure are you looking for?

Tom: Well, I was thinking about hiking in the mountains or maybe doing something like zip-lining. I've always wanted to try something a bit more thrilling.

Sara: That sounds fantastic! I did a trekking trip to the Himalayas last year, and it was incredible. We hiked for days, saw beautiful views, and camped under the stars. It was challenging but so rewarding.

Tom: Wow that sounds amazing! Was it difficult?

Sara: It was tough, especially at high altitudes, but I think that's what made it such a great experience. You really feel accomplished when you reach the top. And the landscape is just breathtaking.

Tom: I've heard about altitude sickness. How did you deal with it?

Sara: Good question! It's important to go slowly and drink plenty of water. Also, taking breaks really helps. You have to listen to your body and rest when needed.

Tom: That makes sense. Do you think adventure travel is for everyone, or is it only for experienced travelers?

Sara: It depends on the activity. Some things, like easy hikes or cycling trips, are great for beginners. But for more extreme sports like rock climbing or skydiving, it's good to have some experience or take a lesson first. The key is to find something that challenges you but still feels safe.

Tom: I guess I could start with something less extreme, like a kayak tour or a safari. Have you tried those?

Sara: I've been on a safari in Africa, and it was unforgettable! We saw lions, elephants, and giraffes up close. It was like being in a nature documentary. It wasn't physically demanding, but it was definitely an adventure.

Tom: That sounds amazing! I think I'll try a combination of activities. I want to push myself a little but still have fun and relax at the same time.

Sara: That sounds like a great plan! Adventure travel is all about stepping out of your comfort zone, but you can still enjoy the journey and the amazing places you visit. Just remember to be prepared and stay safe.

Tom: Thanks for the advice, Sara! I'm really excited now. I'll start looking into some trips.

Sara: You're welcome! I'm sure you'll have an unforgettable adventure. Let me know where you decide to go!

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions in your speech.

Talking about Adventure Travel

- To go on an adventure trip

Example: I'm planning to go on an adventure trip next summer.

- To take part in an adventure activity

Example: We're going to take part in a hiking expedition in the mountains.

- To explore new places

Example: Adventure travel is all about exploring new places and cultures.

- To experience the thrill of

Example: I want to experience the thrill of zip-lining through the jungle.

- To seek excitement

Example: Many people seek excitement and new challenges when they go on adventure holidays.

Describing Activities

- To go hiking/trekking

Example: Last summer, I went hiking in the Alps.

- To go camping

Example: We're going camping in the forest for the weekend.

- To go rock climbing

Example: I've always wanted to go rock climbing in the mountains.

- To try zip-lining/skydiving

Example: Have you ever tried zip-lining over the rainforest?

- To do a kayaking tour

Example: We're planning to do a kayaking tour along the river.

- To go on a safari

Example: A safari is the perfect way to see wild animals in their natural habitat.

Describing Experiences

- To feel a sense of achievement

Example: After reaching the mountain peak, I felt a huge sense of achievement.

- To push oneself to the limit

Example: On this adventure trip, I pushed myself to the limit with rock climbing.

- To step out of your comfort zone

Example: Adventure travel allows you to step out of your comfort zone and try new things.

- To be challenged physically/mentally

Example: Trekking at high altitudes really challenged me both physically and mentally.

- To have an unforgettable experience

Example: My time in the jungle was an unforgettable experience.

Talking about Preparation and Safety

- To prepare for a trip

Example: Before going on a trekking adventure, you need to prepare properly.

- To pack essentials

Example: Make sure to pack essentials like a first-aid kit and enough water.

- To take precautions

Example: Always take precautions when traveling in remote areas.

- To be physically prepared

Example: If you plan to go hiking, make sure you're physically prepared for long walks.

- To make sure you're in good condition

Example: You need to make sure you're in good condition before attempting extreme sports.

Describing the Benefits of Adventure Travel

- To improve one's confidence

Example: Adventure travel can really improve your confidence, especially when you accomplish a tough challenge.

- To broaden one's horizons

Example: Adventure travel helps to broaden your horizons and see the world from different perspectives.

- To connect with nature

Example: Hiking allows you to connect with nature in a way that regular travel doesn't.

- To learn about different cultures

Example: Going on a safari in Africa gave me the chance to learn about local cultures.

- To gain new skills

Example: On my adventure trip, I gained new skills, like navigating through difficult terrain.

Expressing Preferences and Opinions

- I'm into/adore/enjoy adventure travel

Example: I'm really into adventure travel and love exploring new places.

- I'd love to try/experience

Example: I'd love to try skydiving one day.

- I'm not sure about...

Example: I'm not sure about going rock climbing, but I'd love to try kayaking.

- It sounds exciting/challenging/thrilling

Example: The idea of trekking in the Himalayas sounds incredibly exciting.

- I'd rather go on an adventure trip than a relaxing holiday

Example: I'd rather go on an adventure trip than just sit on a beach.

LEXICAL TASKS

Task 1. Match the adventure travel-related words to their correct definitions.

<i>Words</i>	<i>Definitions</i>
1. Hiking	A. A trip or journey to see animals in their natural environment.
2. Zip-lining	B. The activity of walking long distances in nature, usually in mountains or forests.
3. Safari	C. A form of travel involving fast movement through the air while attached to a parachute.
4. Trekking	D. An activity where you travel from one place to another using ropes and a harness, usually in forests.
5. Skydiving	E. A high-flying adventure where you ride a cable across the treetops, usually in the jungle.

Task 2. Complete the sentences with the correct words from the box: *adventure, trekking, safari, thrilling, physically, explore*

- I love to go on an _____ trip because it's exciting and full of surprises.
- He's been _____ in the mountains for three days and is really tired now.
- Going on a _____ is a great way to see wild animals in their natural habitat.
- The climb was quite _____, but the view from the top was totally worth it.
- If you want to _____ new places, adventure travel is the best option.
- I enjoy the _____ feeling of skydiving, though it's a bit scary at first.

Task 3. Fill in the box giving synonyms and antonyms of the words in the first column. Use the following words: relaxed, complicated, uncomfortable, stressful, breathtaking, risky, boring, cozy, secure, easy

<i>Words</i>	<i>Synonyms</i>	<i>Antonyms</i>
1. Exciting		
2. Challenging		
3. Safe		
4. Relaxing		
5. Comfortable		

Task 4. Translate the following sentences into Kazakh/Russian paying attention to the adventure travel-related vocabulary you've learned.

- I want to go on a safari in Africa.
- The trek was very challenging, but we reached the summit.
- Have you ever tried bungee jumping or paragliding?
- Traveling helps me step out of my comfort zone.
- I prefer active holidays like mountaineering or hiking rather than beach holidays.

Task 5. Choose the correct phrase to complete each sentence.

1. Adventure travel is a great way to _____ new places and cultures.
A) explore
B) relax
C) hide
2. Trekking in the mountains can be very _____.
A) relaxing
B) exciting
C) boring
3. To stay safe during an adventure trip, you need to _____ your body's limits.
A) ignore
B) understand
C) test
4. A _____ is perfect for seeing wildlife in Africa.
A) skydiving trip
B) safari
C) beach holiday

Task 6. Adventure Travel Advertisement.

Imagine you are working for a travel agency that specializes in adventure holidays. Create an advertisement for one of the following activities:

- Hiking in the Alps
- Safari in Africa
- Skydiving over the Grand Canyon
- Trekking through the Amazon rainforest

Your ad should include the following:

- A catchy headline
- A description of the activity (use exciting adjectives and verbs)
- The benefits of this adventure trip
- A call to action (e.g., "Book now!" or "Don't miss out on this amazing experience!")

Example Ad:

Headline: "Skydiving Over the Grand Canyon – Experience the Thrill of a Lifetime!"

Description: Feel the wind in your hair as you leap from a plane above the majestic Grand Canyon! Experience breathtaking views and the rush of freefalling from thousands of feet in the air. It's an adventure like no other.

Benefits: Perfect for thrill-seekers, adventure lovers, and those who want to challenge themselves.

Call to action: Book your skydiving adventure now and make unforgettable memories!

Task 7. Adventure Travel Story

Write a short story (about 150-200 words) about a character who goes on an adventure trip. The story should include:

- An exciting adventure activity (e.g., hiking, skydiving, trekking, safari)
- A challenge or problem the character faces during the trip

- A solution or way the character overcomes the challenge
- The emotions the character feels during the adventure (e.g., excitement, fear, achievement)

Example Story:

Sarah had always dreamed of hiking to the top of Mount Everest. This year, she finally made it happen. The journey was exhausting, and at times, Sarah wasn't sure if she could continue. The altitude made her feel dizzy, and the cold winds were brutal. But she didn't give up. She remembered the advice from her guide: "Slow and steady wins the race." Taking deep breaths and staying focused, Sarah continued, step by step. Finally, after what felt like an eternity, she reached the summit. The view from the top was breathtaking, and all the pain and struggle melted away. Standing on top of the world, Sarah felt an overwhelming sense of achievement. She had done it!

Task 8. Plan Your Dream Adventure

Imagine you have no limits—time, money, or physical ability aren't a problem. Plan your dream adventure travel trip. In your plan, include:

- The destination(s) you would visit
- The activities you would do
- How long the trip would last
- What you would pack for the trip (think about essentials for adventure travel)
- The feelings you expect to experience (e.g., excitement, nervousness, joy, fear)

Write a detailed plan (about 150 words) as if you are describing the trip to a friend.

Example Plan:

If I could go anywhere, I would spend two weeks trekking through the jungles of Costa Rica, exploring waterfalls, and spotting wildlife. My days would be filled with zip-lining, hiking to hidden caves, and kayaking down rivers. I would finish my trip with a peaceful safari in Kenya, watching lions, elephants, and giraffes in their natural habitat. I'd pack light-comfortable hiking boots, a waterproof jacket, a camera for all the amazing photos, and a first-aid kit. I expect to feel challenged by the physical activities but also incredibly rewarded by the beautiful scenery. The thought of seeing exotic animals and standing at the edge of a cliff, looking over the vast jungle, fills me with excitement and joy!

Task 9. Create an "adventure travel time capsule" that you would bury at the beginning of your trip. Imagine that in 10 years, you will open it. What 5 items would you include that represent your adventure? For each item, explain why you chose it and what it represents for your trip.

Example Items:

1. A small rock from a mountain peak – It symbolizes my physical challenge and the sense of accomplishment.
2. A map of my travels – To remind me of the places I visited and the paths I took.
3. A postcard from a local village – Represents the connections I made with people from different cultures.
4. A photo of me on a safari – A memory of seeing wild animals in their natural environment.
5. A pair of hiking boots – They symbolize the hard work and determination that got me through each difficult hike.

Task 10. Adventure Travel Blog.

Imagine you are a travel blogger writing about your latest adventure. Create a blog post about one of the following topics:

- “Top 5 Adventure Activities to Try Before You Die”
- “How to Prepare for Your First Trekking Adventure”
- “Why Adventure Travel is the Best Way to Connect with Nature”

Make the post engaging by using descriptive language and personal recommendations. You can add tips, things to avoid, or lessons learned during your travels.

Example Blog Post:

Title: Top 5 Adventure Activities to Try Before You Die

If you're looking for adrenaline-pumping fun and unforgettable memories, these top 5 adventure activities should be on your bucket list. Trust me, they will change the way you see the world!

1. Trekking in the Himalayas – The breathtaking views and sense of peace will leave you speechless. Plus, it's a great physical challenge!
2. Skydiving in Dubai – Feel the thrill of freefalling over one of the most incredible cities in the world.
3. Cage Diving with Sharks in South Africa – It's a true test of bravery, and the close encounters with sharks are both terrifying and amazing.
4. Zip-lining in Costa Rica – Fly above the jungle and get an entirely new perspective on nature.
5. Camping in the Sahara Desert – Experience the vastness of the desert and enjoy stargazing under one of the clearest skies on Earth.

No matter what you choose, adventure travel will push your limits and reward you with experiences you'll never forget!

UNIT 24

OUTSTANDING POETS AND WRITERS

Task 1. Learn the dialogue by heart and act in roles.

Anna: Hey, Alex! I've been reading a lot of literature lately and wanted to ask you - who are your favorite poets and writers?

Alex: Hi, Anna! Oh, that's a great question. I've always admired Shakespeare for his incredible plays and sonnets. His work is still so relevant today, don't you think?

Anna: Definitely! Shakespeare's writing is timeless. His ability to capture human emotions in such a poetic way is amazing. Personally, I really enjoy the works of Emily Dickinson. Her poems are so deep and often about nature, life, and death.

Alex: Yes, Emily Dickinson was brilliant! Her style was quite unique, too. She didn't often follow traditional rules of grammar or punctuation, which made her poems feel more raw and personal.

Anna: Exactly! I think that's what makes her stand out. Another writer I really admire is Charles Dickens. His novels, like *Great Expectations* and *A Tale of Two Cities*, explore social issues and offer such rich characters. What about you - do you like reading Dickens?

Alex: I do! I've read *A Tale of Two Cities*, and I found it so powerful, especially how he portrays the French Revolution. The opening line, "It was the best of times, it was the worst of times," is unforgettable.

Anna: Oh, I love that quote! It really sets the tone for the entire novel. On a different note, I've been reading some modern writers too, like Haruki Murakami. His books have a surreal quality to them, blending the ordinary with the extraordinary.

Alex: Yes, I've read a few of his novels too! *Norwegian Wood* was one of my favorites. Murakami's writing has this calm yet mysterious atmosphere, which I think makes his stories so captivating.

Anna: Agreed! And, of course, we can't forget about poets like Pablo Neruda. His poetry is so romantic and passionate, yet deeply reflective of the human experience.

Alex: Neruda's poetry is stunning! His *Twenty Love Poems and a Song of Despair* is one of my favorites. It's so emotional and vivid. I think that's why his work continues to inspire so many people around the world.

Anna: Absolutely. It's incredible how these writers and poets continue to influence literature and culture today. I think that's the mark of a truly outstanding author - someone whose work stands the test of time.

Alex: Definitely! Whether it's poetry or prose, these writers give us a window into their world, and their words continue to resonate with readers across generations.

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions in your speech.

Talking About Authors and Poets

- To be known for (something)

Example: Shakespeare is known for his plays and sonnets, which have influenced literature for centuries.

- To have a unique style

Example: Emily Dickinson is known for having a unique style, where she often used unconventional punctuation and capitalization.

- To capture (emotion, feeling, etc.)

Example: Charles Dickens was able to capture the social struggles of his time in his novels, making them deeply impactful.

- To make a lasting impact

Example: Pablo Neruda's poetry made a lasting impact on literature and continues to inspire readers worldwide.

- To be regarded as one of the greatest

Example: William Shakespeare is regarded as one of the greatest playwrights in history.

- To be remembered for

Example: Emily Dickinson is remembered for her introspective and often mysterious poetry.

- To stand the test of time

Example: Shakespeare's work has stood the test of time and is still performed around the world today.

Expressing Opinions on Writing

- I think that...

Example: I think that Dickens' ability to create complex characters is what makes his novels so compelling.

- In my opinion,

Example: In my opinion, Emily Dickinson's poetry is both beautiful and enigmatic.

- It seems to me that

Example: It seems to me that Haruki Murakami's writing has a surreal quality that makes it very captivating.

- What I like most about (author/poem) is...

Example: What I like most about Pablo Neruda's poems is the raw emotion he expresses through his words.

- I find (author/poem) really (adjective)

Example: I find Shakespeare's plays really thought-provoking, especially when it comes to human nature.

Describing Writing Style

- To use vivid imagery

Example: Charles Dickens uses vivid imagery to bring his characters and settings to life in his novels.

- To create a strong atmosphere

Example: Haruki Murakami has a unique ability to create a strong atmosphere of mystery in his novels.

- To explore deep themes

Example: Emily Dickinson often explores deep themes like death, nature, and the passage of time in her poetry.

- To write in a (adjective) style

Example: Shakespeare wrote in a poetic and often dramatic style, full of powerful speeches and soliloquies.

- To blend (genres, styles, etc.)

Example: Murakami often blends elements of fantasy and reality in his writing, creating a dreamlike quality.

- To write about (topics)

Example: Neruda's poetry often writes about love, longing, and the beauty of the world around him.

Analyzing Themes and Content

- To deal with (topic)

Example: Charles Dickens' novels often deal with social inequality and the struggles of the working class.

- To reflect on (theme/idea)

Example: Shakespeare's plays often reflect on themes like power, betrayal, and the complexity of human emotions.

- To explore (ideas, concepts)

Example: Emily Dickinson's poems explore ideas of isolation, immortality, and the meaning of life.

- To address (issue/subject)

Example: Neruda's poems address topics of love, politics, and personal reflection.

- To comment on (society, life, etc.)

Example: Many of Dickens' novels comment on the harsh conditions of Victorian society and the need for social reform.

Comparing and Contrasting Writers

- Compared to (author), (author) is more/less...

Example: Compared to Shakespeare, Dickinson's work is much more introspective and focused on personal feelings.

- While (author) focuses on (theme), (author) is more concerned with (theme)

Example: While Shakespeare focuses on love and power, Dickens is more concerned with social justice and the condition of the poor.

- In contrast to (author), (author) often writes about
Example: In contrast to Shakespeare, Murakami often writes about modern life and the surreal, blending the ordinary with the extraordinary.
- (Author) is similar to (author) in that both write about
Example: Emily Dickinson is similar to William Blake in that both writers explore nature and human emotions in their poetry.

Expressing Appreciation for Literature

- I really admire (author's) work because...
Example: I really admire Shakespeare's work because he understood the complexities of human nature and wrote in a way that still resonates today.
- What I appreciate most about (author) is...
Example: What I appreciate most about Charles Dickens is his ability to create memorable characters and his social commentary.
- I have a deep respect for (author) because...
Example: I have a deep respect for Emily Dickinson because of her boldness in writing about death and other taboo topics in her time.
- I find (author's) writing incredibly (adjective)
Example: I find Neruda's writing incredibly emotional and moving, as he captures the full range of human experience.

