

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ІШКІ ІСТЕР МИНИСТРЛІГІ
М. БӨКЕНБАЕВ атындағы АҚТӨБЕ ЗАҢ ИНСТИТУТЫ

Жалпы білім беретін пәндер кафедрасы

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«Шет тілі» пәні бойынша оқу-әдістемелік құралы жалпы білім беретін пәндер циклінің Үлгілік оқу бағдарламасына сәйкес құрастырылған.

Осы оқу құралы негізгі білімге ықпал ететін практикалық жаттығуларды қарастырады: рөлдік және іскерлік ойындар, сауалнамалар, сұхбаттар, берілген тақырып бойынша топтағы рөлдік ситуациялар, диалогтар және т.б.

Оқу-әдістемелік құралы «6В12301-Құқық қорғау қызметі» білім беру бойынша білім алатын курсанттарды даярлау үшін әзірленген.

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Алғы сөз

Бұл оқу-әдістемелік оқу құралы «6В12301-Құқық қорғау қызметі» даярлау бағыты бойынша білім алатын курсанттарға арналып әзірленген. Оқу-әдістемелік құралы шет тілін меңгеру процесін жеңілдетуге бағытталған және білім алушылардың тілдік дағдыларын дамытуды мақсат етеді.

Шет тілін үйрену қазіргі уақытта кәсіби қызметте маңызды рөл атқарады, себебі халықаралық құқық, шетелдік тәжірибелер мен байланыстар құқық қорғау саласының маңызды бөлігін құрайды. Бұл оқу-әдістемелік құралы оқытушыларға білім алушылардың шет тілін қолдану дағдыларын қалыптастыруға, заңды мәселелерді шет тілінде түсінуге және кәсіби қарым-қатынас орнатуға көмектеседі.

Оқу құралы практикалық жаттығулармен, рөлдік және іскерлік ойындармен, сауалнамалармен, сұхбаттармен және басқа да тапсырмалармен толықтырылған. Бұл жаттығулар курсанттарға шет тілінде ойлау, сөйлеу, тыңдау және жазу дағдыларын тиімді түрде дамытуға мүмкіндік береді.

Оқу-әдістемелік құралының мақсаты - курсанттарды шет тілінде сауатты сөйлеп, кәсіби деңгейде қарым-қатынас орнатуға, шетелдік тәжірибені қабылдауға және халықаралық деңгейде құқық қорғау қызметін жүзеге асыруға дайындықтарын арттыру болып табылады.

Theme №1. L/t: Greetings.
G/t: English alphabet. Types of reading

The Lexical theme "Greetings" can be explored from various perspectives, and several key themes can be studied to provide a comprehensive understanding of how greetings function in human communication.

1. Cultural Diversity in Greetings

- Role of Culture in Shaping Greetings: How different cultures have developed unique greeting rituals.
- Cultural Etiquette and Expectations: Examining how cultural norms dictate when, how, and with whom certain greetings are appropriate.
- Globalization and Cross-Cultural Greetings: The influence of globalization on the blending or modification of traditional greetings across cultures.

2. Linguistic Aspects of Greetings

- Language Variations in Greetings: How greetings differ across languages.
- Formal vs. Informal Greetings: The distinction between casual and respectful greetings and how they are influenced by social hierarchies or familiarity.
- Non-verbal Greetings: The role of gestures, body language, and facial expressions in greetings (e.g., handshakes, waves, nods, eye contact).

3. The Role of Greetings in Different Contexts

- Business and Professional Greetings: How greetings are tailored to corporate settings, client interactions, or formal meetings.
- Greetings in Special Occasions and Ceremonies: How greetings change during celebrations, holidays.

Greetings in Multinational Contexts: The adaptation of greetings in international organizations, multicultural cities, and diplomatic exchanges.

These themes collectively explore how greetings are not only a reflection of social norms and cultural diversity but also an essential component of communication that transcends the purely functional. By studying these themes, cadets can gain a deeper appreciation for how greetings shape human relationships, social interaction, and personal expression across various contexts.

The grammatical theme "English alphabet. Types of reading" covers two main topics: the English alphabet and different methods of reading.

1. English Alphabet

- Introduction to the Alphabet: The English alphabet consists of 26 letters, divided into vowels (A, E, I, O, U) and consonants (the remaining letters).
- Uppercase and Lowercase Letters: Each letter has two forms: uppercase (capital) and lowercase (small).
- Pronunciation of Letters: Each letter has a specific sound or group of sounds in English. Understanding these helps with pronunciation and spelling.
- Letter Combinations: How letters combine to form syllables, words, and sounds (e.g., "sh," "ch," "th").

2. Types of Reading

- Phonetic Reading: Reading based on the sounds of letters and letter combinations. This method focuses on decoding words using phonics.

- Skimming: Quickly reading through a text to get the general idea or main points without focusing on every word.

- Scanning: Searching for specific information or details within a text without reading it in full.

- Intensive Reading: Reading a text carefully and thoroughly to understand the meaning of each word, sentence, and paragraph.

- Extensive Reading: Reading long texts (such as books or articles) for pleasure or general understanding, focusing on overall meaning rather than specific details.

This lesson aims to build a foundational understanding of the English alphabet and introduces key reading techniques that help improve reading comprehension and speed.

Exercise 1: Read the following situations. Write the most appropriate greeting for each scenario, considering whether it's formal or informal.

- You meet your instructor in the morning.
- You greet a colleague after returning from vacation.
- You meet a new acquaintance at a social event.
- You say goodbye to a friend at the end of the day.

Exercise 2: Create flashcards for 5 letters of the alphabet and write 3 words that start with each letter on the back. Use these flashcards to practice.

Exercise 3: Review the different types of greetings you will encounter in English (formal, informal, time-based).

Exercise 4: Write down 5 formal and 5 informal greetings.

Exercise 5: Write a short dialogue between two cadets, use at least 3 different greetings. The conversation should include both formal and informal greetings.

Exercise 6: Write a short summary (3-4 sentences) of the main idea based on your skimming of the passage.

"The English alphabet is made up of 26 letters. Some of them are vowels: A, E, I, O, U. The rest are consonants. Vowels are very important in English words. Knowing how to pronounce them can help you read better."

Exercise 7: Explain in 2-3 sentences why it is important to choose the right greeting for the situation.

Exercise 8: Write two dialogues: one formal and one informal.

1. Formal Dialogue: Greet a superior (e.g., instructor, senior officer) and introduce yourself.

2. Informal Dialogue: Greet a fellow cadet and talk about your day.

Exercise 9: Write 3-4 sentences reflecting on when and why it's important to choose the correct type of greeting based on the situation (formal vs. informal).

Exercise 10: Scan the passage for the following details.

- How many vowels are there in the English alphabet?
- Name two vowels.
- What is the importance of vowels in English?
- Write down the answers to the questions above.

Passage: *"The English alphabet is made up of 26 letters. Some of them are vowels: A, E, I, O, U. The rest are consonants. Vowels are very important in English words. Knowing how to pronounce them can help you read better."*

Exercise 11: Recite the dialogues you've written aloud, practicing the intonation, pronunciation, and body language of each greeting.

Exercise 12: Write a short paragraph on how you felt using formal and informal greetings and any challenges you encountered in distinguishing them.



Situational task: You have arrived at another Institute for academic mobility. Introduce yourself to a new group, tell about your country, nationality, language.

Theme №2. L/t: My Family
G/t: The verb "to be". Personal Pronouns

For cadets of law enforcement, the theme "My Family" can be designed to not only teach language skills but also emphasize the importance of communication, understanding relationships, and cultural awareness - all of which are vital in their future roles.

1. Family Members and Relationships

- Understanding how to talk about family members in both formal and informal settings.

- Describing cadets' family structure using these vocabulary words. For example:

- My father is a police officer.
- I have two brothers and one sister.

2. Family Roles and Responsibilities

- Discussing the roles of each family member (e.g., who takes care of the children, who provides for the family, etc.).

- Describing cadets' family structure, focusing on the roles of family members. Example sentences:

- My mother takes care of the household.
- My father works long hours to support the family.

3. Describing Family Relationships

- Explaining how they relate to their family members:

- My sister is younger than me.
- My brother and I get along very well.

- Asking and answering questions about their family relationships (e.g., How many siblings do you have? How old is your mother?).

4. Occupations and Roles in the Family

Describing the professions and daily activities of their family members, especially in the context of law enforcement and public service.

5. Occupations of Family Members

- Describing what cadet's family members do for work, and practice using the verb "to be" to form sentences:

1. My father is a police officer.
2. My aunt is a teacher.
3. My brother works as a firefighter.

6. Family and Professional Identity

- Discussing how family influences career choices or values, especially in law enforcement.

Studying the theme "My Family" improves cadets' English language skills, develops an understanding of family dynamics, which is essential for their work in law enforcement.

The grammatical theme will explore the essential grammatical components of the verb "to be" and personal pronouns, focusing on their significance in legal language, interpretation, and communication within law enforcement contexts.

1. The Verb "to be" in Legal Texts:

- Usage of "to be" in legal documents (e.g., statutes, contracts, and police reports).

- The importance of precision in its forms ("is", "are", "was", "were") for legal clarity and accuracy.

2. Personal Pronouns and Legal Clarity:

- Role of personal pronouns (e.g., "I", "you", "he", "she", "they") in legal communication.

- Pronoun ambiguity and its potential to create confusion in legal settings (e.g., witness testimonies, police interrogations).

3. Grammatical Precision in Law Enforcement Communication:

- How misunderstanding or misuse of "to be" and pronouns can lead to misinterpretations or legal consequences.

- Training law enforcement cadets to understand and apply these elements to avoid errors in legal documentation, questioning, and reports.

4. Cross-linguistic Considerations:

- Challenges in translating legal texts and statements where the verb "to be" and personal pronouns may function differently across languages.

5. The Role of Grammar in Enhancing Legal Argumentation:

- The influence of grammatical structure in constructing clear and persuasive legal arguments in both written and oral formats.

Exercise 1: Complete sentences using the correct form of the verb "to be."

1. I ____ a cadet.

5. We ____ policemen.

2. She ____ a teacher.

6. You ____ a police officer.

3. They ____ my friends.

7. He ____ your partner.

4. He ____ here.

8. She ____ a policewoman.

Exercise 2: Write 10 affirmative sentences using the verb "to be" in Present Simple Tense.

Exercise 3: Fill-in-the-Blanks with Family Vocabulary.

1. My ____ is a police officer.

2. ____ is my sister. She is a cadet.

3. My ____ is very kind.

4. I have one ____ and two sisters.

Exercise 4: Write 5-6 sentences about your family, using the verb "to be" and the family vocabulary you learned.

Exercise 5: Introduce yourself in greater detail, using more complex affirmative sentences. Describe your study, location, and more personal information.

Example Prompts:

- Where are you currently stationed?
- Who is with you in your team? Describe your role and responsibilities.

Exercise 6: Make questions about your family using the verb “to be” and personal pronouns. Questions should be more detailed and require more thoughtful responses.

Exercise 7: Complete sentences using the negative form of the verb “to be.”

1. I ____ not a teacher.
2. She ____ not at the station.
3. They ____ not late for the meeting.
4. We ____ not in uniform.
5. My partner ____ not here today.
6. I ____ not a police officer.