Expressing Surprise or Admiration

- I was surprised by (author's) ability to...
Example: I was surprised by Shakespeare's ability to create such complex and timeless characters in his plays.
- It's amazing how (author) can...
Example: It's amazing how Emily Dickinson can convey so much emotion in just a few lines of poetry.
- I was blown away by (author's) (writing style, themes, etc.)
Example: I was blown away by Charles Dickens' ability to describe the harshness of Victorian society while still creating compelling stories.

Talking About Influence

- To influence (author/writer)
Example: Shakespeare has influenced countless writers, and his plays continue to be adapted and performed worldwide.
- To inspire (other writers/poets)
Example: Emily Dickinson's innovative poetry has inspired many modern poets to experiment with form and meaning.
- To have a lasting effect on (literature, society, etc.)
Example: Dickens' works had a lasting effect on literature, especially in how writers portray social issues and injustices.

LEXICAL TASKS

Task 1. Match the words related to literature with their correct definitions.

Words	Definitions
1. Sonnet	A. A piece of writing that represents someone's emotions and thoughts, often in verse.
2. Prose	B. A famous type of short poem with 14 lines, often written in iambic pentameter.
3. Narrative	C. A work of fiction or non-fiction written in regular sentences and paragraphs, without rhyme.
4. Metaphor	D. The story told in a piece of literature, often focusing on events or personal experiences.
5. Poetry	E. A figure of speech that compares two things, saying one thing is the other.

Task 2. Match the words with their synonyms and antonyms.

Well-known, Weak, Unemotional, Eternal, Creative, Unknown, Unoriginal, Powerful, Emotional, Temporary
--

Words	Synonyms	Antonyms
1. Famous	_____	_____
2. Expressive	_____	_____
3. Innovative	_____	_____
4. Timeless	_____	_____
5. Influential	_____	_____

Task 3. Use the words in the list below to form new words to complete the sentences.

List: *influence, inspire, culture, create, emotion, powerful*

- The author's work had a huge _____ on modern writers, especially in the realm of science fiction.
- Emily Dickinson's poems are filled with deep _____ that resonate with readers to this day.
- The novel was a great success and really _____ many people to look at the world differently.
- The writer has an amazing ability to _____ vivid images with just a few words.
- Many _____ movements in literature were shaped by the works of famous authors like Mark Twain.
- Shakespeare's plays remain as _____ as ever, despite being written centuries ago.

Task 4. Match the writer with one of their most famous works.

Writer	Famous Work
1. William Shakespeare	A. Pride and Prejudice
2. Emily Dickinson	B. The Raven
3. Charles Dickens	C. Hamlet
4. Edgar Allan Poe	D. Great Expectations
5. Jane Austen	E. The Complete Poems

Answer Key:

1. William Shakespeare - C. Hamlet
2. Emily Dickinson - E. The Complete Poems
3. Charles Dickens - D. Great Expectations
4. Edgar Allan Poe - B. The Raven
5. Jane Austen - A. Pride and Prejudice

Task 5. Decide whether the statements are true or false.

1. Shakespeare is known for writing only novels.
2. Emily Dickinson's poems are often about nature and introspective topics.
3. Charles Dickens is famous for his short stories.
4. A sonnet typically has 14 lines and follows a specific rhyme scheme.
5. Edgar Allan Poe is known for writing humorous works.

Task 6. In pairs or small groups, discuss the following questions, using the vocabulary from the unit:

1. Who is your favorite poet or writer, and why?
2. What do you think makes a writer stand out from others?
3. How can literature reflect society and culture?
4. What types of themes do you enjoy reading about the most in books or poems?
5. Do you prefer prose or poetry? Why?

Task 7. Imagine you could travel back in time and meet one of your favorite poets or writers. Choose a famous writer and write a letter to them, expressing your admiration for their work. In your letter, include:

- A compliment about their writing style or themes.
- A question about their inspiration or creative process.
- A suggestion for a new poem or story idea.

Example Letter:

Dear Charles Dickens,

"I've been reading Great Expectations, and I'm amazed at how you bring Victorian society to life. The characters you create are so real and relatable, especially Pip and Estella. I've always wondered, what inspired you to write about social class and

inequality in your novels? If I could suggest one thing, perhaps a story about the life of an orphan in a modern city might resonate with today's readers. I hope you find time to write it!"

Sincerely,

Your Future Fan

Task 8. Invent a new literary genre that combines two or more elements from existing genres. Use the vocabulary you've learned from this unit to describe your genre and its characteristics. Be creative with the types of stories, themes, and styles that would fit into this new genre. You can even give it a catchy name!

Example:

- Genre Name: Eco-Historical Fiction

- Description: A genre that blends historical events with eco-friendly themes, focusing on environmental conservation and nature's role in human history. Stories might include adventures set during significant environmental movements, like the early days of the national parks, or the lives of environmental activists in the past.

Task 9. Write a conversation between two famous writers or poets (e.g., Shakespeare and Neruda). Use the language and vocabulary from the unit to reflect their distinct writing styles. Imagine what they would discuss: perhaps their views on literary influence, writing styles, or social themes. The conversation can be serious or lighthearted.

Example:

Shakespeare: "The world is but a stage, my friend. Yet how many hearts, like yours, are moved by the words of the bard?"

Neruda: "Ah, Shakespeare, you speak of love and power, yet I write of longing and the earth beneath our feet. Poetry, for me, is the language of both the soul and the soil."

Shakespeare: "Indeed, Neruda. Your words are like the winds, sweeping across the landscape. And yet, does not love also move the wind?"

Neruda: "Perhaps, but love is only one element. The world, my dear Shakespeare, is a symphony of emotions."

UNIT 25

ENGLISH-SPEAKING COUNTRIES

Task 1. Learn the dialogue by heart and act in roles.

Anna: Hey, John! I was reading about different English-speaking countries, and I was wondering, what do you know about them?

John: Oh, that's an interesting topic! Well, I know that the UK, the USA, Canada, Australia, and New Zealand are the most famous English-speaking countries. But there are also others, like South Africa and Ireland.

Anna: Yeah, I know about those! I've always wanted to visit the UK because it has so many famous places like London and Edinburgh. Plus, I've heard the history there is really interesting.

John: Definitely! The UK is full of history. You can visit places like the Tower of London, Buckingham Palace, and Stonehenge. The culture there is very rich, too. Have you ever watched British TV shows or movies?

Anna: Yes, I love British comedies! They're so different from American ones. The humor is a bit more subtle, and I think it's great. I've also heard that the accent in the UK can change a lot from region to region.

John: That's true! In the UK, you have accents like the Cockney accent in London, the Scottish accent, and even Welsh. It's fascinating how diverse the accents are, especially in such a small country.

Anna: I guess the USA has a lot of accents too, right? Like, people from New York sound totally different from people in the South.

John: Exactly! The USA is huge, and the accents change depending on where you are. New Yorkers have a very distinct accent, but people from the South have a more relaxed, slower way of speaking.

Anna: I've also always wanted to visit Australia. The beaches there look amazing, and I've heard the people are very friendly.

John: Australia is great! It's known for its beautiful beaches, like Bondi Beach in Sydney. And you're right, Australians are really friendly and relaxed. They also speak English, but their slang is quite unique! Have you ever heard the word "mate" for a friend?

Anna: Yes, I've heard it! It's like how we say "buddy" or "pal" here. I also know that Australians love their outdoor activities, like surfing and barbecues.

John: That's right! They love being outside, especially when the weather is nice. But have you ever thought about visiting Canada? It's an English-speaking country too, although they also speak French in some parts.

Anna: Yes, I've heard that! I know that cities like Toronto and Vancouver are great to visit, and I'd love to see the nature there – the forests and the lakes look incredible.

John: Canada has some of the most beautiful natural landscapes in the world. You can visit Niagara Falls, Banff National Park, and even see the Northern Lights in certain places.

Anna: That sounds amazing! And I guess New Zealand is a bit similar to Australia in terms of nature, right?

John: Definitely! New Zealand is famous for its stunning landscapes, with mountains, beaches, and forests. It's also known for being the filming location of *The Lord of the Rings*. The people there speak English too, but they have their own slang and Maori influences.

Anna: That's so cool! I guess English is spoken in so many different ways all around the world. It's interesting how it changes from one country to another.

John: Exactly! English is a global language, but it has its own unique twist in every country. It's fun to learn about all the different cultures and accents!

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions in your speech.

Expressing Knowledge About Countries and Cultures

- "I know that [country] is famous for..."

- Example: "I know that the UK is famous for its historical landmarks like the Tower of London."

- "I've heard that [place] is well-known for..."

- Example: "I've heard that New Zealand is well-known for its beautiful landscapes and outdoor activities."

- "I've always wanted to visit [place] because..."

- Example: "I've always wanted to visit Canada because I'd love to see Niagara Falls."

- "It's famous for..."

- Example: "Australia is famous for its beaches and friendly people."

Talking About Accents and Dialects

- "The accent in [place] is very [adjective]."

- Example: "The accent in New York is very distinct and fast-paced."

- "People from [place] sound very different from people in [place]."

- Example: "People from the South of the USA sound very different from people in New York."

- "There are many different [accents/ways of speaking] in [place]."

- Example: "There are many different accents in the UK, from Scottish to Cockney."

- "In [place], people speak with a [adjective] accent."

- Example: "In Australia, people speak with a relaxed and friendly accent."

Describing Places and Attractions

- "It's known for [something]."

- Example: "Canada is known for its stunning natural landscapes, like Banff National Park."

- "One of the famous attractions in [place] is..."

- Example: "One of the famous attractions in London is Buckingham Palace."
- "People visit [place] to [activity]."
- Example: "People visit New Zealand to enjoy hiking and exploring the outdoors."
- "You can see [something] in [place]."
- Example: "You can see the Northern Lights in parts of Canada."

Talking About People and Culture

- "The people in [place] are very [adjective]."
- Example: "The people in Australia are very friendly and laid-back."
- "In [place], the culture is [adjective] because..."
- Example: "In Ireland, the culture is very traditional because of its rich history."
- "The [people/culture] in [place] are known for [something]."
- Example: "The people in the USA are known for being very diverse and ambitious."
- "In [place], they have their own [custom/tradition/way of life]."
- Example: "In New Zealand, they have their own Maori traditions that are an important part of the culture."

Discussing Languages and Slang

- "People in [place] speak [language], but they also use a lot of [slang/expressions]."
- Example: "People in Australia speak English, but they also use a lot of slang, like 'mate' for a friend."
- "[Place] has its own way of using English, and they use [specific expressions/slang]."
- Example: "The UK has its own way of using English, and they use expressions like 'cheers' for thank you."
- "In [place], people often say [expression/word]."
- Example: "In New Zealand, people often say 'Kia ora,' which means hello in Maori."

Describing Travel and Places to Visit

- "You can visit [place] to [activity]."
- Example: "You can visit Australia to enjoy surfing and visit famous beaches."
- "If you go to [place], you must see [place/attraction]."
- Example: "If you go to the USA, you must see the Grand Canyon."
- "The best thing about [place] is [feature]."
- Example: "The best thing about Canada is its breathtaking natural beauty."

Talking About Differences and Similarities

- "Although [country A] and [country B] both speak English, their cultures are very different because..."

- Example: "Although Australia and the UK both speak English, their cultures are very different because Australia is more laid-back and focused on outdoor activities, while the UK is more traditional."
- "Compared to [country A], [country B] is more [adjective]."
- Example: "Compared to the USA, the UK is more historical and has a more relaxed pace of life."
- "In contrast to [place], [place] is [adjective]."
- Example: "In contrast to Canada, New Zealand is smaller but has a similar love for nature."

LEXICAL TASKS

Task 1. Match the country with its description or related term.

Countries:

1. United States
2. United Kingdom
3. Australia
4. Canada
5. New Zealand
6. South Africa
7. Ireland
8. Jamaica

Descriptions/Related Terms:

- A. Known for the "Land of the Long White Cloud."
- B. Famous for the Statue of Liberty and the White House.
- C. A country with two official languages: English and French.
- D. Known for the Outback, kangaroos, and Sydney Opera House.
- E. Known for its rugby culture and beautiful natural landscapes.
- F. Famous for the Rainbow Nation and its multilingual population.
- G. Known for its rich literary history and the monarchy.
- H. A Caribbean island famous for reggae music and Bob Marley.

Task 2. Complete the sentences using the words in the box below.

Commonwealth, English-speaking, multicultural, capital,
independence, population, flag, official language

1. _____ is the official language of both the United States and the United Kingdom.
2. The capital of Canada is _____, while the capital of Australia is Canberra.
3. The United States gained its _____ from Great Britain in 1776.

4. The _____ of the United Kingdom includes countries such as Scotland, Wales, and Northern Ireland.
5. Canada is known for its _____ society, with a rich mix of cultures and languages.
6. The _____ of South Africa is one of the most diverse in the world, with 11 official languages.
7. The _____ of Australia includes the Union Jack and the Southern Cross constellation.
8. The _____ is made up of countries like the UK, Canada, and India, all of which share the English language.

Task 3. Match the terms related to English-speaking countries with their synonyms and antonyms.

Words:

1. Democracy
2. Monarchy
3. Immigration
4. Nationality
5. Citizenship

Synonyms/Antonyms:

- A. The act of becoming a member of a nation.
- B. A system where a king or queen is the head of state.
- C. A system where citizens elect leaders.
- D. Moving to a new country to live.
- E. A status that is granted to someone who is a legal member of a country.

Task 4. Read the statements and decide if they are true or false.

1. English is the only official language of Canada.
2. The United Kingdom includes England, Scotland, Wales, and Northern Ireland.
3. Australia's national symbol is the kangaroo.
4. South Africa has more than one official language.
5. New Zealand has a parliamentary system of government.
6. The United States is a monarchy.
7. Jamaica is famous for its reggae music and culture.
8. Canada shares a border with the United Kingdom.

Task 5. Create Your Own English-Speaking Country

Imagine you are the president of a new English-speaking country. Create a description of your country using the vocabulary and structures related to culture, people, and geography. Use these prompts to guide your writing:

- What is the name of your country?

- What is the capital city?
- What are the people like (e.g., friendly, creative, hardworking)?
- What are some famous landmarks or natural wonders in your country?
- What is the climate like?
- What language or slang do people use in everyday conversation?

Example:

"My country is called 'Luminia,' and its capital city is Sunfield. The people are kind and welcoming, and they love to celebrate festivals. One of the most famous landmarks is the Crystal Mountain, known for its breathtaking views. The climate is mostly sunny and warm, with lots of beautiful beaches. The people often greet each other with the phrase, 'How's the day treating you?'"

Task 6. The Travel Guide Challenge

Imagine you are writing a travel guide for an English-speaking country that you have never visited. Choose a country and create a short travel guide with the following:

- A brief description of the country and its culture.
- Recommendations for places to visit (e.g., famous landmarks, cities, or natural sites).
- Useful phrases or slang to know when visiting.
- Things to do (e.g., activities, food to try, festivals to attend).

Example:

"Welcome to New Zealand, a country known for its stunning landscapes and outdoor adventures. If you visit, don't miss Milford Sound or the Waitomo Caves. For a unique cultural experience, try a traditional hangi meal cooked in the ground. People in New Zealand love their slang, so remember to call your friends 'mate' and don't forget to say 'Kia ora' as a greeting!"

Task 7. Accents and Slang Roleplay

Imagine you are a tourist guide in one of the English-speaking countries. Your task is to role-play as a local, explaining your country to a foreign tourist. Use slang and accent features from the country you are representing.

Steps:

1. Choose an English-speaking country (e.g., the USA, Australia, Ireland, the UK).
2. Research some local slang and accents typical for that country.
3. Write and perform a short role-play where you explain something about your country to the tourist.

Example:

(Australian tourist guide role-play)

"G'day, mate! Welcome to the land of koalas and kangaroos! If you're keen for a surf, head to Bondi Beach. But watch out, the Aussie sun is harsh – slap on some sunscreen. Oh, and don't forget to try the Vegemite – it's a must! Cheers!"

Task 8. Country Comparison Project

Choose two English-speaking countries and compare them in a creative way, either by writing a story, making a poster, or creating a presentation. Use the following prompts to guide your project:

- Compare the geography (e.g., landscapes, climate).
- Compare the culture (e.g., food, traditions).
- Compare the slang or accents.
- Mention famous people or events related to each country.

Example:

- Country 1: The UK

The UK is known for its rainy weather and historic landmarks like the Tower of London. People speak with many different accents, including the famous Cockney in London. A popular tradition is afternoon tea, which is a must-try!

- Country 2: The USA

The USA is known for its diverse culture and Hollywood. The food is famous for burgers and fast food. People speak with many accents, from the Southern drawl to the fast-paced New York accent. Americans love their Thanksgiving dinner.

Task 9. "What If" Scenario

Imagine a scenario where you are a citizen of an English-speaking country, but you find yourself in a completely new country. Create a story describing your experiences. In your story, use slang words and cultural elements from the English-speaking country you are from.

Prompt for Story:

- Where are you from? What country?
- What happens when you arrive in the new country? What surprises you?
- How do you try to communicate using English?
- Do you learn any new words, customs, or expressions?

Example:

"I was born in Australia and moved to the UK for work. The first thing that surprised me was how often people said 'cheers' instead of 'thank you.' In Australia, we say 'no worries,' but in the UK, they use phrases like 'bloody brilliant' to express excitement. At first, I was confused, but I quickly learned the lingo and began using 'cheers' in every conversation!"

Task 10. Country Advertisement

Create an advertisement for an English-speaking country, encouraging people to visit. Your advertisement should include:

- A catchy slogan or phrase.
- Description of attractions and activities.
- Fun facts or interesting trivia about the country.

Example:

"Come to Canada – The Great Outdoors Awaits!"

- Experience the rocky mountains, visit Niagara Falls, and see the Northern Lights!
- Explore bustling cities like Toronto and Vancouver, or take a hike through Banff National Park.
- Fun Fact: Did you know that Canada has over 2 million lakes?

Task 11. Famous People from English-Speaking Countries

Choose a famous person from an English-speaking country (e.g., Shakespeare from the UK, Oprah Winfrey from the USA) and write a creative biography for them. Try to include fun facts, important achievements, and how they influenced their country or the world.