Exercise 8: Change affirmative sentences to negative ones.

1. He is a soldier.
2. They are happy.
3. I am a cadet.

Exercise 9: Fill the sentences with missing personal pronouns.

1. ____ am not at the police station.
2. ____ are not in the classroom.
3. She is not my partner. ____ is my colleague.
4. ____ are not ready for duty.
5. ____ am not tired.

Exercise 10: Write 10 sentences describing at least two family members using affirmative and negative sentences and adjectives related to physical appearance and personality.

Exercise 11: How would you describe your mother’s role in the family?

Exercise 12: Fill-in-the-Blanks to Create Interrogative Sentences.

- She is a police officer. → ____ she a police officer?
- They are cadets. → ____ they cadets?
- I am tired. → ____ I tired?
- We are on duty. → ____ we on duty?
- He is in the office. → ____ he in the office?

Exercise 13: Convert affirmative sentences into interrogative sentences.

- I am a cadet.
- They are at home.
- You are my partner.
- She is my friend.

Exercise 14: Write Dialogue between two people discussing family roles. Use interrogative sentences with the verb “to be” and personal pronouns.

Exercise 15: Describe your father’s appearance and personality in detail.

Exercise 16: Write about your sibling’s characteristics. What do they look like, and how do they behave?



Situational task: You entered a university in another country and live in a family. Email a friend in your city about the family you live with. Describe the appearance, character, personal qualities of family members.

Theme №3. L/t: Daily routine
G/t: Possessive Pronoun. Imperative mood

The lexical theme will help effectively describe and discuss cadets' daily routines, focusing on the specific tasks and activities they engage in as part of their training and future law enforcement duties. This theme will integrate vocabulary related to time, activities, and law enforcement duties.

1. Importance of Routine in Law Enforcement

A structured daily routine is essential for cadets to develop discipline, time management, and consistency, all of which are critical in law enforcement roles.

2. Time Management and Task Prioritization

Effective time management is key to balancing training, physical exercises, academic study, and law enforcement duties, ensuring cadets are prepared for real-world responsibilities.

3. Law Enforcement-Specific Vocabulary

Cadets will acquire and use vocabulary specific to their duties, such as "patrol," "briefing," "training," and "emergency response," to describe their daily tasks accurately.

4. Physical Training and Preparedness

Physical readiness and routine exercises play a central role in the cadets' day, contributing to their fitness and ability to handle the demands of law enforcement work.

5. Developing Effective Communication Skills

By describing their routines, cadets enhance their ability to communicate clearly and effectively, an important skill for reporting, briefing, and interacting with colleagues and the public.

The grammatical theme covers:

1. Possessive Pronouns:

- Understanding and using possessive pronouns (my, your, his, her, its, our, their).
- Differences between possessive pronouns and possessive adjectives.

2. Imperative Mood:

- Formation of the imperative mood for giving commands, requests, and suggestions.
- Positive and negative imperatives.
- Using the imperative in various contexts.

Exercise 1: Fill in the blanks with the correct possessive pronouns.

1. This is my radio. The radio is _____.
2. Is this your police badge? No, it's _____.
3. We need to report the incident. The report is _____.
4. The keys to the patrol car are in the locker. Are these _____?

Exercise 2: Write 3 law enforcement-related sentences using possessive

pronouns.

Example: This is **my** uniform. The uniform is **mine**.

Exercise 3: Review the vocabulary list for daily routines in a law enforcement context:

- Wake up
- Patrol
- Write reports
- Attend briefing
- Respond to calls
- Maintain order
- Report to supervisor
- Take a break
- Check equipment

Exercise 4: Write a short paragraph describing your typical workday as a law enforcement cadet. Use at least 5 different daily routine vocabulary words and include possessive pronouns where appropriate.

Exercise 5: Choose the correct answer for each of the following questions.

1. Which of the following sentences correctly uses a possessive pronoun?

- a) This is her gun.
- b) This gun is hers.
- c) She has a gun.
- d) Her gun is lost.

2. Complete the sentence: "The flashlight is _____."

- a) mine
- b) my
- c) me
- d) I

3. Which sentence contains a possessive pronoun?

- a) These are his boots.
- b) His boots are new.
- c) I have his boots.
- d) He is wearing boots.

4. Choose the correct possessive pronoun: "This pen is _____."

- a) her
- b) hers
- c) she
- d) herself

5. Complete the sentence: "The car is _____."

- a) your
- b) yours
- c) you
- d) yourself

6. Choose the correct sentence:

- a) This is her hat, it's hers.
- b) This is she hat, it's hers.

- c) This is her hat, it's her.
 - d) This is hers hat, it's hers.
7. **Which sentence uses a possessive pronoun correctly?**
- a) The bike is mine.
 - b) The bike is my.
 - c) I ride the bike mine.
 - d) Mine is the bike.
8. **Which of the following sentences uses a personal pronoun correctly?**
- a) This is their police car.
 - b) We are going on patrol.
 - c) This is theirs gun.
 - d) Is this his the key?
9. **Complete the sentence: "The phone is _____."**
- a) me
 - b) mine
 - c) my
 - d) I
10. **Select the correct sentence:**
- a) That is their training program.
 - b) That training program is theirs.
 - c) The training program is their.
 - d) Their program is training.
11. **What time do most law enforcement officers usually _____ their shift?**
- a) wake
 - b) woke
 - c) waking
 - d) wake up
12. **What is the first task of the day for most officers?**
- a) Write reports
 - b) Check their equipment
 - c) Patrol the streets
 - d) Attend a briefing
13. **Which of these is part of a police officer's daily routine?**
- a) Arresting citizens for no reason
 - b) Responding to emergency calls
 - c) Sleeping at the station
 - d) Ignoring radio communications
14. **Complete the sentence: "After the briefing, we _____ the area."**
- a) patrol
 - b) patrolling
 - c) patrols
 - d) patrolled
15. **Which of the following is a task a law enforcement officer typically**

does during their shift?

- a) File a complaint
- b) Write tickets for speeding
- c) Eat breakfast
- d) Go home early

16. Which of the following sentences is correct?

- a) My partner and I patrol the streets every morning.
- b) My partner and I patrolling the streets every morning.
- c) I patrol streets every morning my.
- d) Partner I patrol the streets every morning my.

17. Choose the correct sentence: a) After I check my equipment, I patrol the streets.

- b) After check I my equipment, patrol streets.
- c) I check after my equipment, I patrol the streets.
- d) Check my equipment I, patrol streets.

18. Which of the following uses a possessive pronoun correctly?

- a) The bag is his.
- b) The his bag is mine.
- c) His is the bag.
- d) I have his bag.

19. Complete the sentence: " _____ patrol at 6 AM every day."

- a) We
- b) I
- c) Mine
- d) Yours

20. Select the correct sentence: a) This is my flashlight; it's mine.

- b) This flashlight is mine, it's my.
- c) This is flashlight mine, it's my.
- d) This flashlight is my, it's mine.

Exercise 6: Write 5 sentences using personal pronouns. Then, change each sentence to use the corresponding possessive pronoun.

Exercise 7: Fill in the blanks with the correct form of the verb in the imperative mood (positive and negative).

- a) _____ (to arrive) at the station on time.
- b) _____ (not to forget) to fill out the report.
- c) _____ (to report) to the supervisor after the briefing.
- d) _____ (not to leave) the area without checking all vehicles.
- e) _____ (to check) your equipment before your shift.

Exercise 8: Write 5 commands you might give to a fellow cadet during training or on duty. Use the imperative mood in each sentence.

Exercise 9: Write 3 sentences using both a possessive adjective and a noun,

followed by a possessive pronoun.

Example: This is **my** car. It is **mine**.

Exercise 10: Answer the following questions.

1. What time do you start your shift?
2. What time do you wake up?
3. What do you do after the briefing?
4. How do you spend your time on patrol?
5. What are the most important tasks you do during your shift?
6. How do you end your day at the station?

Exercise 11: Write a paragraph (10 sentences) describing a typical day for a law enforcement officer. Include the following points:

- Time of waking up
- The first task of the day (e.g., briefing, equipment check)
- Key activities during the day
- End of the shift (e.g., handing over the equipment, completing paperwork)

Exercise 12: Write a brief dialogue between two cadets discussing their tasks for the day. Use possessive pronouns and adjectives, and imperative sentences.

Example:

- Cadet 1: Please take your baton and check your equipment.
- Cadet 2: I have already checked **my** equipment. Is **yours** ready?
- Cadet 1: Yes, **mine** is ready. Let's meet after the briefing.
- Cadet 2: I'll wait for **your** report later.

Exercise 13: Explain the difference between Personal and Possessive Pronouns.

Exercise 14: Create a daily schedule for yourself, using the time management techniques learned. List at least 5 tasks you need to accomplish, and categorize them into:

- Urgent and Important
- Important but Not Urgent
- Urgent but Not Important
- Not Urgent and Not Important

Example:

- Finish project report (Urgent and Important)
- Call family (Important but Not Urgent)
- Check social media (Urgent but Not Important)
- Prepare for tomorrow's evening (Not Urgent and Not Important)

Exercise 15: Giving Instructions.

Situation 1: You are a squad leader and need to give clear instructions to your team. Use the imperative mood and include possessive pronouns to make your directions clear and personalized.

Instructions: You need to give the following orders:

1. A cadet should grab their helmet from the storage area.
2. One cadet should ensure they have their weapon before leaving for training.
3. Remind everyone to check their gear.

Situation 2: You are responsible for the classroom equipment. You must give instructions to your fellow cadets to ensure the classroom is organized and all materials are in place.

Instructions:

1. Tell your peers to put their notebooks on the desk.
2. Ask a cadet to collect his presentation materials.
3. Remind another cadet to organize their personal items.

Situation 3: You and your fellow cadets are preparing for a mission and need to pack your belongings in a limited amount of time. You need to issue commands while ensuring everyone knows exactly what to pack.

Instructions:

- Give a fellow cadet an order to organize his belongings.
- Tell a cadet to check if he has all his essentials (map, water bottle, etc.).
- Ask another cadet to take their spare uniform.

Exercise 16: Write an essay (150-200 words) describing your typical day on duty. Include details such as your morning routine, tasks you are assigned, interactions with colleagues, and any leadership or command roles you might have.



Situational task: Study the daily routine of successful people. Write a life hack of successful people about the correct daily routine.

Theme №4. L/t: Food
G/t: Numeral. Article: Definite, Indefinite, Zero Article

The lexical theme "Food" is essential not only in everyday life but also in specific law enforcement contexts. From nutrition and meal planning for long shifts to the communication of food-related terms, understanding the vocabulary of "Food" plays a significant role in a cadet's linguistic competency. The aim of the lesson is to understand how the lexical theme of "Food" can be effectively integrated into the training of cadets in the Law Enforcement field, focusing on both practical and contextual applications.

The grammatical theme covers:

1. Numerals:

- Types of numerals: cardinal and ordinal.
- Rules for using numerals in sentences and their positions.

2. Definite Article:

- When to use "the" for specific or known items.
- Usage with singular and plural nouns.

3. Indefinite Articles:

- When to use "a" and "an" for non-specific items.
- Differences between countable and uncountable nouns in article usage.

4. Zero Article:

- Understanding when no article is used.

Exercise 1: Write down the following situations and respond using cardinal numbers. Form full sentences.

Exercise 2: Look around your classroom. Make a list of at least 5 objects that you see (e.g., desks, vehicles, officers, etc.). Then, describe them using both cardinal and ordinal numbers.

Exercise 3: Write a schedule for a typical 12-hour shift for a police officer. Use cardinal and ordinal numbers to describe the times and activities.

Example: The first patrol is at 8:00 AM. The second patrol starts at 10:00 AM."

Exercise 4: Create 10 flashcards using food vocabulary (both common foods and food-related terms). On one side of the card, write the food term (e.g., fruit, vegetable, protein, etc.). On the other side, write the definition or a description of the food or food group (e.g., fruit: "A food that grows on trees or plants, usually sweet and nutritious, such as apples, bananas, or oranges."). Use these flashcards to test yourself.

Exercise 5: Divide into two groups. One group argues for why a certain food is the best, while the other group defends another food.

Example:

1st group: Pizza is the best because it's delicious and easy to eat!

2nd group: Sushi is the best because it's healthy and delicious!

Exercise 6: Choose 5 real-life examples from police reports or investigation scenarios (you may base these on online articles). For each scenario, identify and underline the cardinal numerals and ordinal numerals.

Example:

- The second officer arrived at the scene before three other backup units.
- The witness identified five suspects, and the first one was arrested.

Exercise 7: Fill in the correct article: *a, an, the*, or leave it blank if no article is required.

1. ___ officer arrested ___ suspect near ___ bank.
2. ___ witness reported seeing ___ suspect running from ___ scene.
3. ___ police officer arrived at ___ scene early in the morning.
4. After ___ long investigation, ___ detective was able to find ___ missing person.
5. ___ forensic team analyzed ___ evidence collected at ___ crime scene.
6. ___ police officer asked ___ questions to ___ witness.
7. I met ___ officer from ___ K9 unit.
8. He was arrested after ___ officer identified him near ___ crime scene

Exercise 8: Role-playing exercises.

Situation 1: One cadet is a food critic, and the other is a chef. The food critic will ask about the taste and texture of dishes, and the chef will respond using descriptive language.

Example:

- **Critic:** How would you describe the texture of your steak?
- **Chef:** The steak is tender and juicy on the inside, with a crispy, well-seasoned crust on the outside.

Situation 2: One cadet is a customer, and the other is a waiter/waitress. The customer should place an order, and the waiter should confirm it. Cadets should practice using polite and professional language.

Example:

- **Customer:** Could I please have the grilled salmon with a side of vegetables?
- **Waiter:** Certainly. Would you like a drink with that?
- **Customer:** Yes, I'll have a glass of water, please.

Situation 3: You should make a menu or a mock menu that includes various dishes and drinks. Practice ordering with modifications (e.g., dietary restrictions or special requests). Try to use the language of polite requests and confirm orders.

Example:

- **Customer:** Can I substitute the fries with a side salad instead?

- **Waiter:** Sure! Would you like the dressing on the side?
- **Customer:** Yes, please. And could you make it a vegetarian salad?

Situation 3: Imagine a scenario where police officers are ordering food during a long shift or after a raid. You should role-play this scenario, practicing professional and polite language when ordering food for multiple people.

Example:

- **Officer 1:** I'd like the chicken sandwich with a side of fries, please.
- **Officer 2:** I'll have a vegetarian wrap with a salad and a soda.
- **Officer 3:** Could you add the soup of the day to our order?
- **Waiter:** Certainly. Would you like to pay together or separately?

Situation 4: A situation where you are ordering food during an emergency, such as a police briefing or post-operation meal. The order must be quick and clear, but still polite.

Example:

- **Officer 1:** Quick, can we get a pizza with extra cheese and a couple of large drinks?
- **Officer 2:** I'll take a salad with the dressing on the side and a coffee.
- **Waiter:** Got it, I'll bring it to the station immediately.

Exercise 9: Write a short paragraph (150–200 words) about your food preferences, focusing on what you like or dislike eating. Mention at least three types of food and describe them with adjectives. Make sure to use a variety of articles (definite, indefinite, zero) and numerals (cardinal and ordinal) as needed.

Exercise 10: Design a recipe that could be served at a law enforcement gathering, keeping in mind simple, quick, and easy-to-prepare meals.

Instructions:

1. Choose a dish that you think would be appropriate for a police team (e.g., during a long shift or at a briefing).
2. Write a recipe that includes the ingredients (with correct articles) and steps (using numerals where needed for quantities).
3. Focus on keeping the recipe simple and easy to follow, considering the context of a busy law enforcement schedule.

Exercise 11: Fill in the correct articles and numerals.

1. ___ officer arrested ___ suspect on ___ street corner.
2. ___ investigation revealed ___ significant piece of evidence.
3. ___ suspect was caught with ___ stolen item at ___ scene.
4. ___ police officer was injured in ___ accident, but ___ injuries were minor.
5. There were ___ officers involved in ___ search operation near ___ old warehouse.

Exercise 12: Role-playing exercise.

Situation: One cadet is a police officer who is briefing a colleague about a recent case. The other cadet is a detective who needs to ask about details of the investigation. Both cadets need to use correct numerals and articles in their responses.

Example:

- **Officer:** In **the** morning, **the** suspect was found near **a** bank. We recovered **two** bags of cash and **three** phones from **the** scene.
- **Detective:** What did **the** witness say about **the** suspect's appearance?
- **Officer:** According to **a** witness, the suspect was wearing **a** black jacket and had **two** tattoos on his arms.

Exercise 13: Write a short description of the recipe using appropriate vocabulary for taste and texture.

Example:

Recipe: Spaghetti with Tomato Sauce

Ingredients:

Spaghetti, tomatoes, olive oil, garlic, basil, salt, pepper.

Instructions:

1. Boil the spaghetti in a large pot of water until al dente.
2. Heat the olive oil in a pan, add the garlic, and sauté for a few minutes.
3. Add the tomatoes and cook for ten minutes.
4. Mix the cooked spaghetti with the sauce and sprinkle the basil on top.
5. Serve hot and season with salt and pepper to taste.

Exercise 14: Reorder the steps correctly and fill in any missing articles.

1. Add ____ garlic to ____ pan.
2. Boil ____ water in ____ large pot.
3. Mix ____ pasta with ____ sauce.
4. Heat ____ oil in ____ frying pan.
5. Cook ____ pasta until tender.

Exercise 15: Write a recipe for one of your favorite dishes. Use articles and numerals correctly in the recipe. Be detailed, describe both the ingredients and the cooking process.



Situational task: In the microblock, offer a recipe for your favorite dish. Name the necessary products and describe the cooking process.

Theme №.5 L/t: Shopping

G/t: Countable and uncountable nouns

The theme "Shopping" focuses on different context such as vocabulary, consumer behavior, cultural aspects, or even law enforcement. However, here are some key topics that should be covered to provide a comprehensive understanding of shopping:

1. Shopping Vocabulary

- General Shopping Terms: Words related to stores, products, and shopping experiences.
- Payment Methods: Understanding the vocabulary for different ways to pay.
- Product Categories: Different types of products and departments within a store.

2. Types of Shopping

- Retail Shopping: Visiting physical stores for purchasing goods.
- Online Shopping: The process of purchasing goods through e-commerce platforms.
- Discount Shopping: Shopping with a focus on sales and finding deals.

3. Shopping Phrases and Expressions

- Common phrases used during shopping.
- Asking for assistance: "Can you help me?", "Where can I find...?", "Do you have this in stock?"
- At the checkout: "I'll pay by card," "Is there a discount on this item?", "Could I get a receipt?"

The grammar theme "Countable and Uncountable Nouns" focuses on teaching the difference between two types of nouns:

1. Countable Nouns:

- Nouns that refer to things you can count (e.g., apple, book, dog).
- They have both singular and plural forms (e.g., one apple, two apples).

2. Uncountable Nouns:

- Nouns that refer to things you cannot count individually (e.g., water, rice, sugar).
- They do not have a plural form (e.g., "waters" is incorrect).

Exercise 1: Read the following sentences and underline the countable nouns.

1. I have two books on the shelf.
2. There are five chairs in the room.
3. She has many friends in her class.
4. He owns a few cars.
5. The cadets are working hard on their assignments.
6. The officer seized five stolen cars from the parking lot.
7. There were two witnesses to the robbery.

8. The officers confiscated three illegal weapons during the raid.
9. The police found several bags of evidence in the warehouse.
10. They arrested four suspects in the case.

Exercise 2: Write five sentences using countable nouns. Make sure each sentence has a different countable noun.

Exercise 3: Match the shopping vocabulary words with their correct definitions.

№	Word	Definitions
1	shopping cart	A cart used to carry items while shopping in the store.
2	receipt	A form you receive after purchasing something, showing the amount you paid.
3	checkout	A place where you pay for your items in a store.
4	discount	A reduction in price for an item or product.
5	sales clerk	A store employee who helps customers and sells goods.
6	sale	An event or period when goods are sold at reduced prices.
7	cashier	The person who takes your payment in a store.
8	return	The process of bringing back an item to the store for a refund or exchange.

Exercise 4: Fill in the blanks with the correct term.

Passage: I went to the _____ to buy some vegetables. When I got to the _____, I realized I forgot my wallet, so I couldn't pay with _____. The cashier gave me a _____ to show I had paid for the items."

Exercise 5: Role-playing exercises.

Situation 1: One cadet is a customer, and the other is a salesperson. The customer asks for help in finding their size, and the salesperson suggests a few options.

Situation 2: A cadet plays a customer returning a jacket. The customer needs a refund and explains why they are unhappy with the purchase, while the cashier handles the return.

Exercise 6: Unscramble shopping-related words.

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Exercise 7: Read the paragraph and complete the tasks below.

Shopping is an essential part of everyday life. Whether you're buying food, clothes, or household items, knowing the right vocabulary makes the shopping experience smoother. A receipt is the paper you get after making a purchase. If you want to pick up items in a store, you might use a shopping cart or a basket. Some stores offer discounts during special sales, allowing you to save money. When you

buy something, the person who helps you at the counter is called the cashier.

Exercise 8: Match the words with their correct definitions.

Nº	Word	Definition
1	Receipt	A basket used to carry goods while shopping.
2	Cart	A reduction in the price of an item.
3	Cashier	A period of time when items are sold at lower prices.
4	Discount	A paper showing what you bought and how much you paid
5	Sale	A person who works at the checkout counter.

Exercise 9: Fill in the blanks with the correct word from the list: (*receipt, cart, cashier, discount, sale*).

1. I got a _____ for my groceries after checking out.
2. The _____ helped me pay for the shoes.
3. This item is on _____, so it's cheaper today.
4. I need a _____ to carry my items through the store.
5. Make sure to keep your _____ after buying something in case you need to return it.

Exercise 10: Read the paragraph and complete the tasks below.

When shopping, there are many common phrases you can use. If you want to know the price of something, you can ask: "How much does this cost?". If you are unsure whether something fits, you can say: "Can I try this on?". When you find something you like, you can say: "I'd like to buy this.". If you need help, you can ask: "Do you have this in another size?". Finally, when paying, you can ask: "Can I pay by credit card?".