Example:

"William Shakespeare was born in Stratford-upon-Avon, England, in 1564. Known as the Bard of Avon, he wrote 39 plays, including classics like Romeo and Juliet and Macbeth. His works continue to inspire writers, actors, and directors around the world. Shakespeare's plays explore themes of love, power, and betrayal, making them relevant even today."

UNIT 26

EDUCATION SYSTEM IN THE UK AND THE USA

Task 1. Learn the dialogue by heart and act in roles.

Emily: Hey, James! I've been reading about education systems in different countries, and I was wondering – what's the difference between the education system in the US and the UK?

James: Good question! Well, there are quite a few differences. For one, in the US, the education system is split into kindergarten, elementary school, middle school, high school, and then college or university. The UK system, on the other hand, has primary school and secondary school, and after that, students can go to college or university.

Emily: Oh, interesting! So in the US, do they start school at the same age as in the UK?

James: Mostly, yes. In the US, children usually start kindergarten at age 5, while in the UK, kids start primary school around age 4 or 5. But the big difference is that the US system has middle school, which is for students aged about 11 to 13, before they go to high school. In the UK, there's no middle school, and students go straight from primary school to secondary school.

Emily: Ah, I see. And in terms of high school, how does it work in the US compared to the UK?

James: In the US, high school lasts for four years, from 9th to 12th grade, and at the end, students graduate with a high school diploma. They have to take a lot of different subjects. In the UK, students go to secondary school until they're about 16, and then they can leave or continue to sixth form or college for two more years. In sixth form, they focus on just a few subjects, usually preparing for their A-levels.

Emily: So, the A-levels are like exams, right? Do they determine what university you can go to?

James: Exactly! The results of the A-levels are really important in the UK. They usually decide whether a student can go to university or not. In the US, students also need to take exams to apply to university, but the focus is more on their high school grades, extracurricular activities, and standardized tests like the SAT or ACT.

Emily: That's pretty different. So, in the US, can you choose what you want to study in college straight away?

James: Yes, kind of! In the US, you apply to college or university and choose a major, which is your main area of study, like business, history, or engineering. But you can still take some general education courses in other subjects during the first few years. In the UK, university students usually choose their subject when they apply, and they study just that subject for the whole course.

Emily: Right, so in the US, you have more freedom to try different subjects at the beginning, but in the UK, it's more specialized from the start.

James: Exactly! And one more thing, in the UK, university courses are typically three years long, while in the US, most university degrees take four years.

Emily: That's good to know. So, do you think one system is better than the other?

James: Well, both systems have their pros and cons. The US system gives students more flexibility and time to explore different subjects, while the UK system is more focused and faster. It really depends on what kind of education you're looking for.

Emily: Yeah, I agree. I think I'd prefer the UK system because I like the idea of focusing on one subject. But I can see how the US system might be good for someone who's unsure about what they want to study.

James: Exactly! It really depends on the person. Both systems have their advantages, so it's great to have options!

Key Vocabulary in the Dialogue:

- Primary school – School for young children (in the UK).
- Secondary school – School for older children (in the UK).
- Sixth form – The last two years of secondary school in the UK, before university.
- A-levels – Exams taken by students in the UK to enter university.
- College – A place for further education, often after high school (in both the US and UK, but with different meanings).
- University – A higher education institution where students study after secondary school (in both the US and UK).
- High school diploma – The qualification earned after finishing high school in the US.
- Major – The main subject that a student chooses to study at university (in the US).
- Standardized tests – Exams used to measure students' abilities, like the SAT or ACT in the US.

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions in your speech.

Describing the Structure of Education Systems

- "In [country], the education system is divided into..."
 - Example: "In the UK, the education system is divided into primary school, secondary school, and then college or university."
- "Students in [country] go to [school type] from [age] to [age]."
 - Example: "Students in the US go to high school from the ages of 14 to 18."
- "After completing [school level], students can [continue their education/go to university]."
 - Example: "After completing secondary school, students can either leave to work or continue their education in sixth form or college."

Comparing Systems

- "Unlike [country], in [country], students [do something different]."

- Example: "Unlike in the UK, in the US, students must take a variety of subjects throughout high school."
- "While [country] focuses on [specific aspect], [country] places more emphasis on [another aspect]."
- Example: "While the UK education system focuses on specialization after secondary school, the US education system places more emphasis on general education in the first years of college."
- "Both systems have their advantages, but [one system] is more [adjective] because [reason]."
- Example: "Both systems have their advantages, but the US system is more flexible because students can explore different subjects before deciding on a major."

Talking About Exams and Qualifications

- "Students in [country] take [exams] in [subject/field]."
- Example: "Students in the UK take A-levels in specific subjects like mathematics, science, and literature."
- "The [exams/qualifications] in [country] are important because they [decide/affect] [outcome]."
- Example: "The A-levels in the UK are important because they determine which universities students can attend."
- "In [country], students receive a [type of qualification] at the end of [school level]."
- Example: "In the US, students receive a high school diploma at the end of high school."

Describing University Education

- "In [country], students choose a [major/subject] when they [start university/enter college]."
- Example: "In the US, students choose a major when they enter college, and they can switch it later if they wish."
- "Unlike in [country], students in [country] study [one subject] throughout university."
- Example: "Unlike in the US, students in the UK study only one subject throughout university, such as engineering or history."
- "In [country], university degrees generally take [number] years to complete."
- Example: "In the UK, university degrees generally take three years to complete, while in the US, they take four years."

Talking About the Curriculum

- "The curriculum in [country] includes a mix of [subjects] in [school level]."
- Example: "The curriculum in the US includes a mix of math, science, and English in high school."
- "In [country], students focus on [specific subjects] during [school level]."

- Example: "In the UK, students focus on just a few subjects during sixth form or college, usually preparing for A-levels."
- "The focus of education in [country] is on [subject/field], which is [important/essential]."
- Example: "The focus of education in the UK is on academic subjects like literature and science, which are essential for university admission."

Talking About Extracurricular Activities

- "In [country], students are encouraged to participate in [extracurricular activity], which is [important/beneficial]."
- Example: "In the US, students are encouraged to participate in extracurricular activities like sports and clubs, which are important for college applications."
- "Unlike in [country], [country] places less emphasis on [extracurricular activities] during [school level]."
- Example: "Unlike in the US, the UK places less emphasis on extracurricular activities during secondary school."

Expressing Opinions About Education Systems

- "I believe the education system in [country] is [adjective] because [reason]."
- Example: "I believe the education system in the UK is more focused because students specialize early, which helps them prepare for their future careers."
- "In my opinion, [country's] system is better because it [offers more flexibility/allows students to explore different subjects]."
- Example: "In my opinion, the US system is better because it offers more flexibility and allows students to explore different subjects before choosing a major."
- "Some people argue that [country's] education system is [adjective] because [reason]."
- Example: "Some people argue that the UK's education system is too specialized because students are required to focus on a small number of subjects early on."

Talking About Differences in Age and Stages of Education

- "In [country], students start [school level] at the age of [age], whereas in [country], they start at [different age]."
- Example: "In the US, students start kindergarten at the age of 5, whereas in the UK, children start primary school at age 4."
- "Unlike in [country], students in [country] attend [school type] until the age of [age]."
- Example: "Unlike in the US, students in the UK attend secondary school until the age of 16, after which they can leave or continue with sixth form."

LEXICAL TASKS

Task 1. Match the words on the left with their definitions or counterparts on the right.

1. Primary School (UK)
2. Kindergarten (US)
3. Sixth Form (UK)
4. College (US)
5. Junior High School (US)
6. A-Level (UK)
7. GPA (US)
8. University (UK)
9. Graduate (US)
10. Tutor (UK)

Definitions/Counterparts:

- a. A student who has completed their undergraduate studies.
- b. The final two years of secondary education in the UK.
- c. The first stage of schooling in the UK (children ages 5-11).
- d. A term used for early childhood education, typically for children aged 5-6 in the US.
- e. A higher education institution in the US, similar to a UK university.
- f. A type of academic assessment in the UK (typically taken at age 18).
- g. A person who helps students with individual learning support, common in the UK.
- h. A performance measurement system, typically on a scale of 0-4, used in the US.
- i. Secondary school in the US, typically for grades 7-9.
- j. A higher education institution in the UK, usually offering undergraduate and postgraduate programs.

Task 2. Use the words in the box below to fill in the blanks. Some words may be used more than once.

university, GCSE, senior, secondary, freshman, master's degree, curriculum, degree, primary, semester

1. In the US, a student in their first year of college is called a _____.
2. The _____ stage of education in the UK includes students from ages 11 to 16.
3. A _____ is typically earned after completing a bachelor's degree and is required for certain advanced careers.
4. After completing their _____ education, students in the UK typically take their GCSE exams.

5. The _____ of study at a university in the US typically lasts for one year, after which students are expected to choose their major.
6. In the UK, students ages 5-11 attend _____ schools, which are equivalent to elementary schools in the US.
7. A UK student may choose to study for their _____ after completing their A-Levels.
8. University students in the US typically study for a bachelor's _____, which is similar to a UK degree.
9. In both the UK and the US, students typically have a few months of break between each _____.
10. The _____ of education in the US includes elementary, middle, and high schools.

Task 3. Transform the words in parentheses into the correct form to complete the sentences.

1. He is a _____ (graduate) of Harvard University.
2. Many students in the UK aspire to attend _____ (prestige) universities.
3. The _____ (tutor) help students in both the UK and the US with their academic work.
4. In the US, a student's _____ (performance) is often measured by their GPA.
5. The _____ (decide) to attend a particular college can be influenced by various factors, including financial aid and location.
6. She received a _____ (scholar) for her outstanding academic achievements.
7. The _____ (high) school system in the UK ends at the age of 16.
8. The educational _____ (structure) of the US and UK differ greatly, especially regarding university admissions.

Task 4. Determine if the following statements are true or false:

1. In the UK, a "college" is equivalent to a university in the US.
2. Students in the UK take A-Levels before applying to university.
3. In the US, high school students typically graduate after 12th grade.
4. "Sixth Form" is a term used in the US to describe post-secondary education.
5. In the UK, university students usually complete their bachelor's degree in three years.
6. Kindergarten in the US is for children aged 3-5.
7. A-Level exams in the UK are taken in middle school.
8. In the US, students who wish to go to university must take the SAT or ACT exams.

Task 5. "Create Your Ideal Education System"

Instructions:

- Imagine you are designing a new education system for a country.
- Decide on the structure of schooling, what subjects students should study, and what kind of exams or qualifications they will take.

- You must incorporate elements from both the US and UK systems.
- Write a short description of your education system, using as many relevant vocabulary terms as possible (e.g., primary school, high school, A-levels, high school diploma, university degrees, majors, etc.).

Example Output:

"My ideal education system starts with primary school at age 5, where children learn core subjects like math, science, and language arts. After primary school, students move to secondary school until they are 16, where they take exams similar to the UK's GCSEs. Afterward, they can choose whether to continue to sixth form for 2 more years, where they specialize in subjects like the UK's A-levels, or join a vocational program. Once they finish sixth form, they can apply to universities, where they choose their major, similar to the US college system."

Task 6. "Education System Debate"

Instructions:

- Devide into two groups.
- One group will argue that the US education system is better, and the other group will argue that the UK education system is superior.
- Each group will use vocabulary related to the education system to support their argument (e.g., flexibility, exams, university applications, extracurricular activities, focus, etc.).
- After 10 minutes of preparation, have each group present their argument and debate the points.

Example Argument for the US Group:

"The US education system offers more flexibility because students can explore different subjects before choosing a major at college. This system encourages creativity and allows students to change their paths more easily. Additionally, extracurricular activities like sports and clubs play an important role in the college application process."

Example Argument for the UK Group:

"In the UK, students focus on fewer subjects at a younger age, which helps them develop expertise and prepares them for specific career paths. The A-level system is rigorous and provides a clear route to university, ensuring that students are well-prepared for their studies."

Task 7. "Education Systems Comparison Map"

Instructions:

- Create a comparison map that visually compares the US and UK education systems. This could be a Venn diagram, a chart, or a mind map.

- Label the differences and similarities in the two systems, such as starting ages, school types (e.g., primary vs. elementary), exams (e.g., A-levels vs. SATs), and the structure of university education.
- Be creative and try to represent the information in a fun, interactive way. You can add drawings, symbols, or colored sections to highlight key differences.

Example Output:

- US Education System: Kindergarten, Elementary School (Grades 1-5), Middle School (Grades 6-8), High School (Grades 9-12), College/University (4 years, major).
- UK Education System: Primary School, Secondary School (GCSEs at 16), Sixth Form (A-levels), University (3 years, single subject).

Task 8. "Letter to a Future Student"

Instructions:

- Imagine you are a student from the US or the UK, and you are writing a letter to a future student who will be starting high school or college/university in your country.
- In your letter, give advice about the education system, explain the process of choosing subjects, applying to university, and preparing for exams.
- Use appropriate vocabulary and expressions related to your education system (e.g., majors, electives, SATs, A-levels, college applications, etc.).

Example Output:

"Dear Future Student,

Welcome to high school! In the US, you will have a chance to take a variety of subjects from math to history. It's important to keep your grades high, as they will be part of your college application. After high school, you'll apply to universities, where you can choose a major and begin studying a specific field. Don't forget to get involved in extracurricular activities – they can make a big difference in your application!

Best of luck,

An Experienced High School Graduate"

Task 9. "Education System Roleplay"

Instructions:

- In pairs or small groups, students will choose whether they are students, teachers, or education system officials.
- One student can roleplay as a student in the UK discussing their experience with A-levels and the application process for university.
- Another student can roleplay as a student in the US, discussing their experience with choosing a major in college, the SAT exams, and extracurricular activities.

- As a group, students will have a discussion about their experiences, using appropriate vocabulary for each system.

Example Roleplay:

- UK Student: "I'm preparing for my A-levels in math and chemistry. I have to get good grades to go to university. It's stressful, but I'm focused on my goals."
- US Student: "In the US, we have to take the SAT and also keep up with extracurricular activities like sports or volunteering. You choose your major after starting college, but I'm still undecided."

Task 10. "Education Systems Time Capsule"

Instructions:

- Imagine you are living in 2050 and you are creating a time capsule about the education system in the US and the UK. What changes do you think will happen?
- Write a letter or a report about the future of education, including technology, new methods of teaching, and how exams and qualifications might change.
- Use appropriate vocabulary related to the education system and include imaginative predictions.

Example Output:

"In 2050, students in both the US and the UK will no longer need to take traditional exams. Instead, they will use virtual reality to learn in immersive environments. Universities will offer online degrees where students can choose electives from a global network of institutions. The need for standardized tests like the SATs or A-levels will be replaced by project-based assessments, focusing more on practical knowledge."

UNIT 27

IMPORTANCE OF EDUCATION

Task 1. Learn the dialogue by heart and act in roles.

Anna: Hey, David! I've been thinking a lot about the role of education in our lives recently. Do you think education is really important?

David: Oh, definitely! Education is crucial for personal growth and for opening up opportunities. It helps us gain knowledge and develop skills that are necessary for our future careers.

Anna: I agree! I think education shapes our thinking. It not only teaches us specific subjects but also helps us become more critical thinkers. For example, when we study history or science, we learn how to solve problems and understand the world better.

David: That's true! And education also opens up doors to good job opportunities. Without a proper education, it's much harder to find a well-paying job or to get promoted in your career. For many people, education is the key to a better quality of life.

Anna: Exactly! I also think that education gives people more confidence. When you know a lot about a topic or have strong skills, you feel more prepared to face challenges, whether in school, at work, or in life.

David: Yes, and don't forget how education can help with social mobility. It allows people from different backgrounds to improve their situation. A good education can help break the cycle of poverty and give people the chance to achieve more.

Anna: I totally agree. And education doesn't just happen in schools and universities. We can learn a lot from our experiences and from people around us. But formal education still plays a major role in preparing us for the future.

David: That's a good point. Even in today's world, continuous learning is important. We need to adapt to new technologies, and education helps us stay updated with the latest developments in almost every field.

Anna: For sure! It's amazing how much education can transform people's lives. Whether it's through traditional school systems or through self-learning, it's the foundation for personal and professional success.

David: Definitely! Education is not just about getting a degree; it's about gaining the knowledge and skills that allow us to grow and make a positive impact on the world.

Key Vocabulary in the Dialogue:

- Critical thinkers – People who analyze and evaluate information carefully.
- Job opportunities – Chances to find a job or career.
- Confidence – A feeling of being sure about your abilities or knowledge.
- Social mobility – The ability to move up in social and economic status.
- Continuous learning – Ongoing learning throughout life to keep skills up-to-date.
- Self-learning – Learning on your own, outside of formal education systems.
- Grow – To develop or improve.

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions in your speech.

Expressing the Importance of Education

- "Education is essential for [something]."

Example: "Education is essential for personal development and career growth."

- "A good education can help [someone] [do something]."

Example: "A good education can help students gain the skills they need to succeed in life."

- "The importance of education cannot be [overstated/ignored]."

Example: "The importance of education cannot be overstated; it is the foundation of a successful future."

- "Education plays a key role in [something]."

Example: "Education plays a key role in breaking the cycle of poverty."

Describing Benefits of Education

- "One of the main benefits of education is [something]."

Example: "One of the main benefits of education is that it opens up better job opportunities."

- "Thanks to education, [someone] can [do something]."

Example: "Thanks to education, people can improve their living standards and achieve their goals."

- "Education helps to [develop/improve] [something]."

Example: "Education helps to develop critical thinking skills and problem-solving abilities."

- "With education, people have the chance to [do something]."

Example: "With education, people have the chance to change their lives and build a better future."

Linking Education to Career and Personal Growth

- "In terms of career, [something] is vital."

Example: "In terms of career, having a good education is vital for securing a stable job."

- "Without a proper education, it's difficult to [do something]."

Example: "Without a proper education, it's difficult to find a well-paying job or advance in your career."

- "Education helps to [prepare] [someone] for [something]."

Example: "Education helps to prepare young people for the challenges of the working world."

- "Education opens doors to [opportunities]."

Example: "Education opens doors to a wide range of job opportunities and personal growth."

Discussing Lifelong Learning and Growth

- "Education is a lifelong process that [helps someone] [do something]."

Example: "Education is a lifelong process that helps individuals adapt to changes and develop new skills."

- "It's important to [keep learning] throughout your life."

Example: "It's important to keep learning throughout your life to stay competitive in the job market."

- "Learning doesn't stop after [school/university]; it continues in [the workplace/daily life]."

Example: "Learning doesn't stop after university; it continues in the workplace where new skills are constantly needed."

Making Comparisons

- "Unlike [something], education provides [something]."

Example: "Unlike experience, education provides a structured way of gaining knowledge and skills."

- "While [education] offers [something], [something else] is also necessary."

Example: "While education offers essential knowledge, practical experience is also necessary for success."

- "Compared to [something], [education] is more [effective/important]."

Example: "Compared to self-learning, formal education is more structured and provides broader opportunities."

Discussing Challenges and Barriers

- "One of the main challenges in education is [something]."

Example: "One of the main challenges in education is ensuring equal access to quality learning resources."

- "Despite [something], education remains [important/valuable]."

Example: "Despite the high cost, education remains an investment that pays off in the long run."

- "Not everyone has access to [something] in education."

Example: "Not everyone has access to the same quality of education, which creates inequality."

Expressing Opinions and Conclusion

- "I believe that education is [important/essential] for [something]."

Example: "I believe that education is essential for personal development and social progress."

- "In my opinion, the benefits of education far outweigh the challenges."

Example: "In my opinion, the benefits of education far outweigh the challenges, as it opens doors to countless opportunities."

- "To sum up, education is a key factor in [something]."

Example: "To sum up, education is a key factor in both personal growth and professional success."

LEXICAL TASKS

Task 1. Match words/phrases related to education with their definitions or appropriate context.

<i>Words/Phrases:</i>	<i>Definitions/Contexts:</i>
1. Higher education	A. The process of acquiring knowledge or skills for a particular job.
2. Lifelong learning	B. The process of learning that continues throughout life.
3. Critical thinking	C. A structured system of learning that includes school, university, or training programs.
4. Career opportunities	D. The ability to think logically and make reasoned judgments.
5. Job market	E. The availability of learning opportunities to everyone, regardless of background or social status.
6. Formal education	F. The demand for workers and available employment options in the economy.
7. Skill development	G. Education beyond secondary school, such as university or vocational training.
8. Equal access	H. The possibility of finding a job or advancing in a career.

Task 2. Use given words to construct meaningful sentences about the importance of education.

1. Knowledge 2. Career 3. Opportunities 4. Skills 5. Personal development
6. Critical thinking 7. Access 8. Growth 9. Job market

Task 3. Match each word with its synonym and antonym of key education-related terms.

<i>Words</i>	<i>Synonyms</i>	<i>Antonyms</i>
1. Education	A. Achievement	F. Ignorance
2. Opportunity	B. Expertise	G. Obstacle
3. Success	C. Learning	H. Inability
4. Skill	D. Chance	I. Illiteracy
5. Knowledge	E. Wisdom	J. Failure

Task 4. Word Association Game

Write as many words as you can think of in one minute that relate to:

- Higher education
- Job skills
- Learning methods

Task 5. Create a mind map based on the topic Importance of Education. In the center, write “Education.” Then, branch out to categories like career, personal development, skills, and opportunities. Under each category, write words and phrases related to it (e.g., under skills, you might write "communication," "problem-solving," "critical thinking").

Task 6. Design Your Dream School

Imagine you are designing your dream school. Describe what it would be like, including how education is delivered, the subjects offered, and how students learn. You must use at least 10 vocabulary words related to education (e.g., curriculum, subjects, teaching methods, extracurricular activities, technology, students, teachers, exams, learning environment, innovation).

Example:

"My dream school would focus on innovation and creative learning. It would offer a diverse curriculum with subjects ranging from arts to technology. Instead of traditional exams, students would demonstrate their knowledge through projects and real-world experiences. The learning environment would be open and flexible, encouraging students to collaborate and explore. Teachers would act as mentors, guiding students through their learning journey. Extracurricular activities would be encouraged to help students develop important skills outside the classroom."

Task 7. Education World Map

Create a world map or a list of countries. For each country, research and write down one key aspect of the education system in that country (e.g., primary school, university entrance exams, subjects taught, learning methods). Be creative in how you organize the map or list and add visuals, flags, or any cultural elements that represent each country's approach to education.

Example:

- United States – Focuses on a broad curriculum with the option to specialize later in college. Students often participate in extracurricular activities like sports and clubs.
- Finland – Known for its innovative teaching methods and lack of standardized testing, encouraging a more student-centered approach to education.
- Japan – Students face rigorous exams but are also taught the importance of discipline and respect in education.

Task 8. Education Debate – Future of Learning

Divide into two groups. One group will argue that the traditional education system (e.g., school, exams, university degrees) is still the best model for the future. The other group will argue that alternative education (e.g., online learning, self-directed learning, and skills-based education) is the way forward. Each group should use vocabulary like technology, opportunities, skills, traditional, learning environment, exams, qualifications, development.

Example Points for Traditional Education Group:

- "In the future, we still need traditional education because it provides a structured path to gaining knowledge and qualifications."
- "The learning environment in schools fosters important social skills and interaction, which can't be replicated in an online setting."

Example Points for Alternative Education Group:

- "With technology, students can access more flexible learning opportunities that are personalized to their own pace and style."
- "Skills-based education is more practical and directly prepares students for career opportunities."

Task 9. “If I Were the Minister of Education”

Imagine you have been appointed the Minister of Education for a country. Write a letter (150-200 words) explaining the changes you would make to the current education system. Use at least 8 education-related vocabulary terms (e.g., curriculum, access, opportunities, skills, development, exams, teaching methods).

Example Letter:

"Dear Citizens,

As the new Minister of Education, I am committed to creating an education system that offers equal access to all students, regardless of their background. My first change will be to ensure that the curriculum includes both academic knowledge and practical skills. I will promote lifelong learning and create more opportunities for students to gain real-world experience. Additionally, I plan to reform the current exams system, replacing rote memorization with assessments that focus on critical thinking and problem-solving. Together, we will create an education system that fosters personal growth and opens up countless career opportunities."

Task 10. “Education Across Time” – Creative Timeline

Design a timeline that shows how education has changed over the centuries, from ancient methods of teaching to modern-day education systems. Use vocabulary such as curriculum, teachers, technology, exams, subjects, learning, innovation. Be creative in how you visually present the changes (e.g., illustrations, icons, colors).

Example Timeline Ideas:

- Ancient Education (circa 500 BC): Teachers were philosophers, and education focused on philosophy, language, and rhetoric.
- Middle Ages: Education was primarily available to the elite, focusing on religious studies and basic literacy.
- Modern Day: A wide variety of subjects are taught in schools worldwide, with an emphasis on technology and interactive learning.

UNIT 28

FIRE SAFETY

Task 1. Learn the dialogue by heart and act in roles.

Tom: Hey, Emily! I've been reading about fire safety recently. Do you know what to do in case of a fire?

Emily: Yeah, it's really important to know what to do. The first thing you should do is stay calm and call the fire department immediately. It's better to be safe and let the professionals handle the situation.

Tom: That makes sense. I've heard you should never try to put out a fire if it's too big. What if it's a small fire, like a cooking fire?

Emily: If it's a small fire, like a pan fire, you should cover it with a fire blanket or use a fire extinguisher. Just make sure you don't try to throw water on it, especially if it's an electrical fire.

Tom: Right, water and electricity don't mix! And I've also heard that it's important to have smoke detectors in your house. Do you have them in your home?

Emily: Yes, we have smoke detectors in every room. It's really important because they alert you if there's smoke or fire, even when you're asleep. You should check the batteries regularly to make sure they're working properly.

Tom: I should do that! And what about fire escapes? Are you supposed to have a plan in case you need to get out of the house quickly?

Emily: Absolutely! You should always have a fire escape plan. It's a good idea to practice it with your family, so everyone knows exactly where to go. If you can't use the stairs because of smoke, you should know where the emergency exits are.

Tom: I see. And what about flammable items? Should we keep certain things away from heat sources?

Emily: Yes, always keep flammable materials—like paper, fabrics, or cleaning supplies—away from heat sources. It's also important to check electrical appliances regularly to make sure they're safe.

Tom: Great tips, Emily! I feel more prepared now. I'll make sure to check the smoke detectors and plan an escape route with my family.

Emily: It's always better to be prepared. Stay safe, Tom!

Key Vocabulary in the Dialogue:

- Fire department – A group of firefighters and emergency responders.
- Fire blanket – A safety tool used to extinguish small fires.
- Fire extinguisher – A device used to put out fires.
- Smoke detectors – Devices that sense smoke and alert people of a fire.
- Fire escape plan – A prearranged plan to help people exit a building safely during a fire.
- Emergency exits – Designated exits for escape in case of an emergency.
- Flammable materials – Substances that can easily catch fire.

LEXICAL CONSTRUCTIONS

Task 2. Use the following lexical constructions in your speech.

Expressing Necessity or Importance

- "It is important to [do something] in case of a fire."
Example: "It is important to know how to use a fire extinguisher in case of a fire."
- "You should [do something] to stay safe."
Example: "You should keep flammable materials away from heat sources to stay safe."
- "It's essential to [do something] regularly."
Example: "It's essential to check the batteries in smoke detectors regularly."
- "Make sure you [do something] to avoid accidents."
Example: "Make sure you have a fire escape plan to avoid accidents in case of a fire."

Giving Advice or Recommendations

- "If there is a fire, you should [do something]."
Example: "If there is a fire, you should call the fire department immediately."
- "In case of a fire, it's best to [do something]."
Example: "In case of a fire, it's best to leave the building using the nearest exit."
- "It's a good idea to [do something]."
Example: "It's a good idea to practice your fire escape plan regularly."
- "You shouldn't [do something] during a fire."
Example: "You shouldn't try to fight a large fire on your own."

Describing Actions in Case of Fire

- "If the fire is small, you can [do something]."
Example: "If the fire is small, you can use a fire extinguisher to put it out."
- "When there's a fire, you need to [do something]."
Example: "When there's a fire, you need to stay calm and exit the building immediately."
- "In the event of a fire, you should [do something]."
Example: "In the event of a fire, you should never use an elevator."

Talking About Equipment and Tools

- "Make sure you have a [tool] in case of fire."
Example: "Make sure you have a fire extinguisher in case of fire."
- "It's a good idea to keep [tools] around the house."
Example: "It's a good idea to keep smoke detectors around the house to detect any fires early."
- "You should know how to use [tools/equipment]."
Example: "You should know how to use a fire extinguisher in case of an emergency."

Talking About Precautions

- "To prevent fires, it's important to [do something]."
Example: "To prevent fires, it's important to regularly check electrical wires for damage."
- "Avoid [doing something] to reduce the risk of fire."
Example: "Avoid leaving candles unattended to reduce the risk of fire."
- "Never [do something] near flammable materials."
Example: "Never smoke near flammable materials, such as paper or gas."
- "Always make sure to [do something] when using [something]."
Example: "Always make sure to turn off the stove when you're finished cooking."

Expressing Cause and Effect

- "If [something] happens, [something else] will likely occur."
Example: "If you leave candles burning unattended, a fire will likely occur."
- "Due to [something], [something else] may happen."
Example: "Due to faulty wiring, a fire may start in your house."

Giving Instructions

- "To escape from a fire, you should [do something]."
Example: "To escape from a fire, you should crawl low to avoid smoke inhalation."
- "In case of fire, follow the [path/exits]."
Example: "In case of fire, follow the emergency exits and gather at the assembly point."
- "If the door is hot, do not [do something]."
Example: "If the door is hot, do not open it; instead, find another escape route."

Talking About Fire Safety Habits

- "It's a good habit to [do something] regularly."
Example: "It's a good habit to test your smoke detectors regularly."
- "Having a [safety item] at home is a smart safety habit."
Example: "Having a fire extinguisher at home is a smart safety habit."

Describing Emergency Situations

- "In an emergency, you should [do something] without hesitation."
Example: "In an emergency, you should exit the building without hesitation."
- "During a fire, [something] can be very dangerous."
Example: "During a fire, smoke inhalation can be very dangerous."

Talking About Safety Measures

- "Safety measures include [doing something]."
Example: "Safety measures include having fire drills and knowing emergency exits."
- "Fire safety rules state that you should [do something]."
Example: "Fire safety rules state that you should never block fire exits."

LEXICAL TASKS

Task 1. Match the words with their correct definitions.

<i>Words</i>	<i>Definitions</i>
1. Fire Extinguisher	A. A system designed to detect smoke and alert people to the presence of fire.
2. Evacuation	B. A practice session to prepare people for safe and quick evacuation in case of fire.
3. Fire Alarm	C. A portable device used to put out small fires by spraying a chemical agent.
4. Fire Drill	D. A stairway or other route used for safely exiting a building during a fire.
5. Smoke Detector	E. A condition in which substances react with oxygen and produce heat and light.
6. Fire Escape	F. A device that detects the presence of smoke and sounds an alarm.
7. Flame	G. A sudden departure from a building or area due to a fire or other emergency.
8. Combustion	H. A source of heat, light, and energy, usually a result of fire.
9. First Aid Kit	I. A medical kit used to provide basic care for injuries or burns before professional help arrives.
10. Emergency Exit	J. A special exit designed for quick escape during an emergency.

Task 2. Use the words from the box below to complete the sentences.

fire extinguisher, evacuation, combustion, first aid, fire drill, emergency exit, flame, smoke detector, fire alarm, fire escape
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1. It's important to have a _____ in every room to stop small fires from spreading.
2. The building has several _____ to help people leave safely in case of an emergency.
3. The _____ goes off when smoke is detected, signaling everyone to evacuate.
4. _____ can be caused when oxygen reacts with flammable materials.
5. We practice a _____ once a month to ensure everyone knows how to safely leave the building.
6. During a fire, it's important to use a _____ to help put out the flames quickly.
7. The _____ detects smoke and helps prevent fires from causing more damage.

8. If you suffer a burn, a _____ is essential to treat it before seeing a doctor.
9. A _____ is essential in every building to ensure people can escape during a fire.
10. The _____ from the burning materials could be seen from the window of the building.

Task 3. Synonyms and Antonyms

Fill in the table with synonyms and antonyms of the following fire safety-related terms:

Term	Synonym(s)	Antonym(s)
Flame		
Smoke		
Evacuate		
Extinguisher		
Burn		
Safety		

Task 4. Change the form of the words in parentheses to complete the sentences.

1. The firefighter showed us how to use a _____ (fire) extinguisher properly.
2. The building has a regular _____ (evacuate) plan in case of emergency.
3. The _____ (detect) system alerts everyone when there is smoke in the building.
4. _____ (safe) measures are essential in every workplace to prevent accidents.
5. The company offers _____ (train) to ensure staff are prepared for fire emergencies.
6. It is important to have _____ (escape) routes in every room of a public building.

Task 5. Determine if the following statements are true or false.

1. A smoke detector can only detect smoke, not heat.
2. Evacuations should be done in a calm and orderly manner to prevent injury during a fire.
3. A fire extinguisher can only be used to put out electrical fires.
4. Fire drills are unnecessary as long as the building is equipped with a fire alarm.
5. First aid kits should include items for treating burns, cuts, and scrapes.
6. The fire escape is the same as the emergency exit in most buildings.

Task 6. Fire Safety Comic Strip

Create a comic strip (3-5 panels) showing a person or family in different fire safety situations. Use the following vocabulary words: fire extinguisher, smoke detector, escape plan, emergency exit, flammable materials, fire drill, safety, and evacuate. In each panel, show the characters following safety measures and explain what they are doing using speech bubbles.

Example:

- Panel 1: A character is testing a smoke detector.
- Panel 2: Another character is using a fire extinguisher on a small kitchen fire.
- Panel 3: The family is practicing their escape plan, heading toward the emergency exit.

Task 7. Fire Safety Advertisement

Design an advertisement (written or visual) that encourages people to practice fire safety. Use at least 8 fire safety-related terms (e.g., smoke detectors, fire drills, fire extinguishers, emergency exits, escape plans, fire safety, prevention, flammable). The advertisement should be creative, engaging, and informative, targeting families or students.

Example Prompt:

"Protect your home and loved ones. Test your smoke detectors regularly. Keep fire extinguishers in the kitchen and garage. Know your emergency exits and have a family escape plan. Fire safety starts with you!"

Task 8. Fire Safety Role-Play

Work in pairs or groups. One person plays the role of a fire safety expert, and the other plays a homeowner. The fire safety expert explains essential fire safety tips to the homeowner, using as many vocabulary words as possible (e.g., smoke detectors, fire drills, evacuation, flammable materials, fire extinguisher). The homeowner asks questions and shows interest in learning more about how to stay safe.

Example:

- Fire Safety Expert: "It's very important to have smoke detectors in every room. Do you test them regularly?"
- Homeowner: "I'm not sure. How often should I test them?"
- Fire Safety Expert: "You should test them once a month and change the batteries every six months."

Task 9. Create a Fire Safety Poster

Design a creative poster that includes both images and text. Include important fire safety rules such as "Don't block exits," "Know your escape route," "Use fire extinguishers safely," and "Practice fire drills." Use fire safety-related vocabulary and make the poster visually appealing with bright colors and clear messages.

Example:

- Main title: "Stay Safe: Fire Safety First!"
- List of fire safety rules:
 - "Know two ways out!"
 - "Test smoke detectors monthly."

- "Keep fire extinguishers within reach."
- "Stop, Drop, and Roll if your clothes catch fire."

Task 10. Fire Safety Poem or Song

Write a short poem or song (4-6 lines) that teaches fire safety. Use as many fire safety-related words as possible (e.g., flames, smoke detectors, fire drills, extinguisher, evacuation, safety, prevention). The poem or song should be catchy and easy to remember.

Example Poem:

"When the smoke alarms start to ring,
It's time to leave, and not to sing!
Know your exits, stay alert,
Don't let fire cause any hurt.
Keep your extinguisher near,
For fire safety, have no fear!"

Task 11. Fire Safety Crossword Puzzle

Create a crossword puzzle where the clues are related to fire safety terms (e.g., smoke detector, fire extinguisher, evacuation, fire drill, flammable, prevention). Have students solve the puzzle individually or in groups. They can use dictionaries or class materials to help with unfamiliar terms.