Exercise 11: Match each shopping phrase with its correct situation.

Phrases:

1. How much does this cost?
2. Can I try this on?
3. I'd like to buy this.
4. Do you have this in another size?
5. Can I pay by credit card?

Situations:

- A) You want to check the price of an item.
- B) You want to try on clothing before buying it.
- C) You want to buy an item.
- D) You want a different size of the item.
- E) You want to know if you can pay with a card.

Exercise 12: Fill in the blanks with the correct phrase from the previous task.

1. _____, please? I want to know the price of the jacket.
2. _____. Do you have it in a medium?
3. _____. I will take the shoes in size 7.
4. _____? I don't have enough cash with me.
5. _____, thank you. I am just looking around.

Exercise 13: Read the sentences below and underline the countable nouns.

1. I bought three apples at the store.
2. There are five chairs around the table.
3. We saw two movies this weekend.
4. She has ten pens in her bag.
5. There are many books on the shelf.

Exercise 14: Fill in the blanks with appropriate countable nouns from the list: (dog, car, book, computer, chair)

1. I have two _____ in my room.
2. She owns three _____.
3. He read four _____ last week.
4. There are five _____ in the office.
5. We took a ride in a _____ yesterday.

Exercise 15: Choose the correct form (singular or plural) of the noun.

1. There are many _____ (child/children) in the park.
2. I have two _____ (cat/cats).
3. She bought three _____ (apple/apples).
4. There are five _____ (box/boxes) in the warehouse.
5. I need a few _____ (pen/pens) to write this letter.

Exercise 16: Read the paragraph and highlight all the countable nouns.

Text: I went to the market and bought five bananas, two oranges, and a pineapple. Then, I went to the bookshop and bought three books. My friend also bought a pencil and a notebook.

Exercise 17: Fill in the blanks with "a," "an," or "the."

1. I need _____ information about the event.
2. She gave me _____ advice about my job interview.
3. Could you pass me _____ sugar, please?
4. We don't have _____ furniture in the living room.
5. I can't find _____ milk in the fridge.

Exercise 18: Correct the errors in the sentences related to articles and uncountable nouns.

1. She gave me a information about the project.
2. I don't have an time to finish this task.

3. Could you pass me a milk, please?
4. He has an advice for your presentation.
5. I need the sugar for the recipe.

Exercise 19: Match the type of shopping with the correct description.

№	Type of shopping	Description
1	Window shopping	Buying items like food, cleaning products, etc.
2	Grocery shopping	Shopping through the internet and having items delivered.
3	Online shopping	Looking at items without actually buying them.
4	Shopping at a Mall	Shopping for discounted products at outlets or during sales.
5	Bargain shopping	Shopping in a large complex with multiple stores.

Exercise 20: Complete the sentences with the correct type of shopping.

1. I don't need anything, I'm just _____ today.
2. Every Saturday, I go _____ to buy fruits, vegetables, and other food items.
3. I prefer _____ because it's convenient and I can do it from home.
4. We went _____ to find some great discounts at the outlet stores.
5. The shopping center has everything, so I like going _____ for my clothes, electronics, and more.

Exercise 21: Choose the correct answer.

1 _____ involves looking at items but not purchasing them.

- A) Grocery shopping
- B) Window shopping
- C) Bargain shopping
- D) Online shopping

2 _____ happens when you purchase things like milk, bread, and vegetables.

- A) Online shopping
- B) Grocery shopping
- C) Shopping at a mall
- D) Bargain shopping

3 _____ lets you compare prices from different stores without leaving your home.

- A) Window shopping
- B) Online shopping
- C) Bargain shopping
- D) Shopping at a mall

Exercise 22: Discuss these questions in pairs or groups.

1. Do you prefer shopping in stores or online? Why?
2. Have you ever gone window shopping? What did you enjoy about it?
3. What are the advantages of grocery shopping at a local store instead of online?
4. What are some tips for finding good deals while bargain shopping?
5. Do you think shopping at a mall is more fun than other types of shopping? Why or why not?

Exercise 23: Imagine you are in a store and you need to purchase the following items: a pair of shoes, a T-shirt, and a bottle of water. Write a short dialogue using the shopping vocabulary.

Exercise 24: Read the sentences below. Identify which nouns are countable and which are uncountable. Write "C" for countable and "U" for uncountable.

1. There are three books on the table.
2. I need some water for the plants.
3. She bought two shirts yesterday.
4. He has rice for dinner every day.
5. I don't have much time today.
6. They are selling apples in the market.
7. Could you give me some sugar?
8. I have five friends in my class.

Exercise 25: Choose the correct countable or uncountable noun to complete the sentences.

1. We need to buy more _____ (bread/breads) for breakfast.
2. Can I borrow _____ (pen/pens) from you?
3. He's drinking too much _____ (coffee/coffees).
4. I found two _____ (coins/coin) on the street.
5. I need to buy _____ (milk/milks) for the recipe.

Exercise 26: Use the following nouns to create meaningful sentences. Identify if they are countable or uncountable.

1. water
2. dog
3. advice
4. banana
5. time

Exercise 27: Match each shopping phrase with the appropriate situation.

Nº	Phrases:	Situations
1	Can I try this on?	You are checking if there is a discount on a product.

2	Do you have this in another size?	You want to try on clothing before buying it.
3	How much is this?	You are asking the price of an item.
4	I'd like to pay by credit card.	You are asking for a different size of an item.
5	I'm just looking, thank you.	You are saying you don't need assistance right now.
6	Is this on sale?	You are choosing to pay with a card instead of cash.

Exercise 28: Fill in the blank with the correct shopping phrase.

1. _____? I really like this jacket but I'm not sure about the price.
2. _____ I just want to browse for a bit.
3. _____? I need a smaller size in this shirt.
4. _____ I'll pay using my debit card.
5. _____? I've been looking for a gift for my friend.

Exercise 29: Choose the correct shopping phrase for each situation.

1 You want to know the price of an item.

- A) Can I pay by cash?
- B) How much is this?
- C) Is this on sale?

2 You want to check if the store has a particular item in a different color.

- A) I'd like to pay by credit card.
- B) Do you have this in a different color?
- C) I'm just looking, thank you.

3 You are done browsing and want to pay.

- A) How much is this?
- B) Can I try this on?
- C) I'd like to pay by credit card.

Exercise 30: Read the paragraph and complete the tasks below.

There are different types of shopping experiences. Grocery shopping involves buying food and household items at stores like supermarkets. Online shopping has become popular, allowing people to shop from home using websites and apps. Window shopping is when people look at products in stores without intending to buy anything. Bargain shopping focuses on finding great deals, often during sales. Finally, shopping at a mall means visiting a large building that contains many different stores.

Exercise 31: Read the following sentences and identify which type of shopping is being described. Write the correct type of shopping: (*Grocery shopping, Online shopping, Window shopping, Bargain shopping, Shopping at a*

mall)

1. I love looking at shoes in the mall, but I don't always buy them.
2. I need to pick up some milk, bread, and eggs from the store.
3. I'm checking the latest tech gadgets on my phone to buy online.
4. During the holidays, I wait for the sale to get discounts on clothes.
5. I'm going to the mall this weekend to buy a new jacket.

Exercise 32: Choose the correct type of shopping for each description.

1. You buy food and drinks at a store:

- a) Grocery shopping
- b) Online shopping
- c) Bargain shopping

2. You shop using your phone or computer:

- a) Window shopping
- b) Online shopping
- c) Shopping at a mall

3. You look at things in stores but don't buy anything:

- a) Grocery shopping
- b) Window shopping
- c) Bargain shopping



Situational task: You need to buy clothes. Consult with a consultant in a boutique about the design, size, color and quality of clothing.

Theme №6. L/t: Man and his health
G/t: The category of number

The lexical theme "Man and his Health" will explore various aspects of human health, the theme focuses on learning words and phrases related to health and well-being. Cadets will study:

- Body parts (e.g., head, arms, legs, heart).
- Healthy foods (e.g., fruits, vegetables, water).
- Actions for staying healthy (e.g., exercise, sleep, wash hands).
- Feelings (e.g., happy, tired, sick).
- Simple health-related activities (e.g., going to the doctor, brushing teeth).

The grammar theme "The Category of Number" focuses on understanding how nouns and verbs change based on singular and plural.

1. Singular and Plural Nouns: Forming the plural of nouns (e.g., cat → cats, book → books).
2. Subject-Verb Agreement: How verbs change depending on whether the subject is singular or plural (e.g., He runs → They run).
3. Countable and Uncountable Nouns: Differentiating between things that can be counted (e.g., apples, chairs) and things that can't be counted easily (e.g., water, rice).

This theme helps cadets use correct forms of nouns and verbs depending on whether they're talking about one thing or more than one.

Exercise 1: Underline the singular nouns in the following sentences.

1. The dog is running in the park.
2. She bought a book from the store.
3. I saw a bird in the tree.
4. My friend is visiting me tomorrow.
5. He gave me a gift for my birthday.

Exercise 2: Fill in the blanks with a singular noun from the list: (*apple, chair, pencil, computer, dog*).

1. I have an ____ in my bag.
2. There is a ____ on the table.
3. She is sitting on the ____ in the classroom.
4. The ____ is barking loudly.
5. I need a new ____ for my studies.

Exercise 3: Choose "a" or "an" to fill in the blanks for the singular nouns in the sentences.

1. I saw ____ elephant at the zoo.
2. Can you pass me ____ apple, please?
3. She is reading ____ interesting book.
4. We need ____ umbrella because it's raining.

5. There is ____ dog in the yard.

Exercise 4: Each sentence has a mistake in the use of the article. Find and correct it.

1. She has a apple in her bag.
2. I need a umbrella.
3. He bought a orange yesterday.
4. There is a interesting movie on TV.
5. I saw an dog outside.

Exercise 5: Complete the sentences with the correct word from the list: (*exercise, doctor, healthy, sleep, medicine*).

1. It is important to eat ____ food every day.
2. I go for a run every morning to get some good ____.
3. If you're feeling sick, you should visit the ____.
4. You need to get enough ____ to feel rested.
5. I take ____ when I have a cold.

Exercise 6: Match the words with the correct definition.

Nº	Word	Definition
1	Medicine	A person who helps you when you're sick.
2	Doctor	Activities like running, swimming, or biking that keep your body strong.
3	Exercise	The food, rest, and activity that keeps you feeling good.
4	Sleep	Things you take when you're sick, like pills or syrup.
5	Healthy	What your body needs to rest, usually at night.

Exercise 7: Read the paragraph and answer the questions.

Police officers have demanding jobs, and staying healthy is essential for their work. A healthy diet, regular exercise, and enough sleep are crucial for maintaining physical and mental strength. Officers must also stay hydrated, drinking plenty of water throughout the day. In addition to physical health, mental well-being is just as important. Officers often deal with stressful situations, so relaxation techniques like meditation or talking to a counselor can help manage stress.

1. Why is staying healthy important for police officers?
2. What are two things officers need to stay healthy?
3. What can officers do to manage stress?
4. How does hydration affect a police officer's health?

Exercise 8: Read the sentences below and identify whether the plural noun is regular or irregular. Write "regular" or "irregular" next to the noun.

1. The dogs are barking loudly.

2. The men are working in the yard.
3. We have two computers in the office.
4. The children are playing outside.
5. I need to fix the cars in the garage.

Exercise 9: Write the plural form of the following singular nouns: *man, child, box, knife, leaf, roof, chief, city, baby, policewoman, ox, fish, tooth, alumnus*.

Exercise 10: Fill in the blanks with the correct plural form of the word in parentheses.

1. The (police officer) were patrolling the area last night.
2. The (child) were playing near the station.
3. There were many (thief) in the area last week.
4. The (person) in charge will meet with the officers.
5. Several (city) were affected by the storm.

Exercise 11: Each sentence has a mistake in the use of articles with plural nouns. Find and correct it.

1. There are a few police officers in the building.
2. I need a several files for the case.
3. The department has a new cars this year.
4. I saw a two people near the office.
5. There are any criminals in the area?

Exercise 12: Match each exercise with its correct description.

№	Exercise	Description
1	Running	A lower-impact exercise that strengthens the legs and heart.
2	Push-ups	A high-intensity exercise to improve flexibility and strength.
3	Swimming	A full-body exercise that improves endurance and heart health.
4	Jumping Jacks	A low-impact exercise that builds strength and stamina.
5	Cycling	A cardio exercise done by repeatedly lowering and raising the body with arms.

Exercise 13: Fill in the blanks with the appropriate exercise or physical activity from the list: (*running, push-ups, swimming, cycling, yoga*).

1. ____ is good for building upper body strength.
2. ____ helps improve cardiovascular health.
3. ____ is great for flexibility and relaxation.
4. ____ builds strength and endurance for long-distance activities.
5. ____ is a low-impact exercise that can be done indoors or outdoors.

Exercise 14: Answer the following questions related to exercise and physical fitness for law enforcement officers.

1. Why is regular exercise important for police officers and law enforcement cadets?
2. What are some physical activities that can improve strength and stamina for police work?
3. How does swimming help law enforcement officers in physical conditioning?
4. Why is cardio exercise like running essential for law enforcement professionals?
5. What type of strength training exercises can help improve performance in fieldwork?

Exercise 15: Fill in the blanks.

Officers need to keep their bodies in good shape to perform their duties effectively. Regular (1) _____ helps them stay fit and strong. Many officers practice (2) _____ to improve their stamina, while others prefer activities like (3) _____ or weightlifting. Physical fitness not only improves strength but also boosts mental focus. For law enforcement professionals, staying in shape is part of their (4) _____ routine.

Exercise 16: Each sentence has an error in subject-verb agreement. Find and correct the mistakes.

1. The officer walk to the station every morning.
2. He have a meeting with his supervisor later today.
3. The cadet run quickly during the drill.
4. The sergeant give clear instructions to the team.
5. A police officer is always prepared for emergencies.

Exercise 17: Choose the correct verb to match the singular subject.

1. The officer (arrives/arrive) early every day.
2. The police car (needs/need) repairs.
3. The cadet (train/trains) hard for the exam.
4. The chief (gives/give) orders to the team.
5. The guard (stands/stand) at the entrance.

Exercise 18: Underline the plural verbs in the following sentences.

1. The officers patrol the area every day.
2. The cadets run drills every morning.
3. The patrol cars drive through the city at night.
4. The policemen discuss the new procedure in the meeting.
5. The sergeants train the team in various tactics.

Exercise 19: Fill in the blank with the correct verb.

1. The officers (help/helps) the community stay safe.
2. The patrol cars (drive/drives) through the streets at night.
3. The police cadets (study/studies) law enforcement procedures daily.
4. The police officers (respond/responds) to emergencies immediately.
5. The team (plan/plans) their strategy for the next operation.

Exercise 20: Complete the sentences with the correct third-person singular form of the verb in parentheses.

1. The officer (arrive) early for the briefing.
2. She (train) the cadets every week.
3. The team (work) together to solve the case.
4. The sergeant (lead) the patrol during the night shift.
5. The detective (investigate) the crime scene carefully.

Exercise 21: Match the word with its definition related to hygiene.

Nº	Word	Definition
1	Handwashing	A tool used for cleaning teeth.
2	Toothbrush	The act of cleaning your body with water.
3	Soap	A substance used to clean hands or body.
4	Bathing	A product used to control body odor.
5	Deodorant	The act of cleaning your hands with water and soap.

Exercise 22: Fill in the blanks with the correct hygiene-related word: (*handwashing, deodorant, soap, toothbrush, hygiene*).

- ____ is important to prevent the spread of germs.
- It's important to use a ____ to clean your teeth every morning and night.
- After working out, it's a good idea to apply ____ to stay fresh.
- Always use ____ to clean your hands before eating.
- ____ is a key part of staying healthy and preventing illness.

Exercise 23: Answer the following questions about hygiene practices that are important for law enforcement professionals:

1. Why is handwashing important for police officers during their shifts?
2. How does personal hygiene affect a law enforcement officer's health and safety?
3. Why should officers regularly bathe or shower during their shift?
4. What role does deodorant play in maintaining a professional appearance?
5. What are the benefits of maintaining good oral hygiene for a police officer?

Exercise 24: Read the paragraph and answer the questions.

Police officers are exposed to many different environments during their shifts, so hygiene is very important. Officers must wash their hands regularly,

especially after handling evidence or interacting with the public. They should also shower after physical training or a long shift to maintain personal cleanliness. A clean uniform is essential for maintaining a professional appearance. Additionally, officers should use deodorant to stay fresh and avoid body odor. Maintaining hygiene helps reduce the risk of illness and ensures officers are always ready for action.

1. Why is hygiene important for police officers?
2. What should officers do after interacting with the public?
3. Why is a clean uniform important for officers?

What is one way officers can stay fresh during their shift?



Situational task: Work on the project on the topic "Tasty, healthy and not expensive: the perfect menu for a cadet".

Theme №7. L/t: Sports in human life

G/t: Prepositions

The lexical theme "Sports in human life" focuses on the important role sports play in maintaining physical health, mental well-being, and social connections. In this topic, cadets will learn:

1. What sports are: An introduction to different types of sports (team sports like soccer and individual sports like running).
2. The benefits of sports: How sports help the body stay fit, improve mood, and provide opportunities for teamwork and socializing.
3. Staying safe in sports: The importance of warming up, using protective gear, and following safety rules during sports activities.

Through this theme, cadets will understand how sports are a fun and essential part of life that contribute to overall health, happiness, and teamwork.

The grammatical theme "Prepositions" focuses on understanding the role of prepositions in language, specifically how they describe the relationship between nouns or pronouns and other words in a sentence. In this topic, cadets will study:

1. Types of prepositions: Common prepositions of place (e.g., in, on, under, between), time (e.g., at, in, on), and movement (e.g., to, from, across).
2. How to use prepositions: Learn how prepositions help explain where, when, and how something happens.
3. Prepositional phrases: Understanding how prepositions are used with other words to provide more detail (e.g., "on the table," "at 5 PM").

Through this topic, cadets will gain a clearer understanding of how prepositions are used to connect ideas and provide important details in sentences.

Exercise 1: Complete the following sentences using the correct preposition (*in, on, at, under, above, behind, next to, between*).

1. The evidence was found _____ the desk.
2. The officer stood _____ the door, blocking the exit.
3. The suspect is _____ the car, just out of sight.
4. The suspect hid _____ the alley, trying to avoid detection.
5. The criminal is located _____ the building, near the main entrance.
6. The weapon was placed _____ the table.
7. The police car is parked _____ the courthouse.
8. The stolen goods were hidden _____ the shelf above the refrigerator.

Exercise 2: Draw a basic layout of a room (or any building) and label objects with the appropriate prepositions. For example: "The chair is next to the table."

Exercise 3: Write a short essay (150-200 words) on how sports can benefit law enforcement officers. Include physical, mental, and social benefits that improve overall performance in their daily duties.

Prompts:

- How can regular participation in sports improve physical fitness for law enforcement officers?
- What are the mental benefits of sports for handling stress in high-pressure situations?
- How can sports promote teamwork and collaboration among officers?

Exercise 4: Reflect on the role of sports in maintaining a healthy lifestyle. Write down your thoughts on how regular physical activity can prevent burnout and improve focus during police operations.

Exercise 5: Below is a list of different sports. Categorize them as either team sports or individual sports.

List of Sports:

1. Soccer
2. Tennis
3. Basketball
4. Swimming
5. Rugby
6. Golf
7. Volleyball
8. Boxing

Exercise 6: Read and translate a text.

Sports can be divided into two main categories: team sports and individual sports.

Team sports involve players working together as a group to achieve a common goal. These sports require communication, teamwork, and strategy. Examples of team sports include soccer, basketball, rugby, and volleyball.

Individual sports are played alone, where the athlete competes for personal achievement rather than as part of a team. These sports help build self-discipline and focus. Examples of individual sports include tennis, boxing, swimming, and athletics (such as running or long jump).

Exercise 7: Answer the questions:

1. What is one benefit of team sports for law enforcement officers?
2. How do individual sports help develop personal responsibility?

Exercise 8: Fill in the blanks with the correct preposition of time (*in, on, at, during, before, after*).

1. The meeting is scheduled _____ 9 AM.
2. We'll conduct the briefing _____ the morning.
3. The criminal was seen leaving the area _____ midnight.
4. The police officers are on duty _____ the evening shift.

5. I always take a break _____ lunch.
6. The evidence was collected _____ the investigation.
7. The suspect was apprehended _____ the incident occurred.
8. The cadets will meet _____ Wednesday for the training exercise.

Exercise 9: Create your own sentences using the following time-related prepositions: *in, on, at, during, before, and after*. Be sure to relate the sentences to law enforcement duties or activities.

Exercise 10: Read the following list of sports benefits and identify which category (physical, mental, or social) each benefit falls into.

1. Improves cardiovascular health.
2. Helps reduce stress and anxiety.
3. Teaches teamwork and collaboration.
4. Builds strength and endurance.
5. Enhances decision-making and quick reactions.
6. Fosters friendships and camaraderie.
7. Increases flexibility and mobility.
8. Promotes discipline and focus.

Exercise 11: Read the statements below and decide whether they are true or false. If false, explain why.

1. Playing sports only helps improve physical health, not mental well-being.
2. Officers who participate in team sports are more likely to develop better communication skills.
3. Regular physical activity can reduce the risk of burnout in law enforcement work.
4. Playing sports can help officers improve their problem-solving abilities.

Exercise 12: Write down three physical benefits, two mental benefits, and two social benefits of playing sports.

Exercise 13: Read the following scenario and answer the questions.

Scenario: Officer Carter regularly participates in team sports like basketball and volleyball on the weekends. He finds that it helps him relax and bond with other officers.

1. What mental benefit does Officer Carter likely experience by playing sports?

How might playing team sports improve Officer Carter's performance as an officer?

Exercise 14: Fill in the blanks with the correct preposition to describe movement or direction (*into, out of, towards, away from, across, along, through, onto*).