Example Clue:

- Across: "A device that warns you about smoke or fire." (Answer: smoke detector)
- Down: "What you should have in your house to put out small fires." (Answer: fire extinguisher)

Task 12. Fire Safety Story – Fill in the Blanks

Provide students with a short fire safety story with missing words. They need to fill in the blanks using the correct fire safety vocabulary (e.g., evacuation, extinguisher, smoke detectors, fire escape plan, flammable). The story should emphasize fire safety lessons.

Example Story:

"One day, Sarah was cooking dinner when she noticed smoke coming from the stove. She quickly grabbed the [fire extinguisher] and put out the small flame. Her [smoke detectors] had already alerted her family to evacuate the house. They followed their [fire escape plan] and safely left the building. Sarah learned that it's important to keep [flammable] materials away from heat sources and always have a working fire extinguisher nearby."

Task 13. Fire Safety Debate

Divide the class into two groups. One group will argue that fire drills are the most important fire safety measure, while the other will argue that smoke detectors are more important. Both groups must use fire safety vocabulary to explain their reasons and persuade the other group.

Example Argument for Fire Drills Group:

"Fire drills are essential because they help us practice what to do in case of a real fire. Knowing how to evacuate safely can save lives."

Example Argument for Smoke Detectors Group:

"Smoke detectors are crucial because they alert us early to a fire, giving us more time to escape. Without them, a fire might spread too quickly to react."

UNIT 29

WHY IS EMERGENCY MANAGEMENT SO IMPORTANT?

Task 1. Learn the dialogue by heart and act in roles.

DIALOGUE

Person A: Hi! I've been reading a lot about emergency management lately. Do you think it's really that important?

Person B: Oh, definitely! Emergency management is crucial for keeping people safe in times of crisis. When disasters happen, whether it's a natural disaster like an earthquake or a man-made event like a fire, emergency management helps to reduce the risks and save lives.

Person A: That makes sense. But what exactly does emergency management involve?

Person B: It involves planning and preparing for potential emergencies, responding quickly when something happens, and then helping people recover after the event. This could mean creating evacuation plans, training first responders, or making sure hospitals and shelters are ready.

Person A: I see. So, it's not just about reacting to the emergency, but also preparing for it before it happens.

Person B: Exactly! Preparation is key. If there's a clear plan in place, things are much smoother when an emergency happens. It helps everyone know what to do, and it reduces confusion.

Person A: That's true. Do you think people often realize how important it is?

Person B: Not always. Many people don't think about emergencies until they happen. But when something unexpected occurs, having a good emergency plan can make all the difference in saving lives and minimizing damage.

Person A: I never really thought about it that way. It's good to know there are people planning ahead for these situations.

Person B: Yes, emergency management is a vital part of making sure our communities are prepared and resilient in the face of disasters. It helps protect people, property, and even the economy.

Person A: Thanks for explaining! It's clear now why it's so important.

LEXICAL CONSTRUCTIONS

Task 2. Use following lexical constructions for discussing the topic "Why is emergency management so important?"

It's important to + verb

- It's important to prepare for emergencies.
- It's important to stay calm during a crisis.

There is a need to + verb

- There is a need to improve emergency response systems.
- There is a need to train more first responders.

Be responsible for + noun/verb-ing

- Emergency managers are responsible for planning evacuations.
- They are responsible for coordinating the response after a disaster.

In case of + noun

- In case of a fire, you should know where the exits are.
- In case of a natural disaster, follow the evacuation instructions.

To reduce the risk of + noun/verb-ing

- Preparedness can reduce the risk of injury.
- Planning ahead reduces the risk of confusion during an emergency.

Make sure + subject + verb

- Make sure everyone knows the evacuation plan.
- Make sure to have an emergency kit prepared.

It's crucial to + verb

- It's crucial to have a plan for all types of disasters.
- It's crucial to inform people quickly during an emergency.

A key factor in + noun/verb-ing

- Training is a key factor in successful emergency management.
- Communication is a key factor in coordinating response efforts.

Be ready for + noun/verb-ing

- We must be ready for unexpected situations.
- Emergency services need to be ready for large-scale disasters.

Take action to + verb

- We need to take action to protect vulnerable communities.
- It's important to take action to prevent disasters from getting worse.

LEXICAL TASKS

Task 1. Choose the correct word to fill in the blank from the options below.

Words: (disaster, response, evacuation, damage, emergency)

1. In the event of an _____, it's essential to stay calm and follow the plan.
2. The _____ teams worked quickly to help the people affected by the fire.
3. The _____ caused by the earthquake was widespread, affecting many buildings.
4. Everyone should know the _____ route in case of a fire.
5. _____ management involves planning and organizing for unexpected events.

Task 2. The following sentences contain mistakes. Correct them by fixing the vocabulary or grammar errors.

1. The recovery process after the disaster was very important to help people safe again.
2. In case of any dangers, you should have an evacuate plan ready.

3. It's crucial to be prepared for emergencies, especially in earthquake-prone areas.
4. Emergency services need to respond quickly to save lives.
5. Disaster management is a key factor in protecting communities.

Task 3. Correct the mistakes

1. The recovery process after the disaster was very important to help people stay safe again.
2. In case of any dangers, you should have an evacuation plan ready.
3. It's crucial to be prepared for emergencies, especially in earthquake-prone areas.
4. Emergency services need to respond quickly to save lives.
5. Disaster management is a key factor in protecting communities.

Task 4. Write a synonym or antonym for each word related to emergency management.

1. Prepare (synonym and antonym)
2. Risk (synonym and antonym)
3. Response (synonym and antonym)
4. Disaster (synonym and antonym)
5. Recovery (synonym and antonym)

Task 5. Use the word in parentheses to form a word that fits the sentence.

1. The emergency team worked hard to ensure everyone's _____ (safe).
2. It is important to have a _____ (plan) in place for any possible emergency.
3. _____ (prepare) is the key to responding effectively to any crisis.
4. The _____ (respond) was quick and efficient during the fire.
5. After the flood, the local community started the long process of _____ (recover).

Task 6. Create an Emergency Plan (Group Work or Individual)

Imagine your city is at risk of a natural disaster, such as an earthquake, flood, or hurricane. Your task is to create an emergency management plan. Include the following:

1. Evacuation routes: Draw a simple map showing the safest routes to take.
2. Emergency kit: List 5 important items that should be in an emergency kit.
3. Roles and responsibilities: Decide who will be responsible for different tasks (e.g., communication, helping the elderly, leading the evacuation).
4. Shelters: Identify two places in your city where people could go for shelter during the emergency.
5. Communication plan: How will you communicate with your family and neighbors during the emergency?

Example output: A poster with the map of evacuation routes, a list of items for the emergency kit, and assigned roles.

Task 7. Write a Story (Individual)

Write a short story about a time when you had to deal with an emergency or a situation where emergency management played a key role. It can be a real experience or a fictional one. Include details like:

- The type of emergency (fire, flood, earthquake, etc.).
- How you and others reacted.
- The steps taken to solve the problem (evacuating, calling for help, staying calm).
- What was the outcome.

Example prompt: "One day, I was at school when we received a warning about a big storm. I quickly remembered the emergency plan we had practiced, and..."

Task 8. Create a Public Service Announcement (PSA) (Group or Individual)

Prepare a public service announcement (PSA) video or poster to inform people about what they should do in the event of a specific emergency (e.g., fire, earthquake, or flood).

1. Message: Write a clear and simple message explaining what to do in the event of the emergency.
2. Visuals: Include visual elements (either in a video or on a poster) to make your message stand out (e.g., emergency symbols, evacuation routes).
3. Call to action: End with a reminder on how people can prepare in advance (e.g., "Have an emergency kit ready!" or "Know your evacuation routes!").

Example output: A 30-second video or a colorful, informative poster.

Task 9. Emergency Management Quiz (Group Work)

Work in a group to create a quiz based on emergency management. Each group member will write 3 multiple-choice questions about how to prepare for or respond to emergencies. Once the quiz is ready, exchange quizzes with another group to answer.

Example questions:

1. What should you do first in a fire emergency?
 - a) Call 911
 - b) Stay inside
 - c) Evacuate immediately
 - d) Hide under a table

2. Which of these is NOT a recommended item for an emergency kit?
 - a) Water
 - b) First aid kit
 - c) Flashlight
 - d) Extra clothes

Task 10. Emergency Scenario Role-Play (Group Work)

In pairs or small groups, role-play an emergency situation (such as a fire, flood, or earthquake). Take turns playing different roles, such as the emergency responder, the person needing help, and the family member or neighbor.

- Scenario 1: A fire breaks out in your building. What do you do? How do you communicate and help others evacuate?
- Scenario 2: There is an earthquake while you are at school. How do you ensure your classmates are safe? What steps do you take to check for injuries and call for help?

Example prompt for a fire scenario:

- Role 1 (Firefighter): "I need to make sure everyone is safely out of the building. Have you checked the bathrooms?"
- Role 2 (Person trapped): "I am stuck on the second floor. How can I get out?"

Task 11. Design an Emergency App (Group or Individual)

Imagine you're creating a mobile app to help people manage emergencies. What features should the app have? Create a design or sketch of the app interface and write a description of how it would work.

Include features such as:

- Alerts and notifications for local emergencies (earthquakes, fires, floods, etc.)
- A checklist for emergency kits
- A map with evacuation routes and nearby shelters
- A communication feature for families to stay in contact
- Tips on staying safe during specific emergencies

Task 12. Design a Community Emergency Awareness Campaign (Group or Individual)

Create a campaign to raise awareness about emergency preparedness in your community. The campaign could be a poster, flyer, social media post, or even a short video. Think about how you would encourage people to prepare in advance for an emergency.

- Target audience: Who is your campaign for? (Families, schools, elderly people, etc.)
- Message: What important information should people know about emergency preparedness?
- Design: Use visuals to make the message clear and engaging (e.g., pictures of emergency kits, evacuation routes, etc.).

Example output: A flyer with key emergency tips, including an image of an emergency kit and a simple action plan.

UNIT 30

PROFESSIONAL DEVELOPMENT

Task 1. Learn one of the dialogues by heart and act in roles.

DIALOGUE 1. Training and Courses

Firefighter 1 (Alex): Hi, Sarah! Have you signed up for any training courses this year?

Firefighter 2 (Sarah): Yes, I have! I'm planning to take a course on advanced rescue techniques. It's important to keep improving our skills.

Alex: That sounds great! I was thinking about taking a leadership course. It's good to be prepared for when we take on more responsibilities, don't you think?

Sarah: Absolutely! Leadership is essential, especially when we're leading teams in dangerous situations. Plus, it helps in managing stress during tough calls.

Alex: I agree. Do you know if there are any online courses available for firefighters?

Sarah: Yes, there are some. Many fire departments offer online training programs now. You could also check out the National Fire Academy for additional resources.

Alex: Thanks for the tip! I'll look into it. Continuous learning is so important for us.

M, DIALOGUE 2. Importance of Physical Fitness

Firefighter 1 (Tom): Hey, Jake! I noticed you've been hitting the gym more lately. How's your fitness routine going?

Firefighter 2 (Jake): It's going well, Tom! As firefighters, we need to stay strong and fit to handle the physical demands of the job. I've been focusing on strength and endurance exercises.

Tom: That's a good idea. I've been meaning to improve my fitness, but it's hard to find the time. Any tips?

Jake: Well, you could start with just 20 minutes of exercise each day. Even small changes help! And, don't forget to include cardio and flexibility training.

Tom: I'll try to make it a routine. Staying fit definitely helps on the job, especially when we have to carry heavy equipment or rescue people.

Jake: Exactly. Plus, staying in good shape helps us recover faster after tough calls. It's part of our professional development.

DIALOGUE 3. Learning from Experience

Firefighter 1 (David): Hey, Emily, how was your shift yesterday? Did you learn anything new?

Firefighter 2 (Emily): It was intense, but I learned a lot. We had a complicated rescue operation, and I got to work closely with the senior firefighters. They showed me some new techniques.

David: That's awesome! It's great to learn from experience. I remember my first rescue—it was challenging, but I learned so much from the senior team.

Emily:

Yes, and they always give feedback, which helps improve our skills. It's important to keep learning, even when you've been in the job for a while.

David: I agree. Professional development isn't just about taking courses. It's also about learning from real-life situations and getting feedback from others.

Emily: Exactly. Every call is a chance to grow. We should also attend workshops or conferences when we can, to stay updated with new techniques and equipment.

David: Good point! I'll check if there are any upcoming events. It's always good to keep learning.

DIALOGUE 4. **Mentoring and Teamwork**

Firefighter 1 (Rachel): Hi, Mike! I heard you've been mentoring the new recruits. How's that going?

Firefighter 2 (Mike): It's going well, Rachel. It's great to share what I've learned over the years. Mentoring is also part of my professional development. It helps me stay sharp and improve my leadership skills.

Rachel: That's awesome! I think mentoring is a great way to develop, especially when you see new recruits grow and become confident on the job.

Mike: Exactly. It's not just about teaching them the basics, but also helping them understand the importance of teamwork, quick decision-making, and staying calm under pressure.

Rachel: I agree. Teamwork is critical in our profession. When everyone works together, the job becomes easier, and we all learn from each other.

Mike: Absolutely! I learn just as much from the new recruits as they do from me. We can all grow through collaboration and experience.

Rachel: I'll think about mentoring too. It sounds like a valuable way to enhance my skills. Thanks for the inspiration!

LEXICAL CONSTRUCTIONS

Task 2. Use following lexical constructions for discussing the topic “Professional development”.

Expressing Importance and Necessity

- It's important to...
- It's essential that...
- You should...
- It's necessary to...
- It's a good idea to...

Example:

- It's important to keep improving our skills.

- You should stay fit to handle the physical demands of the job.

Talking About Skills and Abilities

- To be good at...
- To have experience in...
- To be skilled at...
- To be capable of...
- To be trained in...

Example:

- He is skilled at rescue operations.
- She is trained in first aid techniques.

Learning and Improving

- To improve (one's) skills...
- To gain experience in...
- To learn from...
- To attend a course/workshop...
- To take a class in...

Example:

- I want to improve my leadership skills.
- He took a course in advanced fire safety techniques.

Talking About Actions and Plans

- I plan to...
- I'm thinking of...
- I intend to...
- I aim to...

Example:

- I'm thinking of attending a firefighting conference next month.
- She plans to take a leadership course this year.

Expressing Opinions and Suggestions

- In my opinion, ...
- I think that...
- It would be a good idea to...
- I believe that...

Example:

- In my opinion, regular training is key to being a successful firefighter.
- I believe that physical fitness is essential for our job.

Describing Progress and Development

- To make progress in...
- To develop (one's) skills...

- To improve steadily...
- To grow as a professional...

Example:

- I've made a lot of progress in my rescue techniques.
- He is growing as a professional, especially in team leadership.

Talking About Experience

- To have experience in...
- To learn from experience...
- To be experienced in...
- To gain practical experience...

Example:

- She has experience in managing emergency situations.
- You can learn a lot from real-life experiences on the job.

Discussing Teamwork

- To work as a team...
- To collaborate with...
- To support one another...
- To rely on each other...

Example:

- We need to work as a team to handle the emergency.
- It's important to rely on each other during difficult situations.

Making Suggestions and Giving Advice

- You could...
- Why don't you...
- How about...
- It might be helpful to...

Example:

- You could try a leadership course to improve your skills.
- How about attending a fitness workshop for firefighters?

Talking About Challenges and Solutions

- To face challenges in...
- To overcome difficulties...
- To handle stressful situations...
- To solve problems...

Example:

- Firefighters face many challenges on the job, but training helps us overcome them.
- It's important to handle stressful situations calmly.

LEXICAL TASKS

Task 1. Fill in the Blanks with the Correct Word

Words: training, teamwork, skills, leadership, experience, fitness, improve, rescue

1. Firefighters need to stay in good physical _____ to do their job effectively.
2. It is important to _____ your firefighting techniques regularly through practice.
3. One of the most important aspects of being a firefighter is good _____, especially when handling emergencies.
4. After years of _____, he became the chief of the fire department.
5. The new recruits will attend a 6-month _____ program to learn about fire safety.
6. The firefighter demonstrated excellent _____ during the rescue operation.
7. I hope to _____ my knowledge of fire safety by attending a workshop next week.
8. Proper _____ is essential for saving lives during fires and other emergencies.

Task 2. Match the words with their correct definitions.

Words:

1. Professional development
2. Mentoring
3. Teamwork
4. Training
5. Physical fitness
6. Rescue
7. Leadership
8. Experience

Definitions:

- A. The ability to lead and manage others, especially in a crisis.
- B. The process of gaining new skills and knowledge to improve one's career.
- C. The ability to work effectively with others to achieve a common goal.
- D. The action of saving someone from a dangerous situation.
- E. The process of guiding and helping others to develop their abilities.
- F. The physical condition required to perform tasks such as lifting and running.
- G. Gaining knowledge and skills through direct involvement in activities.
- H. The process of learning and practicing specific tasks, such as firefighting techniques.

Task 3. Complete the sentences by changing the form of the word in parentheses.

1. Firefighters must continually _____ (improvement) their skills to stay safe.

2. It's important to stay in good _____ (fit) to handle emergencies effectively.
3. The department offers many _____ (train) programs for new recruits.
4. The senior firefighter has a lot of _____ (experience) in handling complex situations.
5. _____ (lead) is a key skill for firefighters when managing teams during emergencies.
6. He showed great _____ (decide) during the rescue mission.
7. _____ (team) is essential for effective firefighting and safety.

Task 4. Find the synonyms and antonyms of the following words. Write the correct word in the space provided.

Words:

1. Important
2. Skilled
3. Fit
4. Rescue
5. Leader

Synonyms:

- Crucial
- Capable
- Save
- Strong
- Manager

Antonyms:

- Unimportant
- Untrained
- Weak
- Follow
- Victim

Task 5. Use the following words to create meaningful sentences related to professional development for firefighters.

Words:

1. Training / Essential
2. Leadership / Improve
3. Teamwork / Work
4. Fitness / Stay
5. Rescue / Experience

Task 6. Choose the correct word or phrase to complete the sentence.