- The officer ran _____ the alley to catch the suspect.
- The vehicle drove _____ the checkpoint without stopping.
- The suspect fled _____ the building and escaped down the street.
- The officer moved _____ the crowd to assist with the situation.
- The police dog was directed _____ the suspect's scent trail.
- The officer walked _____ the hallway to interview the witnesses.
- The suspect was escorted _____ the car after being arrested.
- The patrol car sped _____ the highway in pursuit of the criminal.

Exercise 15: Write sentences using each of the following prepositions of movement or direction: *into, out of, towards, away from, across, along, through, onto*. Use these prepositions in a law enforcement context.

Exercise 16: Write a short report on how law enforcement officers can stay safe while participating in sports. Include safety measures such as proper warm-up, hydration, and wearing appropriate equipment.

Prompts:

- How can proper warm-up routines prevent injuries in sports?
- Why is it important to stay hydrated while engaging in physical activities?
- What are the key pieces of protective gear officers should wear when playing contact sports?

Exercise 17: Match each sport with the corresponding safety measure that should be followed during play.

Nº	List of Sports	Safety Measures
1	Soccer	Always wear a helmet to protect against head injuries.
2	Basketball	Stretch properly to avoid muscle strains.
3	Boxing	Use mouthguards and padded gear to reduce impact.
4	Football	Wear appropriate shoes with proper arch support.
5	Cycling	Hydrate frequently to avoid dehydration.
6	Swimming	Wear proper goggles to protect your eyes.
7	Running	Focus on controlled movements to prevent injury.
8	Weightlifting	Ensure the environment is clear of hazards, like puddles or uneven surfaces.

Exercise 18: Read the statements below and determine whether they are true or false. If false, explain why.

1. It is safe to play sports without any protective equipment as long as you are experienced.

2. Hydration is important only for endurance sports and not for short-duration activities.

3. Proper stretching before and after exercise helps reduce the risk of injuries.

4. You should only focus on strength during sports and neglect flexibility exercises.

Exercise 19: Create a checklist of safety measures to follow before, during, and after engaging in a sport.

Before:

During:

After:

Exercise 20: Match the safety tip to the appropriate sport.

№	Safety tip	Sport
1	Wear a helmet and knee pads	Cycling
2	Stretch and warm up	Football
3	Stay hydrated during physical activity	Running
4	Use proper footwear	Weightlifting
5	Pay attention to your body's limits	Basketball



Situational task: Life hacks for cadets about a healthy lifestyle.

Theme №8. L/t: Leisure time

G/t: Types of questions

Leisure time refers to the time spent away from work, studying, or other obligatory activities, allowing individuals to engage in activities of their own choosing. During leisure time, people can relax, pursue hobbies, engage in social activities, or engage in physical exercise. It is a vital aspect of maintaining a healthy work-life balance and promoting mental and physical well-being. This lexical theme covers the importance of leisure time, types of activities people engage in during their free time, and the benefits that these activities provide for overall well-being. Additionally, the discussion will touch on how leisure time can be effectively managed, its role in different careers (like law enforcement), and the challenges people face in maintaining enough leisure.

The grammatical theme "Types of Questions" focuses on the different ways questions can be structured in English to gather information, confirm details, or prompt conversation. This theme covers the following key points:

- Yes/No Questions
- Wh-Questions
- Choice Questions
- Tag Questions
- Negative Questions

The theme focuses on the rules for creating each type of question (word order, auxiliary verbs, etc.); understanding when and why each type of question is used in different contexts; forming and answering different types of questions, both in written and spoken forms; understanding of how to use different types of questions effectively in everyday conversations and formal situations.

Exercise 1: Fill in the blanks to form Yes/No question.

1. ____ you follow a fitness routine every day?
2. ____ your department offer stress management programs?
3. ____ law enforcement officers need to stay in good physical condition?
4. ____ you think team sports help improve communication among officers?

Exercise 2: Answer the questions with "Yes" or "No."

1. Do law enforcement officers have leisure time during their shifts?
2. Do you participate in physical training during your off-duty time?
3. Does your department encourage officers to engage in outdoor activities?
4. Is it necessary for officers to regularly train in combat or defense techniques?

Exercise 3: Write the correct Wh- word to complete the question.

1. ____ does physical fitness affect an officer's performance in the field?
2. ____ do officers usually spend their leisure time when off-duty?
3. ____ should officers do to improve their physical endurance?

4. ____ are team sports important in law enforcement training?

Exercise 4: Answer the questions.

1. How do officers stay fit when they have limited leisure time?
2. Why is it important for law enforcement officers to maintain physical fitness?
3. Where do law enforcement officers usually relax after a stressful day at work?
4. What kind of sports do law enforcement cadets typically practice during training?

Exercise 5: Match the leisure activity with its description.

Nº	Leisure activity	Description
1	Cycling	A physical activity often done for fun or fitness, involving riding a bike.
2	Football	A competitive team sport played on a field with a ball.
3	Reading	A calm and intellectual activity that involves books, articles, or other written materials.
4	Yoga	A physical practice focusing on flexibility, strength, and relaxation.

Exercise 6: Choose the correct answer.

1. Do you prefer physical activities like running or something more relaxing like reading? (*I prefer running/I prefer reading*)
2. Would you rather spend your leisure time with friends or alone? (*I would rather spend time with friends/I would rather spend time alone*)
3. Do you like playing team sports such as football, or would you rather practice individual sports like running? (*I like playing team sports/I prefer individual sports*)
4. Would you like to go to the gym or participate in outdoor activities like hiking during your leisure time? (*I would like to go to the gym/I would like to participate in outdoor activities*)

Exercise 7: Complete the sentences by choosing one option.

1. Do you prefer to relax at home or spend your leisure time outdoors? (*I prefer to relax at home/I prefer to spend my leisure time outdoors*)
2. Would you rather spend your weekend watching sports or practicing sports? (*I would rather practice sports/I would rather watch sports.*)

Exercise 8: Complete the sentences with the correct tag question.

1. You're planning to attend the physical training session tomorrow, ____?
2. Law enforcement officers need to stay fit, ____?

3. You enjoy participating in team sports, _____?
4. Your department provides a gym for officers to use, _____?
5. You have a favorite hobby for your leisure time, _____?
6. Officers often use their leisure time to relax and recharge, _____?

Exercise 9: Create tag questions for the following statements.

1. Law enforcement officers often engage in outdoor activities.
2. Many officers enjoy reading in their spare time.
3. Physical training is essential for law enforcement cadets.
4. Teamwork is important in both work and sports for officers.

Exercise 10: Match the benefit of leisure time to its description.

№	Benefit of leisure time	Description
1	Physical Health	Helps to build stronger relationships with family and friends.
2	Mental Health	Engaging in regular leisure activities keeps the body active and healthy.
3	Social Benefits	Reduces stress, improves mood, and promotes emotional well-being.
4	Personal Growth	Develops new hobbies, improves skills, and boosts creativity.

Exercise 11: Fill in the blanks with the benefits of leisure time.

1. Engaging in physical activities such as sports during your leisure time improves your _____ health.
2. Spending time with friends and family during your leisure time helps improve your _____ well-being.
3. Reading books or learning new skills during your leisure time can contribute to _____ growth.
4. Taking regular breaks and relaxing during your leisure time is essential for _____ health.

Exercise 12: Discuss the following in pairs or groups.

1. What are the benefits of maintaining a work-life balance for law enforcement officers?
2. How can law enforcement officers manage stress during their free time?

Exercise 13: Fill in the blanks with the correct negative question.

1. _____ you think physical fitness is essential for law enforcement officers?
2. _____ it important to take regular breaks during your shift?
3. _____ you planning to exercise during your leisure time?
4. _____ officers need to stay in top condition to handle stressful situations?

5. ____ it difficult to balance work and leisure time in law enforcement?
6. ____ you find it challenging to find time for hobbies while on duty?
7. ____ team-building through sports a good way to enhance communication among officers?
8. ____ you think relaxation is crucial for maintaining mental well-being during off-duty hours?

Exercise 14: Answer the following negative questions.

1. Don't law enforcement officers have regular fitness training?
2. Isn't leisure time just for relaxation, not for staying active?
3. Aren't you concerned about the lack of work-life balance in law enforcement?
4. Don't officers need to constantly improve their physical skills?

Exercise 15: Imagine you are a law enforcement cadet balancing work, training, and personal life. Choose the activities that you would prioritize and create a schedule for a typical week. Include both work-related and leisure activities.

Exercise 16: Answer the questions about time management.

1. How do you balance work and leisure activities?
2. What are some leisure activities that help you relieve stress after a busy workday?
3. Why is it important to include physical fitness in your leisure time?
4. How do you ensure that you have enough time for personal hobbies while studying in law enforcement?

Exercise 17: Complete the sentences using the correct word from the box.

<i>cycling, reading, football, yoga, painting, running, hiking, watching TV</i>

1. Officers need to unwind, and some choose activities like _____ after a long day of work.
2. During weekends, many officers enjoy _____ to improve their fitness and clear their minds.
3. Some law enforcement officers prefer to relax by _____ a good book in their free time.
4. One of the best ways to stay fit is by _____ or jogging regularly in the park.
5. Law enforcement cadets often participate in team-building activities like _____ to enhance teamwork and communication.
6. _____ is a great activity for both physical and mental health, especially after a stressful shift.

7. During vacations, some officers like _____ through the mountains to enjoy nature and stay active.

8. After a long day of training, many cadets enjoy _____ to relax and unwind.

Exercise 18: Rearrange the words to form meaningful sentences.

1. team/football/on/the/play/cadets/to/weekend/the
2. break/take/after/a/to/yoga/relax/class/the
3. help/hiking/refreshing/very/is/activity/the/officers
4. time/in/and/fitness/gym/spend/often/some/cadets/their
5. paintings /relaxing/is/activity/a/painting
6. unwind/long/watching/after/stress/TV/can/relieve/help/a/shift
7. engage/free/to/video/activities/some/cadets/in

Exercise 19: Discuss in small groups which leisure activities are most beneficial for law enforcement cadets. Use the following questions as a guide:

1. What are some leisure activities that help law enforcement cadets manage stress?
2. How do team sports like football contribute to teamwork and morale in the police force?
3. Why is it important for law enforcement cadets to have a variety of leisure activities?
4. What leisure activities can help cadets balance the physical and mental demands of the job?

Exercise 20: Choose the correct word to complete each sentence.

1. After a busy shift, officers often engage in (yoga/painting/cycling) to clear their minds.
2. Officers who enjoy (watching TV/hiking/running) often go for a morning jog before work to stay in shape.
3. (Football/Swimming/Reading) is a popular team sport that cadets play together to build trust and teamwork.
4. In their free time, many cadets enjoy (reading/hiking/painting) to relax and unwind from the stresses of their job.
5. To stay healthy, it's important for officers to regularly (watch TV/do yoga/take naps) during their time off.



Situational task: Together with a friend study movie posters and events, the schedule of performances, concerts and exhibitions. Select the events you want to attend (work in pairs).

Theme №9. L/t: Motherland
G/t: The category of case

The lexical theme "Motherland" focuses on expanding vocabulary and understanding key concepts related to Kazakhstan as a country, its culture, history, geography, and national identity. This theme is essential for cadets of law enforcement as it helps them connect more deeply with their heritage and understand the significance of their country in both a historical and modern context. This lexical theme encourages cadets to not only build vocabulary but also develop a sense of pride and responsibility toward their country, understanding how Kazakhstan's history, culture, and identity shape their role as law enforcement officers.