1. It's important to stay in good _____ to perform well as a firefighter.
 - a) fitness
 - b) rescue

- c) leadership
 - d) skills
2. A firefighter must have the ability to _____ under pressure.
- a) teamwork
 - b) lead
 - c) mentor
 - d) work
3. _____ is needed to save people from dangerous situations like fires.
- a) Fitness
 - b) Rescue
 - c) Leadership
 - d) Training
4. Firefighters learn a lot from their _____ in real-life emergencies.
- a) training
 - b) experience
 - c) leadership
 - d) mentoring
5. _____ programs help firefighters improve their firefighting skills.
- a) Fitness
 - b) Rescue
 - c) Leadership
 - d) Training

Task 7. Discuss the following questions with a partner or in a group. Use as many of the target words and expressions as possible.

1. Why is physical fitness important for firefighters?
2. How does mentoring help new recruits develop their skills?
3. In your opinion, what makes good teamwork in firefighting?
4. What types of professional development opportunities are available for firefighters in your area?
5. What are some challenges firefighters might face in their professional development, and how can they overcome them?

Task 8. Create a Firefighter Training Program

Imagine you are in charge of designing a new training program for firefighters. Use at least 8 vocabulary words from the list below. Write a short description of the program, including its purpose, structure, and benefits.

Vocabulary Words:

- Leadership
- Teamwork
- Rescue
- Training
- Skills

- Physical fitness
- Experience
- Mentoring
- Safety
- Development

Example:

"The Firefighter Training Program focuses on enhancing leadership and teamwork skills. Through a series of practical exercises, firefighters will gain hands-on experience in rescue operations. The program also emphasizes physical fitness to ensure that all firefighters can handle the physical demands of the job. Mentoring from experienced firefighters will provide invaluable insights, while regular training sessions will ensure the development of essential firefighting skills. The overall goal is to ensure safety and continuous professional development."

Task 9. Write a Firefighter's Daily Journal

Imagine you are a firefighter and you keep a journal to track your professional development. Write a short entry describing your day, what skills you worked on, what challenges you faced, and what you learned. Use at least 6 vocabulary words from the list below.

Vocabulary Words:

- Challenge
- Learn
- Teamwork
- Experience
- Leadership
- Fitness
- Rescue
- Training
- Skills
- Feedback

Example:

"Today was a challenging day at the fire station. During a rescue operation, I had to work closely with my team to save a family trapped in a building. It was a great experience because we had to use all of our rescue skills, and I learned the importance of staying calm under pressure. My colleague gave me some useful feedback on my leadership abilities, and I can see that my training is really paying off. I also made sure to do my physical fitness routine after the operation – it's crucial to stay in shape for these kinds of situations."

Task 10. Firefighter Training Advertisement

Design an advertisement to attract new recruits to join a firefighter training program. Use at least 5 key vocabulary words from the list below and make the ad sound exciting and motivating.

Vocabulary Words:

- Develop
- Training
- Fitness
- Leadership
- Rescue
- Professional
- Experience
- Teamwork
- Safety
- Skills

Example:**JOIN OUR FIREFIGHTER TRAINING PROGRAM!**

Are you ready to develop the skills needed to become a professional firefighter? Our comprehensive training program will equip you with the leadership skills and teamwork abilities essential for handling high-pressure situations. Whether it's a rescue mission or maintaining fitness, our program covers it all! Gain real-world experience while ensuring the safety of your community. Don't wait—become the hero you've always wanted to be!

Task 11. Firefighter's Career Path

Create a timeline of a firefighter's career path from starting out as a recruit to becoming a fire chief. Include key stages of professional development, training, and personal growth. Use at least 6 vocabulary words from the list below.

Vocabulary Words:

- Development
- Leadership
- Experience
- Training
- Mentoring
- Skills
- Teamwork
- Fitness
- Rescue
- Promotion

Example:

Year 1-2: Firefighter Recruit

- Begin training in fire safety, rescue operations, and physical fitness.
- Participate in teamwork exercises and learn from experienced firefighters.

Year 3-5: Advanced Firefighter

- Gain more experience in handling complex rescue situations.
- Receive mentoring from senior staff to develop leadership skills.

Year 6-8: Firefighter Captain

- Take on more responsibilities, leading teams during emergencies.
- Attend specialized training programs to improve skills in crisis management.

Year 10+: Fire Chief

- Manage the fire department, overseeing all personnel.
- Use years of experience and leadership to make key decisions for the department's development.

Task 12. Create a Firefighter Skills Poster

Create a colorful poster that showcases the essential skills every firefighter needs to develop. Choose at least 5 skills and use creative language to explain them. Add illustrations or symbols to make the poster more appealing. Use at least 4 vocabulary words from the list below.

Vocabulary Words:

- Leadership
- Rescue
- Teamwork
- Physical fitness
- Safety
- Problem-solving
- Communication
- Skills
- Training

Example (Text for Poster):

"Essential Firefighter Skills:

1. Leadership – Guide your team through challenging situations.
2. Rescue – Save lives with courage and quick thinking.
3. Physical Fitness – Stay strong and ready for any challenge.
4. Teamwork – Work together to achieve the best results.
5. Problem-solving – Make fast, smart decisions when it matters most!"

Task 13. Firefighter's Career Interview

Imagine you are interviewing a senior firefighter about their career. Create a list of 5 questions you would ask them about their professional development. Use at least 3 vocabulary words from the list below in each question.

Vocabulary Words:

- Skills
- Leadership
- Training
- Teamwork
- Experience
- Development
- Rescue

- Fitness

Example Questions:

1. How has your leadership style developed over the years of your training and experience?
2. What are some of the most important skills you've had to develop throughout your career as a firefighter?
3. How do you maintain your fitness to ensure you're ready for physically demanding situations?
4. Can you tell me about a memorable rescue operation you were part of and what you learned from it?
5. How has teamwork played a role in your success as a firefighter, especially during high-pressure situations?

Key answers

UNIT 1

Task 1.

1. e) Joyful
2. b) Large
3. a) Quick
4. c) Frozen
5. d) Tiny

Task 2.

1. delicious
2. tired
3. friendly
4. interesting
5. clean

Task 3.

1. kind
2. exciting
3. good
4. helpful
5. sad

Task 4.

- b) Animals

Task 5.

1. Cold
2. Sad
3. Small
4. Young
5. Difficult

UNIT 2

Task 1.

1. My father is a teacher, and my mother works in an office.
2. I am the oldest in my family.
3. I have one brother and one sister.
4. We always eat dinner together.
5. My little sister and I often argue, but we still love each other.
6. My brother is very close to me. We always play games.
7. My mom helps me with my homework every evening.
8. We usually go on vacation together every summer.

Task 2.

1. Spend time together → a) To enjoy each other's company
2. Family gathering → b) A regular event where family members meet
3. Get along with → e) To have a relationship without conflicts
4. Be there for someone → c) To support someone emotionally

5. Have a lot in common → d) To have similar interests or feelings
6. Family tradition → f) A regular practice that is passed down from generation to generation

Task 5.

1. Mother → d) Your parent's daughter
2. Grandfather → c) Your mother's or father's father
3. Brother → f) Your sibling, a male
4. Aunt → b) Your parent's sister
5. Cousin → e) The son of your aunt or uncle
6. Uncle → a) Your parent's brother

UNIT 3

Task 1.

Words:

1. Grandparents → a) Older people, usually grandparents or great-grandparents
2. Elderly → g) People who are older, especially over the age of 65
3. Generation gap → b) The difference in opinions and behaviors between different generations
4. Advice → c) The act of giving guidance or suggestions based on experience
5. Respect → f) Showing admiration and honor towards others
6. Tradition → e) Something that is passed down from one generation to the next
7. Wisdom → d) The quality of being wise or having good judgment

Task 2.

Words to choose from: grandparents, respect, family traditions, technology, generation gap, wise

1. My grandmother always gives me great advice about handling difficult situations.
2. There is a big generation gap between my parents and me because we grew up in different times.
3. We spend a lot of time with our grandparents. They are always telling us stories from their childhood.
4. It's important to show respect to your elders, as they have more experience.
5. My family has many family traditions, like having dinner together on Sundays.
6. My grandpa is very wise. He knows so much about life.

Task 3.

1. The generation gap means that young people and older people always understand each other perfectly. (False)
2. It's common for people to show respect to their grandparents in most cultures. (True)
3. Family traditions are things that change quickly and are not passed down to future generations. (False)
4. Older people often have more wisdom and life experience than younger people. (True)
5. Technology has made it easier for families to communicate, but it sometimes causes problems between generations. (True)

Task 4.

Example Sentences:

- Wisdom: My grandparents have a lot of wisdom to share.
- Respect: It's important to show respect to elderly family members.
- Generation gap: The generation gap between my parents and me can sometimes cause misunderstandings.
- Advice: My mom always gives me good advice when I'm worried about school.

- Family traditions: We have a family tradition of visiting our grandparents every Sunday.

Task 5.

Elderly Generation:

- Grandparents, Experience, Advice, Wisdom

Younger Generation:

- Children, Smartphone, Video games, Technology, Homework

Task 6.

Grandparent's Role:

- "When I was young, we didn't have smartphones. We spent more time outdoors."
- "It's important to value family traditions. In my time, we always had Sunday dinners together."
- "I think young people today don't always listen to their elders."

Grandchild's Role:

- "I like hearing your stories about the past. It's interesting to learn about life before smartphones."
- "We don't always spend time with family because of school and activities."
- "What advice do you have for me as I grow up?"

UNIT 4

Task 1.

1. Sanctuary - e) A place that makes you feel safe and relaxed
2. Cozy - c) A room or house that feels comfortable and warm
3. Renovation - h) The process of improving or changing the structure of a house
4. Family tradition - d) A tradition or activity passed down from generation to generation within a family
5. Safe haven - a) A place that provides comfort and protection from danger
6. Roommate - b) A person you live with, usually someone not related to you
7. Spacious - f) A large area with a lot of room
8. Homely - g) A place that feels comfortable and inviting, like home

Task 2.

1. Homely
2. Family traditions
3. Cozy
4. Renovation
5. Sanctuary
6. Spacious
7. Sanctuary
8. Room

Task 3.

1. False – A "spacious" house is large and airy, not small and crowded.
2. True – "Homely" refers to a house that is comfortable and welcoming.
3. False – "Renovation" can involve improvements, but it doesn't always mean tearing down a house completely.
4. True – A "safe haven" is a place where you feel protected and relaxed.
5. False – "Family traditions" are typically long-established practices, not activities that change every year.

Task 4.

- Types of Rooms: living room, bedroom, kitchen
- Home Characteristics: cozy, spacious, renovation, sanctuary, family tradition

Task 5.

- Cozy: My bedroom is cozy and filled with blankets that make me feel relaxed.
- Family traditions: Our family tradition is to make a big dinner every Sunday.
- Renovation: We did a renovation last year, and now our kitchen looks much better.
- Sanctuary: My room is my sanctuary, where I can escape from the world and relax.
- Spacious: Our living room is very spacious and perfect for family gatherings.

Task 6.

Example Paragraph:

My ideal home would be a spacious house with a large living room where my family could gather every evening. It would have a cozy bedroom with soft blankets and pillows, a true sanctuary for me after a long day. We would have family traditions like making dinner together every weekend. The house would also have some recent renovation work done to make it more modern, but it would still have a homely feel.

Task 7.

1. Safe haven
2. Living room
3. Renovation
4. Homely
5. Family tradition

Task 8.

- Instructions: Draw a map of your ideal house, and label rooms using the words like cozy, spacious, homely, sanctuary, living room, bedroom, renovation, safe haven, family tradition. Then, write a short description about the house.

Task 10.

Example Dialogue:

- Person 1: "My house is really cozy and feels like a sanctuary. I love spending time in my living room, where I can relax."
- Person 2: "That sounds wonderful! How big is the living room?"
- Person 1: "It's spacious enough for our family to sit together and watch movies. We have a tradition of movie nights every Friday."

UNIT 5

Task 1.

1. Hydration - c) The process of drinking enough fluids to keep the body functioning properly.
2. Balanced diet - d) Food that gives the body energy, like vegetables, fruits, and whole grains.
3. Exercise - f) Activities that help keep the body fit, such as running, yoga, or swimming.
4. Junk food - a) Food that is unhealthy, often high in sugar or fat.
5. Stamina - b) The ability to do physical activity for a long time without getting tired.
6. Relaxation - h) Taking time to relax and reduce stress, such as through breathing exercises or meditation.
7. Protein - e) A type of food that helps to build muscles, such as meat, fish, eggs, or beans.

8. Nutrients - g) Vitamins, minerals, and other substances in food that are necessary for the body's health.

Task 2.

1. Hydration
2. Balanced diet
3. Exercise
4. Protein
5. Balanced diet
6. Junk food
7. Relaxation
8. Nutrients

Task 3.

1. False – Drinking soda does not help stay hydrated as it contains sugar and caffeine, which can dehydrate the body.
2. False – A balanced diet includes healthy foods, not junk food, which should be consumed in moderation.
3. False – Exercise is important for everyone, not just for weight loss, as it improves overall health.
4. True – Relaxation and rest are essential for reducing stress and maintaining a healthy body and mind.
5. True – Protein is vital for muscle repair and growth, especially after exercise.
6. False – Skipping meals can be harmful to your metabolism and overall health.

Task 4.

- Healthy Habits: water, exercise, relaxation, sleep, balanced diet
- Unhealthy Habits: junk food, smoking, fast food

Task 5.

- Protein: I eat chicken and beans because they are high in protein, which helps build muscles.
- Exercise: Exercise is important for keeping your heart healthy and your body strong.
- Balanced diet: A balanced diet includes a variety of foods, like fruits, vegetables, and whole grains.
- Water: Drinking enough water is essential for staying hydrated and feeling energized.
- Sleep: Getting enough sleep is key to staying healthy and having enough energy during the day.

Task 6.

Example Health Tips:

1. Drink plenty of water every day to stay hydrated.
2. Get at least 8 hours of sleep every night to stay energized.
3. Eat a balanced diet with lots of fruits and vegetables.
4. Avoid eating too much junk food – it can make you feel tired and sluggish.
5. Make time for relaxation and reduce stress by practicing mindfulness or deep breathing.

Task 7.

Example Dialogue:

- Person 1: "I think it's really important to drink plenty of water every day. It keeps you hydrated and helps with energy."
- Person 2: "That's a great tip! How much water should I drink?"
- Person 1: "It's good to drink at least 2 liters a day, especially if you're exercising."

- Person 2: "I don't exercise much. Do you have any other advice?"
- Person 1: "A balanced diet is key! Make sure you eat enough protein from foods like eggs, beans, or meat."

Task 8.

1. Drink plenty of water throughout the day to stay hydrated.
2. Protein is important for muscle growth and repair.
3. Adults should get at least 7-8 hours of sleep each night for good health.
4. A balanced diet includes fruits, vegetables, whole grains, lean proteins, and healthy fats.
5. Healthy alternatives to junk food include fruits, vegetables, nuts, and whole-grain snacks.
6. Exercise helps you stay healthy by improving cardiovascular health, building strength, and reducing stress.

Task 9.

1. Hydrated – quenched, refreshed
2. Exercise – physical activity, workout
3. Relaxation – rest, calm, unwinding
4. Balanced diet – healthy eating, nutritious food
5. Nutrients – vitamins, minerals, food elements

UNIT 6

Task 1.

1. Stamina – h) The ability to do sports without getting tired quickly.
2. Flexibility – e) The range of motion in your muscles and joints.
3. Team sport – b) A type of sport that requires more than one player, such as football or basketball.
4. Endurance – a) The ability to stay active for a long period of time.
5. Exercise – d) Physical activity that improves fitness.
6. Sports equipment – g) The tools or gear you need for a sport, such as a ball or racket.
7. Warm-up – c) The practice of stretching or moving the body before doing physical activity to prevent injury.
8. Coach – f) The person who trains a sports team or athlete.

Task 2.

1. exercise
2. warm-up
3. team sport
4. stamina
5. coach
6. flexible
7. equipment
8. routine

Task 3.

- Sports: basketball, yoga, running, swimming, football, tennis, cycling
- Sports Actions: playing, jogging, stretching, exercising, gym

Task 4.

1. True
2. False (You need a ball and a hoop.)
3. True

4. False (Yoga focuses more on stretching and breathing.)
5. True
6. False (Exercise improves overall health, not just weight loss.)

UNIT 7

Task 1.

1. cycling
2. cooking
3. swimming
4. playing chess
5. traveling
6. cycling

Task 3.

1. True
2. True
3. True
4. False (Hiking is done outdoors, usually in nature.)
5. True

Task 5.

Indoor Activities: Reading, Painting, Watching TV, Playing board games

Outdoor Activities: Swimming, Hiking, Cycling, Playing soccer

Task 6.

1. read
2. play
3. listen to
4. watch
5. go
6. do

Task 13.

1. Novel
4. Football
2. Swimming
3. Painting

UNIT 8

Task 1.

1. c) A person who visits a place for pleasure
2. g) A journey by air
3. b) The bag or suitcase you carry with your clothes and other items
4. e) The act of visiting interesting places in a city or country
5. a) The document that allows you to travel to other countries
6. f) A place where you stay overnight when you travel
7. d) A place where you can buy a ticket for a train or get on a train
8. h) A document you need to travel on a plane, bus, or train

Task 2.

1. ticket
2. passport
3. train station
4. hotel
5. sightseeing

Task 3.

1. flight
2. train
3. luggage
4. sightseeing
5. hotel

Task 4.

1. False
2. True
3. True
4. True
5. False (A flight is by air, not water)

UNIT 9

Task 1.

1. Kazakhstan, shashlik
2. Bayterek Tower
3. Almaty
4. Lake Balkhash
5. Nauryz
6. Equestrian sports
7. Kazakhstan
8. Shymkent

Task 2.

1. False (Kazakhstan is located in Central Asia, not just the southern part)
2. False (Almaty is known for mountains and skiing, not forests and lakes)
3. True
4. False (Nauryz celebrates the start of the new year, not the end)
5. True
6. False (Lake Balkhash is half freshwater and half saltwater)
7. False (Shashlik is grilled meat, not a soup)

Task 3.

- 1 – h
- 2 – f
- 3 – e
- 4 – g
- 5 – b
- 6 – a
- 7 – d
- 8 – c

Task 4.

1. a) shashlik
2. b) climate
3. a) Equestrian sports
4. b) Lake Balkhash
5. a) Nauryz

UNIT 10

Task 1.

1. b) Baiterek Tower
2. d) Palace of Peace and Reconciliation
3. g) Independence Palace
4. f) Kazakhstan Central Concert Hall
5. c) Hazret Sultan Mosque
6. e) The National Museum of Kazakhstan
7. a) Khan Shatyr

Task 2.

1. history
2. Palace, pyramid, concerts
3. tower
4. mosque
5. history
6. capital
7. opera

Task 4.

1. b) 1997
2. c) Pyramid
3. b) A mosque
4. b) The Bayterek Tower
5. c) The Palace of Peace and Reconciliation

Task 5.

1. Astana became the capital of Kazakhstan in 1997.
2. Bayterek Tower offers visitors a view of the city.
3. The Palace of Peace is for concerts and events.
4. Hazret Sultan Mosque is a beautiful mosque.
5. The National Museum is the largest in Kazakhstan.

UNIT 11

Task 1.

1. G - Nauryz
2. A - Beshbarmak
3. J - Kymyz
4. E - Plov
5. H - Hospitality
6. D - Chapan
7. B - Manti
8. F - Samsa

9. I - Naan
10. C - Traditional Clothes

Task 2.

1. Manti
2. Samsa
3. Plov
4. Kymyz
5. Nauryz
6. Chapan
7. Beshbarmak
8. drinks
9. matchmaking

Task 3. (there may be some other synonyms)

1. Hospitality, Welcoming
2. Respect, Honor
3. Traditional, Customary
4. Unique, Uncommon
5. Celebration, Festivity
6. Ceremony, Ritual

Task 4.

1. Beshbarmak - Beshbarmak is a traditional Kazakh dish consisting of boiled meat (usually lamb or beef), which is served over large flat noodles and topped with an onion broth.
2. Manti - Manti are steamed dumplings filled with seasoned minced meat, typically lamb or beef, along with onions and spices.
3. Boursak - Boursak is a traditional Kazakh fried dough snack.
4. Kymyz - Kymyz is a traditional fermented drink made from mare's milk.
5. Nauryz - Nauryz (or Nowruz) is the traditional Kazakh New Year celebration, marking the arrival of spring.
6. Matchmaking - Matchmaking in Kazakh culture refers to the process of finding a suitable partner for marriage, typically with the involvement of family members and elders.

UNIT 12

Task 1.

1. London
2. Big Ben
3. Union Jack
4. Fish and Chips
5. River Thames
6. English
7. England
8. King
9. Buckingham Palace
10. Scotland
11. Parliament
12. Wales
13. Tower of London

Task 2.

1. countries
2. Football
3. left
4. monarchy
5. Big Ben
6. London
7. flag
8. landmark
9. Fish
10. Scotland

Task 3.

1. False (There are four countries: England, Scotland, Wales, and Northern Ireland.)
2. True
3. False (Big Ben is a clock tower, not a singer.)
4. True
5. False (People drive on the left side of the road.)
6. False (The Tower of London is a historical castle, not a shopping mall.)
7. True
8. True
9. False (It is a main course, not a dessert.)
10. True

Task 4.

1. c) Buckingham Palace
2. a) Big Ben
3. b) Stonehenge
4. e) The Tower of London
5. d) Edinburgh Castle

Task 5.

1. London
2. Scotland
3. Wales
4. Northern Ireland
5. England
6. River Thames
7. Tower of London

Task 7.

1. London
2. Fish and Chips
3. Scotland
4. The Union Jack

UNIT 13

Task 1.

1. Profession → A. The field of work a person chooses.
2. Career → G. A long-term job path or occupation.

3. Degree → B. A qualification you receive after completing studies at a university.
4. Rewarding → C. Giving a sense of satisfaction and accomplishment.
5. Confident → F. Feeling sure about your abilities.
6. Focus → H. To direct attention or effort towards something.
7. Education → D. The process of learning and training to gain knowledge and skills.
8. Online courses → E. A type of learning available via the internet, often flexible.

Task 2.

1. Help → Assist
2. Think → Consider
3. Important → Significant
4. Difficult → Tricky
5. Sure → Confident
6. Big → Major
7. Enjoy → Like
8. Advice → Guidance

Task 3.

1. I'm thinking about my *career* and what I want to do in the future.
2. You need to have a *degree* to become a teacher.
3. Jack's interested in technology, so he might become a *software* developer.
4. Emma wants to help people and is considering a job as a *nurse*.
5. Jack enjoys solving problems, so he's not worried about learning difficult computer *languages*.
6. Emma feels more *confident* about her decision after talking to Jack.

Task 4.

1. Emma has always been *interested* in helping people.
2. Jack finds programming *challenging*, but he likes it.
3. Both nursing and teaching are very *rewarding*.
4. After talking to Jack, Emma felt more *confident* about her decision.
5. Choosing a career can be a very *decisive* process.

Task 5.

1. Emma's possible career choices: She's considering becoming a teacher or a nurse because she loves helping people.
2. Jack's profession choice: He wants to become a software developer because he's interested in technology.
3. Choosing a career as a "big decision": It's a significant choice because it impacts your future and happiness.
4. Education for Emma's plans: Emma needs a university education to become a teacher and might also need years of study for nursing.
5. Importance of enjoying your career: Jack advises that it's crucial to choose a career you love because it leads to greater satisfaction and success.

Task 6.

1. medicine
2. medicine
3. veterinarian
4. mathematics
5. law

Task 7.

1. Doctor – e) Good at communicating with people
2. Engineer – a) Strong in science and problem solving
3. Teacher – d) Good at explaining ideas and patience
4. Graphic Designer – c) Creative and skilled in design software
5. Salesperson – b) Good at convincing people and negotiating

UNIT 14

Task 1.

1. Cadet – b) A person in training at a military academy.
2. Discipline – d) The practice of following rules and orders.
3. Commander – a) A person who gives orders to soldiers.
4. Routine – c) A routine that everyone follows.
5. Drills – e) Activities to prepare for real situations.
6. Uniform – h) Wear it during training
7. Teamwork – f) Work together with others
8. Respect – g) Listen to the commander

Task 2.

1. obey
2. exercise
3. teamwork
4. respect
5. sleep
6. wake up
7. work as a team
8. keep fit
9. follow orders
10. practice

Task 3.

1. False
2. True
3. False
4. False
5. True
6. False
7. True
8. False
9. True
10. False

Task 5.

Cadet, Exercise, Discipline, Uniform, Routine, Obey, Drill, Respect

Task 6.

Answers (Suggested):

- drills
- run

- discipline
- complete
- teamwork
- be ready

UNIT 15

Task 1.

- 1 - d) The person who fights fires and helps in emergencies
- 2 - a) A large vehicle used by firefighters to carry equipment and water
- 3 - e) A piece of equipment used to spray water onto a fire
- 4 - h) To save someone from danger
- 5 - g) A piece of equipment worn on the head for protection
- 6 - c) A special uniform that protects firefighters from heat and fire
- 7 - b) A tool used to cut or break things in an emergency
- 8 - f) Something dangerous or urgent that requires quick action
- 9 - m) The necessary training to become a firefighter
- 10 - l) The activity of preventing or protecting against fires
- 11 - j) The process of practicing what to do in case of a fire
- 12 - k) The state of being in serious danger of injury or death
- 13 - i) The emergency service responsible for responding to fires and other emergencies
- 14 - n) When something is burning or catching fire

Task 2.

1. hose
2. protective suits
3. fire truck
4. emergency
5. axe
1. rescue
2. fire truck
3. fire drill
4. fire department
5. life-threatening

Task 3.

1. False
2. True
3. True
4. False
5. False
6. False
7. True
8. False
9. True
10. True

Task 4.

1. axes
2. helmets
3. fire truck

4. hose
5. emergency
6. brave
7. fire truck
8. on fire
9. rescue
10. fire drill

UNIT 16

Task 1.

1. I always feel safe when I'm with my family.
2. My parents teach me how to solve problems when I was young.
3. We spend a lot of time together during the holidays.
4. My sister gives me a lot of support when I'm feeling stressed.
5. In my family, we love each other no matter what happens.
6. I am very close to my grandparents. We talk often.
7. Family holidays are a great way to create memories that last forever.
8. Whenever I have a problem, my family is always there to help me.

Task 2.

1. I feel really safe when I'm with my family.
2. My mother always teaches me how to handle difficult situations.
3. We try to spend time together on the weekends.
4. Family always helps me when I'm feeling sad.
5. It's important to stay in touch with your family, even if you live far away.

Task 3.

1. My family is very supportive. They always help me when I need them.
2. We have a strong closeness because we spend a lot of time together.
3. I feel very safe at home, especially when my family is around.
4. Family is the most important thing in my life.
5. I always feel loved when I am with my parents.

Task 4.

1. My friends always help me through hard times by listening and offering advice.
2. My parents are always there for me when I need someone to talk to.
3. My teacher always tries to teach important things that help me grow and learn.
4. We love to create memories together by traveling and doing fun activities as a family.
5. I always look forward to spending time with my family during the weekends.

Task 5. "

Family Members:

- Emma (mother, 40, loves cooking)
- David (father, 42, enjoys hiking)
- Lily (daughter, 15, passionate about music)
- Ben (son, 12, a fan of soccer)
- Grandma Rose (70, enjoys gardening)

Story:

Last summer, my family decided to take a trip to the mountains. It was a perfect way to spend time together and escape the usual hustle and bustle. We rented a cabin, and every morning we would

wake up to the beautiful view of the mountains. My dad, David, took us hiking to a hidden waterfall, where we took pictures and created memories we'll cherish forever. My mom, Emma, cooked us the best meals, and we all helped out in the kitchen, laughing and sharing stories.

One evening, when a thunderstorm hit, we all huddled inside the cabin. It was the perfect time to help each other through hard times, and we all shared our favorite family stories. Grandma Rose even taught us a few gardening tips. As the storm raged on outside, we felt so safe in the warmth of our family bond.

This trip made us realize how lucky we are to have such a close-knit family. We love each other deeply, and no matter where we go, we'll always stay in touch and support one another. It was truly a trip where we learned to teach important lessons about life and the importance of family.

Task 6.

Event: A family birthday party for Grandma Rose.

It was Grandma Rose's 70th birthday, and we decided to throw her a surprise party. We had a small gathering at home with balloons, cake, and all her favorite foods. Lily played her guitar and Ben entertained everyone with his jokes. Throughout the evening, we shared stories of how Grandma had been there for us and had always taught us how to be strong and kind. We took a family photo to create memories, and everyone pitched in to make the day special. It was a reminder of how much we support each other and love each other, no matter the circumstances. It was a beautiful day that truly showed what family is all about.

Task 7.

In the story above, I've used a lot of the vocabulary you mentioned. The phrases like love each other, spend time together, support, help through hard times, teach important lessons, create memories, be there for someone, close-knit family, feel safe, and stay in touch are all incorporated into the narrative to show how a family event can emphasize these values.

UNIT 17

Task 1.

1. figure out – It's hard to figure out what went wrong in the project, but we'll try our best.
2. set aside – We need to set aside some money for a family vacation this summer.
3. make sense – It doesn't make sense to spend all our money on things we don't need.
4. start saving – I think we should start saving for the future right now.
5. agree with – I agree with your idea of budgeting carefully for our expenses.

Task 2.

1. Plan for - a. To organize or prepare for a future event
2. Better to - b. It's a wiser or more reasonable choice
3. Help someone + verb - e. To assist or make it easier for someone to do something
4. Work for - c. To make something serve your needs or desires
5. Noticed + gerund/noun - d. To observe something happening or being done

Task 3.

1. Incorrect: We should agree with saving a little every month.
Correct: We should agree to save a little every month.
2. Incorrect: It's better be prepared for unexpected costs.
Correct: It's better to be prepared for unexpected costs.
3. Incorrect: We noticed we start spending a lot on non-essentials.

Correct: We noticed we started spending a lot on non-essentials.

4. Incorrect: You should help your money work for your future plans.

Correct: You should help your money work for your future.

5. Incorrect: I'm planning for starting the budget next week.

Correct: I'm planning to start the budget next week.

Task 4.

1. We should set aside some money each month for emergencies.

2. After noticing all the expenses, we decided to cut back on shopping.

3. It really makes sense to save money for the future.

4. Let's start working on the budget this weekend.

5. Have you been noticing how much we've been spending on dining out?

Task 5.

1. figure out – It's going to take some time to figure out how we can reduce our monthly expenses.

2. make sense – I think it would make sense to start tracking our spending habits more carefully.

3. set aside – We should set aside at least 10% of our income for long-term savings.

4. better to – It's better to avoid impulse buying if you're trying to save money.

5. plan for – It's important to plan for unexpected expenses when managing your budget.

UNIT 18

Task 1.

1. My dream house would have a big garden where I can plant flowers and vegetables.

2. I would love to have a balcony with lots of natural light so I can sit and read in the sun.

3. A kitchen is the most important room in my house because I love cooking.

4. My dream house would have a cozy living room with a fireplace and soft sofas.

5. I want to create a perfect place where I can go after work to relax and enjoy some quiet time.

6. I would need a big space for my hobbies, like painting or playing music.

Task 2.

1. I would like a house with lots of bright windows.

2. A comfortable living room is important for relaxing after a busy day.

3. The size of the garden would allow me to grow many plants.

4. I want a quiet bedroom where I can sleep well.

5. My ideal house would have a big kitchen where I can cook with my family.

Task 4.

1. My dream house would have a big (balcony / kitchen) where I can enjoy the view.

2. I would like a (cozy / cold) living room with a fireplace for the winter.

3. I need a lot of (natural light / dark) in the rooms to make them feel bright.

4. A (garden / gym) in my backyard would be perfect for relaxing.

5. I would love a (space / noise) to play my guitar without disturbing anyone.

Task 5.

My ideal house would be a cozy and peaceful retreat where I can relax after a long day. It would have plenty of space for my hobbies and a spacious kitchen for cooking with friends and family. A lovely balcony would be the perfect spot to enjoy the view and soak in the fresh air. This would truly be my dream house, a place where I can feel at home and unwind.

UNIT 19

Task 1.

1. The house has a minimalist design with clean lines and simple shapes.
2. I love how the living room feels so spacious because of the big windows and open space.
3. The atmosphere of the room is calming and bright, making it a perfect place to relax.
4. This sofa is both versatile and comfortable, fitting perfectly with any room.
5. I prefer neutral colors, like white, gray, and beige, because they create a peaceful environment.
6. The kitchen is designed for functionality, with everything placed in the right spot for easy use.
7. Wooden floors and stone countertops add a natural touch to modern designs.
8. The apartment has a sleek design, which means it can be adapted to different tastes and purposes.

Task 2.

1. Minimalist — a. Simple, clean design without unnecessary details.
2. Functionality — b. The ability of a design to serve its practical purpose efficiently.
3. Natural Light — c. Light coming into a room from outside, especially through windows.
4. Neutral Colors — d. Colors like white, beige, or gray that are calming and not strong.
5. Sleek — e. Smooth and shiny, often used to describe modern furniture or appliances.
6. Open Floor Plan — f. A design where walls between living spaces are removed, creating a large, interconnected area.

Task 3.

1. Modern design is known for its simplicity and elegance.
2. The house is very functional, with everything placed for easy use.
3. I love the brightness in this living room, thanks to the big windows.
4. The furniture is very stylish and fits perfectly with the room's design.
5. We chose neutral colors for the walls to make the room feel calm and relaxing.

Task 4.

1. Modern design is known for its clean lines and minimalist furniture.
2. The large windows let in plenty of natural light, making the space feel bright and airy.
3. The focus on functionality ensures that every item in the house is practical and useful.
4. The spacious living room makes it perfect for family gatherings and relaxation.
5. Minimalist decor creates a sense of calm and order throughout the home.

Task 5.

1. Modern design often uses bold, bright colors like red and yellow. — False
2. A spacious room gives you plenty of room to move around and relax. — True
3. Natural materials like wood and stone are rarely used in modern homes. — False
4. A sleek design means the furniture is smooth and shiny, with a futuristic look. — True
5. Modern homes often feature open floor plans, where rooms flow into each other. — True

Task 6.

My ideal home would be a spacious and modern retreat with an open floor plan to create a seamless flow between rooms. The walls would feature neutral colors that promote a calming and relaxing environment. Large windows would fill the rooms with natural light, giving the entire space a bright and airy feel. The furniture would be sleek and functional, offering both comfort and style. I would love a minimalist design that emphasizes simplicity and clean lines.

Task 7.

1. Sleek — e. Stylish

2. Spacious — c. Large
3. Minimalist — d. Simple
4. Cozy — a. Comfortable
5. Elegant — b. Modern

UNIT 20

Task 1.

1. People often celebrate the New Year with a big party and fireworks.
2. One of the best parts of a festival is the parade where people march through the streets in costumes.
3. It's a tradition to eat a big feast on Christmas Eve in many countries.
4. On special holidays, families usually decorate their homes with lights and ornaments.
5. During festivals like Diwali and Christmas, people like to set off fireworks to celebrate.
6. In some countries, it's a custom to exchange gifts during the holiday season.

Task 2.

1. The celebration of the New Year is an important event in many cultures.
2. We had a big celebration with food and music at the festival.
3. People in different countries have unique traditions for celebrating Christmas.
4. The festival was very crowded, and it was difficult to move around.
5. During the Chinese New Year, people light up the sky with fireworks.
6. It's a common custom in some countries to wear red on New Year's Day.

Task 3.

1. Christmas is a time when families get together and celebrate with special meals and gifts.
2. The streets were crowded with people because of the festival.
3. In my country, it's a tradition to decorate the house with lights during the holiday season.
4. The town square is always full of decorations for the annual festival.
5. We enjoy watching the fireworks on New Year's Eve; the sky is full of color!
6. One of the best parts of the festival is the street parade, where everyone dresses up.

Task 4.