The grammar theme "The Category of Case" focuses on the role of grammatical cases in a language, specifically how they indicate relationships between nouns, pronouns, and other parts of speech in a sentence. This theme is essential for understanding sentence structure, meaning, and proper usage in languages.

Exercise 1: Read the following sentences and identify the case of the underlined nouns or pronouns.

1. **The officer** is responsible for the investigation.
2. The suspect gave **the officer** his identification.
3. The report was written by the **cadet**.
4. The officer talked to **the victim** about the incident.
5. The detective's **report** was very detailed.
6. **The witness** provided valuable information.
7. **The cadet** was given a new assignment.
8. They were questioning **the suspect** in the interrogation room.

Exercise 2: Fill in the blanks with the correct subject in the nominative case.

1. _____ is responsible for the security at the station.
2. _____ is conducting the investigation today?
3. _____ were present at the crime scene last night.
4. _____ decided to intervene when they heard the distress call.
5. _____ is going to lead the briefing tomorrow?
6. _____ arrived at the scene first?
7. _____ have been assigned to monitor the surveillance cameras.
8. _____ will testify in court next week?

Exercise 3: Write 5 sentences using the nominative case for the subject of the sentence.

Exercise 4: Read the statements about Kazakhstan's geography and history. Identify whether they are true or false.

1. Kazakhstan is the largest country in Central Asia.

2. The capital city of Kazakhstan is Almaty.
3. The Aral Sea is located entirely within Kazakhstan's borders.
4. The Altai Mountains are located in the western part of Kazakhstan.
5. Kazakhstan's steppe is a vast forested region.
6. Charyn Canyon is sometimes called the "Grand Canyon of Kazakhstan."
7. Ili River flows through Kazakhstan into the Caspian Sea.
8. The Tian Shan Mountains are known for being a popular location for space programs.

Exercise 5: Answer the following questions based on Kazakhstan's geography and landmarks.

1. Name three major cities in Kazakhstan.
2. What is the significance of the Baikonur Cosmodrome in space exploration?
3. Where is the Kazakh Steppe located and what is its significance?
4. Describe the Charyn Canyon and its importance as a natural landmark.
5. How does the Ili River affect the geography of Kazakhstan?

Exercise 6: Prepare a short 3-5 minute oral presentation about a specific landmark in Kazakhstan.

Exercise 7: Discuss how law enforcement might contribute to protecting these landmarks, ensuring safety for visitors, and preventing illegal activities (e.g., vandalism, theft, or environmental degradation).

Exercise 8: Complete the sentences by filling in the blanks with the correct form of the accusative case from the list below. Then, provide a brief explanation of the role of the accusative case in each sentence.

Words: the criminal; the stolen goods; the witness; the report; the car; the suspect; the area; the evidence

1. The officer arrested _____ near the market.
2. We found _____ in the abandoned warehouse.
3. The detective questioned _____ about the incident.
4. The police received _____ from the concerned citizens.
5. The patrol team stopped _____ on the highway for a routine check.
6. They arrested _____ based on the witness testimony.
7. The law enforcement team secured _____ after the explosion.
8. The officer examined _____ at the crime scene.

Exercise 9: Fill in the blanks with the correct form of the genitive case (possessive or partitive) from the list below. Afterward, explain how the genitive case is used in the sentence.

Words: the officer; Kazakh history; the victim; the crime scene; the suspect; the witnesses; the case; the young man

1. The detective reviewed the files _____ before making a decision.
2. The museum displayed items _____ during the exhibit.
3. The police conducted an investigation into the murder _____ .
4. The officer gathered evidence _____ to support the case.
5. The officer spoke with the family _____ to understand his background.
6. We need to analyze the statements _____ for inconsistencies.
7. The cadet studied the documents _____ before the trial.
8. The officers investigated the disappearance _____ from the village.

Exercise 10: Match the following historical sites with their corresponding descriptions. For each site, explain its relevance in Kazakhstan's history and cultural heritage.

Historical site	Description
1. Mausoleum of Khoja Ahmed Yasawi	A sacred place that dates back to the 14th century, representing Islamic architecture.
2. Burabay National Park	Known for its natural beauty and historical significance, associated with local traditions.
3. The Kazakh Khanate's Capital	This city was the political and cultural center of the Kazakh Khanate.
4. The Zhetysay Region	Famous for its ancient rock art, and historical monuments from different dynasties.
5. The Altai Mountains	Ancient burial mounds and artifacts linking Kazakhstan to early nomadic cultures.

Exercise 11: Fill in the blanks with the correct historical figure from the list provided.

1. _____ was the first president of Kazakhstan after independence in 1991.
2. _____ is a national hero, a leader of the Kazakh resistance against Russian colonization.
3. The poet _____ is known for his works promoting Kazakh culture and nationalism.
4. _____ led the Kazakh Khanate and played a major role in the unification of the Kazakh people.
5. _____ was a famous warrior and a symbol of Kazakhstan's struggle for independence.

Exercise 12: Answer the questions.

1. What is the significance of protecting historical sites in Kazakhstan, and how can law enforcement contribute to their preservation?
2. What role do national parks and UNESCO sites play in Kazakhstan's cultural heritage? How should law enforcement handle these sites to ensure they are protected?

3. How do cultural artifacts impact our understanding of Kazakhstan's history, and what actions can law enforcement take to prevent the illegal trade of such artifacts?

4. Kazakhstan has a rich nomadic heritage—how can law enforcement protect archaeological sites associated with nomadic cultures (e.g., burial mounds, ancient rock art)?

5. How can law enforcement balance the need for tourism at historical sites with the need for protection and conservation?

Exercise 13: Read each statement and decide whether it is True or False.

1. Kazakhstan was the first country in Central Asia to gain independence after the collapse of the Soviet Union.

2. The Mausoleum of Khoja Ahmed Yasawi is a UNESCO World Heritage site due to its unique architecture and historical significance.

3. The Kazakh Khanate was a relatively small political entity with little influence on the region.

4. Abai Kunanbaev was a famous poet who promoted Kazakh culture and traditional values.

5. The Altai Mountains are home to many ancient rock paintings, which are important artifacts for understanding the nomadic lifestyle.

Exercise 14: Complete the following sentences by filling in the correct form of the dative case from the list below.

Words: the prosecutor, the sergeant, the counselor, the lab technician, the suspect, the court, the detective, the family.

1. The officer handed the report _____ for review.

2. The team gave the keys _____ after the shift.

3. We provided the victim _____ for emotional support.

4. The police sent the evidence _____ for analysis.

5. The officer explained the situation _____ clearly.

6. The investigators submitted the findings _____ for further action.

7. The witness provided information _____ about the crime.

8. They offered assistance _____ of the victim.

Exercise 15: Complete the sentences with the correct form of the prepositional case from the list below:

Words: the office, the alley, the case, the crime scene, the details, the headquarters, the station, the suspect

1. The police discussed the case _____ before going to the scene.

2. The suspect was found _____ near the victim's house.

3. The detective is working _____ in the major crimes unit.

4. The officers conducted an investigation _____.

5. They briefed the team _____ of the operation.

6. The officers met _____ for an important meeting.

7. We conducted an interview _____ about the incident.
8. The witness provided a description _____ during the investigation.

Exercise 16: Write a short paragraph (5-6 sentences) describing one of the national symbols of Kazakhstan, such as the Flag, Coat of Arms, Anthem.

Exercise 17: Write a dialogue between two officers discussing how Kazakhstan's national values influence their work in law enforcement.

Exercise 18: Prepare a 2-3 minute presentation about one of Kazakhstan's national symbols (e.g., the Eagle, the Yurt, the Flag).

Exercise 19: Complete the following quiz about Kazakhstan's symbols and values.

1. Which symbol represents Kazakhstan's strength?
 - a) The Flag
 - b) The Eagle
 - c) The Golden Man
 - d) The Yurt
2. What does the Yurt symbolize in Kazakhstan's culture?
 - a) Freedom
 - b) Independence
 - c) Nomadic traditions
 - d) Strength
3. Which of the following is considered a national treasure of Kazakhstan?
 - a) The Altai Mountains
 - b) The Eagle
 - c) The Golden Man
 - d) The Steppe
4. What does the Flag of Kazakhstan symbolize?
 - a) Unity
 - b) Strength
 - c) Freedom
 - d) All of the above
5. Which of the following is an important Kazakh national holiday that celebrates the arrival of spring?
 - a) Independence Day
 - b) Nauryz Meirami
 - c) Republic Day
 - d) .Constitution Day
6. The Golden Man is a famous symbol of Kazakhstan's heritage. He was found in?
 - a) Almaty
 - b) Zhetysu

- c) Pavlodar
- d) Turkestan

7. The Eagle in Kazakhstan's coat of arms represents which of the following?

- a) Strength and power
- b) Independence and freedom
- c) The spiritual connection to ancestors
- d) The vastness of the steppe

8. The Yurt is a traditional Kazakh dwelling that symbolizes:

- a) Nomadic lifestyle and unity
- b) Peace and harmony
- c) Freedom and independence
- d) Strength and courage

9. Which of the following Kazakh national symbols represents freedom and hope?

- a) The Flag
- b) The Coat of Arms
- c) The Eagle
- d) The Sun

10. Which Kazakh national holiday marks the country's declaration of independence in 1991?

- a) Nauryz Meirami
- b) Independence Day
- c) Republic Day
- d) Constitution Day



Situational task: Describe your country / country of the target language, its geographical location, climate, capital, their attractions.

Theme №10. L/t: Travelling

G/t: There + to be

The lexical theme "Travelling" focuses on expanding vocabulary and understanding concepts related to travel, which is an essential skill for cadets, especially in law enforcement, as they may need to understand various travel-related terms and situations for both professional and personal contexts.

The theme covers a wide range of vocabulary related to different aspects of travel, from planning and booking to actual experiences on the road, air, or sea. It includes terms for transportation, accommodations, destinations, and travel documentation. Additionally, it addresses safety, cultural awareness, and the specific vocabulary law enforcement personnel might encounter when traveling, especially concerning border control, immigration, and security checks. Understanding these terms helps cadets navigate both personal and professional travel efficiently, safely, and with cultural sensitivity. This theme also helps them apply relevant travel-related vocabulary to law enforcement situations, such as security and safety protocols.

The grammar theme "There + to be" focuses on how to use this structure to describe the existence or presence of things or people. It covers the use of singular and plural forms of "to be", negative forms (there isn't/aren't), and how to form questions with this structure (both yes/no and wh-questions). This construction is especially useful for describing locations, reporting situations, and discussing events that involve law enforcement work. By mastering this theme, cadets can improve their ability to communicate clearly and accurately in both spoken and written English, particularly when describing situations in law enforcement contexts.

Exercise 1: Complete the sentences with "There is" or "There are".

1. _____ a police officer at the entrance of the building.
2. _____ three police cars in the parking lot.
3. _____ a suspicious vehicle parked outside the station.
4. _____ several people waiting outside the police station.
5. _____ a meeting scheduled for 10 AM in the conference room.
6. _____ a loud noise coming from the alley near the crime scene.
7. _____ two emergency vehicles responding to the situation.
8. _____ a report that needs to be filed by the end of the day.