"I want to describe Christmas, a popular holiday celebrated around the world. People celebrate Christmas by spending time with family and friends, exchanging gifts, and enjoying a big feast. A common tradition is decorating homes with Christmas trees, lights, and other decorations. Many towns have Christmas parades that feature floats, marching bands, and people dressed in festive costumes. The streets are often crowded with people shopping for gifts and enjoying the holiday atmosphere. On Christmas Eve, many places also have fireworks displays, lighting up the night sky."

Task 5.

1. True: Christmas is a major holiday in both Western and Eastern countries.
2. True: In some countries, New Year's Day is celebrated with fireworks and big parties.
3. False: In India, Diwali is celebrated by eating sweets and exchanging gifts, but it does involve fireworks.
4. True: The La Tomatina festival in Spain is about throwing tomatoes at each other, and it's a very messy celebration.
5. False: Chinese New Year is celebrated in many countries, not just China.

Task 6.

- Christmas: tree, presents, carols, cold weather, winter, decorations, Santa, gifts, snow
- Diwali: lights, sweets, family, candles, fireworks, celebration, rangoli, gifts, lamps
- Carnival: parade, costumes, samba, music, Brazil, dancing, floats, party, street performance
- Chinese New Year: dragon, red envelopes, lanterns, family, fireworks, zodiac, lion dance, feast
- Easter: eggs, bunny, spring, chocolate, church, resurrection, baskets, hunt

UNIT 21

Task 1.

1 - B, 2 - D, 3 - C, 4 - E, 5 - F, 6 - A

Task 2.

1. celebrate
2. Nauryz kozhe
3. forgiveness
4. traditions
5. outdoor activities
6. spring

Task 3.

1. Synonym: New, Antonym: Old
2. Synonym: Revive, Antonym: Destroy
3. Synonym: Pardon, Antonym: Blame
4. Synonym: Wealth, Antonym: Poverty
5. Synonym: Honor, Antonym: Ignore

Task 5.

1. Traditional
2. Celebration
3. Forgiveness
4. Renewed
5. Prosperity

UNIT 22

Task 1.

- 1 - C (Adventure tourism)
- 2 - E (Cultural tourism)
- 3 - B (Eco-tourism)
- 4 - F (Beach tourism)
- 5 - A (Medical tourism)
- 6 - D (Culinary tourism)

Task 2.

Answer Key:

1. adventure
2. natural
3. culture
4. healthy
5. explore
6. comfort
7. lie

8. study
9. relax
10. hiking
11. medical
12. visit

Task 3.

1. Culinary tourism
2. Beach tourism
3. Eco-tourism
4. Medical tourism
5. Cultural tourism
6. Adventure tourism

Task 4.

2. Eco-tourism - nature, conservation, wildlife, sustainability, green travel, environment, conservation, eco-friendly
3. Cultural tourism - museums, history, art, traditions, heritage, monuments, local customs, learning, exploration
4. Beach tourism - sea, sand, sun, relaxation, swimming, water sports, vacation, resort, tropical
5. Medical tourism - healthcare, surgery, treatment, cost-effective, travel abroad, doctors, wellness, health, clinics

UNIT 23

Task 1.

- 1 - B (Hiking)
- 2 - E (Zip-lining)
- 3 - A (Safari)
- 4 - D (Trekking)
- 5 - C (Skydiving)

Task 2.

1. adventure
2. trekking
3. safari
4. physically
5. explore
6. thrilling

Task 3.

1. Exciting - B. Breathtaking, X. Boring
2. Challenging - B. Complicated, X. Easy
3. Safe - C. Secure, X. Risky
4. Relaxing - D. Relaxed, X. Stressful
5. Comfortable - E. Cozy, X. Uncomfortable

Task 4.

Example Sentences:

1. Trekking in the mountains can be both exciting and challenging.
2. Going on a safari allows you to see wild animals in their natural habitat.

3. Skydiving is a thrilling activity, but it's also a bit scary at first.
4. I love to explore new places and try different activities when I travel.
5. Trekking in high altitudes can be physically demanding, but it's so rewarding when you reach the top.

Task 6.

1. A) explore
2. B) exciting
3. B) understand
4. B) safari

UNIT 24

Task 1.

- 1 - B (Sonnet)
- 2 - C (Prose)
- 3 - D (Narrative)
- 4 - E (Metaphor)
- 5 - A (Poetry)

Task 2.

1. Famous - Well-known, Unknown
2. Expressive - Emotional, Unemotional
3. Innovative - Creative, Unoriginal
4. Timeless - Eternal, Temporary
5. Influential - Powerful, Weak

Task 3.

1. influence
2. emotion
3. inspire
4. create
5. cultural
6. powerful

Task 5.

1. False
2. True
3. False
4. True
5. False

UNIT 25

Task 1.

1. United States — B. Famous for the Statue of Liberty and the White House.
2. United Kingdom — G. Known for its rich literary history and the monarchy.
3. Australia — D. Known for the Outback, kangaroos, and Sydney Opera House.
4. Canada — C. A country with two official languages: English and French.
5. New Zealand — A. Known for the "Land of the Long White Cloud."
6. South Africa — F. Famous for the Rainbow Nation and its multilingual population.
7. Ireland — E. Known for its rugby culture and beautiful natural landscapes.

8. Jamaica — H. A Caribbean island famous for reggae music and Bob Marley.

Task 2.

1. English is the official language of both the United States and the United Kingdom.
2. The capital of Canada is Ottawa, while the capital of Australia is Canberra.
3. The United States gained its independence from Great Britain in 1776.
4. The Commonwealth of the United Kingdom includes countries such as Scotland, Wales, and Northern Ireland.
5. Canada is known for its multicultural society, with a rich mix of cultures and languages.
6. The population of South Africa is one of the most diverse in the world, with 11 official languages.
7. The flag of Australia includes the Union Jack and the Southern Cross constellation.
8. The Commonwealth is made up of countries like the UK, Canada, and India, all of which share the English language.

Task 3.

1. Democracy
 - ✓ Synonym: C. A system where citizens elect leaders.
 - ✓ Antonym: B. A system where a king or queen is the head of state.
2. Monarchy
 - ✓ Synonym: B. A system where a king or queen is the head of state.
 - ✓ Antonym: C. A system where citizens elect leaders.
3. Immigration
 - ✓ Synonym: D. Moving to a new country to live.
 - ✓ Antonym: N/A (no antonym in the list provided).
4. Nationality
 - ✓ Synonym: E. A status that is granted to someone who is a legal member of a country.
 - ✓ Antonym: N/A
5. Citizenship
 - ✓ Synonym: A. The act of becoming a member of a nation.
 - ✓ Antonym: N/A

Task 4.

1. False — English is one of two official languages of Canada (the other is French).
2. True — The United Kingdom includes England, Scotland, Wales, and Northern Ireland.
3. True — Australia's national symbol is the kangaroo.
4. True — South Africa has more than one official language (11 official languages in total).
5. True — New Zealand has a parliamentary system of government.
6. False — The United States is a democracy, not a monarchy.
7. True — Jamaica is famous for its reggae music and culture.
8. False — Canada shares a border with the United States, not the United Kingdom.

UNIT 26

Task 1.

1. Primary School (UK) — c. The first stage of schooling in the UK (children ages 5-11).
2. Kindergarten (US) — d. A term used for early childhood education, typically for children aged 5-6 in the US.
3. Sixth Form (UK) — b. The final two years of secondary education in the UK.
4. College (US) — e. A higher education institution in the US, similar to a UK university.
5. Junior High School (US) — i. Secondary school in the US, typically for grades 7-9.

6. A-Level (UK) — f. A type of academic assessment in the UK (typically taken at age 18).
7. GPA (US) — h. A performance measurement system, typically on a scale of 0-4, used in the US.
8. University (UK) — j. A higher education institution in the UK, usually offering undergraduate and postgraduate programs.
9. Graduate (US) — a. A student who has completed their undergraduate studies.
10. Tutor (UK) — g. A person who helps students with individual learning support, common in the UK.

Task 2.

1. freshman
2. secondary
3. master's degree
4. primary
5. semester
6. primary
7. master's degree
8. degree
9. semester
10. secondary

Task 3.

1. He is a graduate of Harvard University.
2. Many students in the UK aspire to attend prestigious universities.
3. The tutors help students in both the UK and the US with their academic work.
4. In the US, a student's performance is often measured by their GPA.
5. The decision to attend a particular college can be influenced by various factors, including financial aid and location.
6. She received a scholarship for her outstanding academic achievements.
7. The high school system in the UK ends at the age of 16.
8. The educational structure of the US and UK differ greatly, especially regarding university admissions.

Task 4.

1. *False* — In the UK, "college" refers to the period of study between secondary school and university (often for 16-18-year-olds), not a higher education institution like in the US.
2. *True* — Students in the UK take A-Levels before applying to university.
3. *True* — In the US, high school students typically graduate after 12th grade.
4. *False* — "Sixth Form" in the UK refers to the final two years of secondary education, not post-secondary education.
5. *True* — In the UK, university students usually complete their bachelor's degree in three years.
6. *False* — Kindergarten in the US is for children aged 5-6, not 3-5.
7. *False* — A-Level exams in the UK are taken at age 18, after completing secondary education (not in middle school).
8. *True* — In the US, students who wish to go to university must take the SAT or ACT exams.

UNIT 27

Task 1.

1. **Higher education** — G. Education beyond secondary school, such as university or vocational training.
2. **Lifelong learning** — B. The process of learning that continues throughout life.

3. **Critical thinking** — D. The ability to think logically and make reasoned judgments.
4. **Career opportunities** — H. The possibility of finding a job or advancing in a career.
5. **Job market** — F. The demand for workers and available employment options in the economy.
6. **Formal education** — C. A structured system of learning that includes school, university, or training programs.
7. **Skill development** — A. The process of acquiring knowledge or skills for a particular job.
8. **Equal access** — E. The availability of learning opportunities to everyone, regardless of background or social status.

Task 3.

1. Education Synonym: C. Learning Antonym: F. Ignorance
2. Opportunity Synonym: D. Chance Antonym: G. Obstacle
3. Success Synonym: A. Achievement Antonym: J. Failure
4. Skill Synonym: B. Expertise Antonym: H. Inability
5. Knowledge Synonym: E. Wisdom Antonym: I. Illiteracy

Task 4.

- Higher Education
(Possible words: university, degree, graduation, professors, major, campus, dormitory)
- Job Skills
(Possible words: communication, teamwork, problem-solving, adaptability, leadership)
- Learning Methods
(Possible words: classroom, online courses, self-study, lectures, exams, group work)

UNIT 28

Task 1.

1. Fire Extinguisher — C. A portable device used to put out small fires by spraying a chemical agent.
2. Evacuation — G. A sudden departure from a building or area due to a fire or other emergency.
3. Fire Alarm — F. A device that detects the presence of smoke and sounds an alarm.
4. Fire Drill — B. A practice session to prepare people for safe and quick evacuation in case of fire.
5. Smoke Detector — A. A system designed to detect smoke and alert people to the presence of fire.
6. Fire Escape — D. A stairway or other route used for safely exiting a building during a fire.
7. Flame — H. A source of heat, light, and energy, usually a result of fire.
8. Combustion — E. A condition in which substances react with oxygen and produce heat and light.
9. First Aid Kit — I. A medical kit used to provide basic care for injuries or burns before professional help arrives.
10. Emergency Exit — J. A special exit designed for quick escape during an emergency.

Task 2.

1. It's important to have a fire extinguisher in every room to stop small fires from spreading.
2. The building has several emergency exits to help people leave safely in case of an emergency.
3. The fire alarm goes off when smoke is detected, signaling everyone to evacuate.
4. Combustion can be caused when oxygen reacts with flammable materials.
5. We practice a fire drill once a month to ensure everyone knows how to safely leave the building.
6. During a fire, it's important to use a fire extinguisher to help put out the flames quickly.
7. The smoke detector detects smoke and helps prevent fires from causing more damage.

8. If you suffer a burn, a first aid kit is essential to treat it before seeing a doctor.
9. A fire escape is essential in every building to ensure people can escape during a fire.
10. The flame from the burning materials could be seen from the window of the building.

Task 3.

Term	Synonym(s)	Antonym(s)
Flame	Blaze, Fire	Cold, Ice
Smoke	Fumes, Vapors	Clear air
Evacuate	Exit, Flee	Stay, Remain
Extinguisher	Firefighter, Suppressant	Fuel, Igniter
Burn	Scald, Char	Cool, Heal
Safety	Security, Protection	Danger, Hazard

Task 4.

1. The firefighter showed us how to use a fire (fire) extinguisher properly.
2. The building has a regular evacuation (evacuate) plan in case of emergency.
3. The detection (detect) system alerts everyone when there is smoke in the building.
4. Safety (safe) measures are essential in every workplace to prevent accidents.
5. The company offers training (train) to ensure staff are prepared for fire emergencies.
6. It is important to have escape (escape) routes in every room of a public building.

Task 5.

1. True — A smoke detector can only detect smoke, not heat.
2. True — Evacuations should be done in a calm and orderly manner to prevent injury during a fire.
3. False — A fire extinguisher can be used on different types of fires (including electrical, but only if the extinguisher is rated for that).
4. False — Fire drills are necessary to ensure everyone knows how to safely evacuate.
5. True — First aid kits should include items for treating burns, cuts, and scrapes.
6. True — The fire escape is typically the same as the emergency exit in most buildings.

UNIT 29

Task 1.

1. emergency
2. response
3. damage
4. evacuation
5. disaster

Task 3.

1. Prepare:
 - Synonym: Plan, Organize
 - Antonym: Ignore, Neglect
2. Risk:
 - Synonym: Danger, Threat
 - Antonym: Safety, Security
3. Response:
 - Synonym: Reaction, Answer
 - Antonym: Inaction, Indifference
4. Disaster:

- Synonym: Catastrophe, Calamity
- Antonym: Success, Blessing
- 5. Recovery:
 - Synonym: Restoration, Rehabilitation
 - Antonym: Decline, Deterioration

Task 4.

1. Safety
2. Plan
3. Preparation
4. Response
5. Recovery

UNIT 30

Task 1.

1. Firefighters need to stay in good physical fitness to do their job effectively.
2. It is important to improve your firefighting techniques regularly through practice.
3. One of the most important aspects of being a firefighter is good leadership, especially when handling emergencies.
4. After years of experience, he became the chief of the fire department.
5. The new recruits will attend a 6-month training program to learn about fire safety.
6. The firefighter demonstrated excellent teamwork during the rescue operation.
7. I hope to improve my knowledge of fire safety by attending a workshop next week.
8. Proper rescue is essential for saving lives during fires and other emergencies.

Task 2.

1. Professional development - B. The process of gaining new skills and knowledge to improve one's career.
2. Mentoring - E. The process of guiding and helping others to develop their abilities.
3. Teamwork - C. The ability to work effectively with others to achieve a common goal.
4. Training - H. The process of learning and practicing specific tasks, such as firefighting techniques.
5. Physical fitness - F. The physical condition required to perform tasks such as lifting and running.
6. Rescue - D. The action of saving someone from a dangerous situation.
7. Leadership - A. The ability to lead and manage others, especially in a crisis.
8. Experience - G. Gaining knowledge and skills through direct involvement in activities.

Task 3.

1. Firefighters must continually improve (improvement) their skills to stay safe.
2. It's important to stay in good fitness (fit) to handle emergencies effectively.
3. The department offers many training (train) programs for new recruits.
4. The senior firefighter has a lot of experience (experience) in handling complex situations.
5. Leadership (lead) is a key skill for firefighters when managing teams during emergencies.
6. He showed great decisiveness (decide) during the rescue mission.
7. Teamwork (team) is essential for effective firefighting and safety.

Task 4.

Synonyms:

1. Important - Crucial
2. Skilled - Capable

3. Fit - Strong
4. Rescue - Save
5. Leader - Manager

Antonyms:

1. Important - Unimportant
2. Skilled - Untrained
3. Fit - Weak
4. Rescue - Victim
5. Leader - Follow

Task 5.

1. Training is essential for developing the skills required to be a successful firefighter.
2. Firefighters should improve their leadership abilities to manage emergencies more effectively.
3. Teamwork is key to ensuring that firefighters work together to save lives.
4. Firefighters need to stay fit to meet the physical demands of their job.
5. Rescue experience helps firefighters handle high-pressure situations with confidence.

Task 6.

1. It's important to stay in good _____ to perform well as a firefighter.
a) fitness
2. A firefighter must have the ability to _____ under pressure.
b) lead
3. _____ is needed to save people from dangerous situations like fires.
b) Rescue
4. Firefighters learn a lot from their _____ in real-life emergencies.
b) experience
5. _____ programs help firefighters improve their firefighting skills.
d) Training

Task 7.

1. Why is physical fitness important for firefighters?

Physical fitness is crucial for firefighters because the job requires stamina, strength, and agility. Firefighters often need to lift heavy objects, run long distances, or carry people in emergencies. Staying fit ensures they can handle the physical challenges of the job.

2. How does mentoring help new recruits develop their skills?

Mentoring helps new recruits by providing guidance and support from experienced firefighters. Mentors share valuable knowledge, offer advice, and help new recruits build confidence. It also fosters a sense of camaraderie and teamwork, which is vital in the fire service.

3. In your opinion, what makes good teamwork in firefighting?

Good teamwork in firefighting is built on trust, clear communication, and mutual respect. Each team member must know their role and be ready to act quickly in a crisis. Working together efficiently ensures that everyone stays safe and that tasks are completed effectively during emergencies.

4. What types of professional development opportunities are available for firefighters in your area?

In many areas, firefighters can attend advanced training programs, workshops on new firefighting techniques, leadership development courses, and physical fitness training. Some may also have

access to specialized training in areas like hazardous materials handling, technical rescue, or fire prevention.

5. What are some challenges firefighters might face in their professional development, and how can they overcome them?

Some challenges firefighters face include the physical and mental demands of the job, balancing training with work responsibilities, and staying up-to-date with new firefighting technology. They can overcome these challenges by making fitness and training a priority, seeking mentorship, and continually looking for ways to expand their skills and knowledge.

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Spoken English via Dialogues
(Self-study book for the cadets of Civil Protection Academy)
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