Exercise 2: Change affirmative sentences to negative and interrogative forms.

1. There is a robbery happening at the bank.
2. There are five police officers at the crime scene.
3. There is an urgent need for backup on the street.
4. There are witnesses who need to be interviewed.
5. There is a suspicious car parked outside the station.

6. There are several officers stationed at the border.
7. There is a suspect waiting for questioning in the holding room.
8. There are no immediate threats in the area.

Exercise 3: Match the terms with their definitions.

Passport	a) A document that allows entry into a country.
Baggage	b) The place where luggage is checked in and collected.
Visa	c) A document required for international travel, usually containing personal information and nationality.
Customs	d) A detailed plan or route for a journey.
Ticket	e) A travel document needed to board transport, especially for a flight.
Itinerary	f) The area in an airport where passengers wait to board their flights.
Airport	g) Official checks for items entering or leaving a country.
Terminal	h) A place where planes take off and land.
Departure	i) The act of leaving a location, typically for travel.
Arrival	j) The act of reaching a destination after travel.

Exercise 4: Solve the riddle using travel-related vocabulary.

1. A place where planes depart and arrive.
2. A document that allows you to enter a country.
3. The items you take with you when you travel.
4. The travel document needed to board a flight.
5. The checks you go through when entering a country.
6. A planned schedule of travel.

Exercise 5: Complete the sentences using the correct travel vocabulary word from the list:

passport, baggage, flight, ticket, airport, visa, luggage, customs

1. Before you board the plane, make sure you have your _____.
2. You will need to go through _____ when you arrive in a new country.
3. My _____ was delayed due to bad weather.
4. I had to wait at the _____ for my luggage to arrive.
5. We are flying out of the _____ tomorrow morning.
6. Make sure you check your _____ for the correct departure time.
7. I had to show my _____ before getting on the plane.
8. We'll need to wait for our _____ at the baggage claim area.

Exercise 6: Match the type of transportation with the correct description.

Car	A two-wheeled vehicle powered by pedaling.
Train	A large motor vehicle used to carry passengers, usually on

	scheduled routes.
Bus	A personal vehicle for land transport, typically for one or two passengers.
Airplane	A fast form of transportation that operates in the sky.
Bicycle	A train used for underground travel, typically in cities.
Boat	A vehicle with two wheels and an engine, typically for one or two riders.
Subway	A form of transport on water, used for leisure or travel.
Motorcycle	A rail-based vehicle for traveling over long distances or across regions.

Exercise 7: Create a short dialogue between two people discussing their choice of transportation for a trip. Include at least 8 sentences with 3 types of transportation (e.g., car, train, airplane, etc.).

Exercise 8: Write short descriptions of the following transportation types. Include their advantages and disadvantages. Write at least 8 sentences.

1. Airplane
2. Car
3. Bicycle
4. Train
5. Boat

Exercise 9: Use “There is/There are” to describe the elements at a crime scene. For example, you can describe what is present at the scene or what is missing.

Example:

- There is a broken window on the south side of the building.
- There are several pieces of evidence scattered around the scene.

Exercise 10: Describe a location where surveillance equipment has been set up for monitoring, using “There is/There are.”

Example:

- There is a hidden camera in the hallway.
- There are two officers stationed at the front door.
- There is a van parked across the street with surveillance gear inside.

Exercise 11: Use “There is/There are” to describe a security checkpoint where law enforcement is checking vehicles, bags, or individuals.

Example:

- There is a metal detector at the entrance.
- There are two officers conducting bag checks.
- There is a K-9 unit present to inspect vehicles.

Exercise 12: Write a list of key vocabulary related to accommodations, specifically focusing on law enforcement terms.

Example terms:

- Detention facility
- Holding cell
- Secure housing
- Temporary lodging for witnesses
- Officer barracks

Exercise 13: Create a checklist of necessary documents and procedures for law enforcement cadets traveling to another city or country for official business.

Example checklist items:

- Travel permits for transporting suspects or evidence
- Identification (badge, passport, security clearance)
- Risk assessment for the travel destination
- Travel log to track movement and incidents

Exercise 14: Match the terms with the definitions.

Hostel	A shared, often budget-friendly place to stay for travelers.
Bed and Breakfast	A private, often spacious room with additional amenities, sometimes with a living area.
Suite	A home-style rental, usually booked through a platform.
Motel	A person who assists guests with travel arrangements or special requests.
Resort	A small, typically roadside accommodation for travelers with easy access to highways.
Airbnb	A location offering food and accommodations in a home-like setting.
Check-in	A place for tourists that typically includes activities, spas, and entertainment.
Concierge	The process of registering or arriving at a hotel or other accommodation.

Exercise 15: Fill-in-the-Blanks with the words from the previous exercise.

1. After a long flight, we decided to stay at a _____ because it was cheap and located near the train station.

2. The hotel manager suggested we ask the _____ for recommendations on local restaurants and activities.

3. We checked into our _____ and found a spacious living room along with the bedroom.

4. The small town offers charming _____ where you can enjoy home-cooked breakfasts and a peaceful atmosphere.

5. I booked an _____ for our trip to Paris through an online

platform.

6. The hotel has a lovely _____ with a large pool, spa, and tennis courts.

7. When we arrived, the hotel staff greeted us and quickly completed the _____ process.

8. The road trip is getting long; I think we should stop at a _____ for the night.

Exercise 16: Make a dialogue between a guest and a hotel receptionist.

Examples:

1. Asking for room availability.
2. Requesting additional services (e.g., late checkout, airport transfer).
3. Inquiring about the amenities (e.g., pool, gym, breakfast).

Exercise 17: Read the descriptions below and identify the travel documents.

1. A document required for international travel that shows your citizenship and identity.
2. A card required for citizens of certain countries to travel within the European Union.
3. A printed paper you receive at the airport, confirming your flight details.
4. A document granting permission to travel to a foreign country for a set period.
5. A legal document that can be used for identification, often for citizens of a specific country.

Exercise 18: Read the following statements about travel documentation and security procedures and determine if they are true or false.

1. You need a visa to travel to all countries.
2. Your passport must always be valid for at least six months after your planned departure date.
3. You can bring any number of liquids on a flight as long as they are in sealed containers.
4. You should always make a photocopy of your passport in case it gets lost.
5. You need to go through security screening only if you're traveling internationally.

Exercise 19: Choose the most and the least essential factors you need to consider when planning the trip.

1. Weather and climate conditions during the time of year.
2. Local language and communication barriers.
3. Budget for accommodation, food, and activities.
4. Cultural practices and local etiquette.
5. Transportation options (e.g., trains, buses, taxis).
6. Visa and travel document requirements.

7. Safety concerns and travel advisories.
8. Health precautions (e.g., vaccinations, necessary medicines).

Exercise 20: Complete the sentences with "There is" or "There are".

1. _____ a change in the weather today; it's going to rain later.
2. _____ many people at the park because it's a public holiday.
3. _____ a new café near the station that just opened this week.
4. _____ a few rooms available in the hotel for last-minute bookings.
5. _____ an important meeting at 2 PM to discuss the project updates.
6. _____ some changes to the timetable, and some events have been
7. _____ a shortage of food supplies in the supermarket due to the storm.
8. _____ several parks around the city where we can have a picnic.
9. _____ a gym in the hotel, so we can work out after checking in.
10. _____ some local markets in town where we can buy souvenirs.
11. _____ a map at the tourist center that can help us plan our route.
12. _____ some chairs by the pool where we can relax in the sun.
13. _____ a delay in the flight because of heavy snowfall.
14. _____ fewer rooms available now because of the high season.
15. _____ a new law about traveling with pets that we need to follow.
16. _____ a new exhibition opening at the museum tomorrow.
17. _____ a special promotion on tickets for the tour that ends today.
18. _____ safety instructions available in all hotel rooms.
19. _____ a first aid kit in the hotel lobby in case of emergencies.
20. _____ a lost-and-found department at the airport to report lost items.

Exercise 21: Report a security situation you may face during travel, using "There is" and "There are."

Examples:

1. There is a protest in the city center, and local authorities are advising tourists to avoid the area.
2. There are some suspicious activities near the hotel; please stay alert and report anything unusual.
3. There is a warning about pickpockets in busy tourist areas, so keep your belongings close.

Exercise 22: Answer the questions.

1. How do you report a change in your travel itinerary when things don't go as planned? Can you provide examples using "There is" or "There are"?
2. How would you describe the availability of resources at your accommodation? For instance, is there a gym or a pool?
3. Imagine you're in a foreign country, and something unexpected happens (like a weather change).
4. What is the best way to inform people about new developments in travel plans (delays, changes in schedules) using the correct phrasing?

5. When traveling, what are some common issues travelers face that could be reported (e.g., flight delays, cancellations)?
6. How would you explain an overcrowded situation at a popular tourist spot?
7. How would you describe the situation at an airport with long queues? **2.** What are some important safety measures you should follow when staying at a new hotel or accommodation? How would you explain these measures to someone else?
8. If you were traveling to a new country, what security procedures would you expect at the airport? How would you report these procedures to someone using "There is" or "There are"?
9. What are some safety precautions you take when traveling in a country with a high crime rate? Can you describe them using "There is" or "There are"?
10. How would you report an emergency situation while traveling (e.g., lost luggage, medical issues) using the correct phrasing of "There is" or "There are"?
11. How can you describe a situation where you're asked to evacuate a building or area for safety reasons? Use "There is" or "There are" to explain the situation.
12. What are some cultural differences you need to be aware of when visiting a foreign country? How can you report them using "There is" or "There are"?
13. How can you politely ask for permission to take photos in a culturally sensitive area or event?
14. In your opinion, why is it important to be aware of local customs and traditions when traveling? What are some examples where cultural sensitivity is crucial?
15. Have you ever encountered a cultural misunderstanding while traveling? How did you resolve the situation, and how could it have been avoided?
16. How would you describe the local greeting customs in a country where you're traveling? For example, is there a specific way to greet elders or strangers?
17. How do local cultural norms affect your behavior as a traveler? Can you give examples of how you adjusted to these norms during your travels?
18. What are some examples of cultural practices regarding meals in different countries (e.g., when and how people eat, food sharing customs)?
19. In some cultures, public displays of affection are not acceptable. How would you adapt your behavior to respect local values?
20. When traveling to countries with different religious practices, how can you ensure your actions are respectful of their beliefs?

Exercise 23: Create a fictional travel guide for a destination of your choice, highlighting accommodations, activities, safety tips, and cultural aspects.

Instructions:

1. **Choose a Destination:** Pick a city, country, or region that interests you or that you'd like to visit. It could be a well-known place or somewhere off the beaten

path.

2. Design the Travel Guide: Create a travel guide in any format you prefer (written document, digital presentation, or a poster). The guide should include the following sections:

1. Introduction to the Destination:

Describe the place in 2–3 sentences. What makes it unique? Why should people visit it?

2. Accommodation Options:

List at least three types of accommodation (hotel, hostel, Airbnb, etc.) and briefly describe them. Include any relevant details like amenities, price range, and location.

3. Activities and Attractions:

Suggest at least three activities or attractions travelers should not miss. For example: a famous museum, a natural wonder, or a cultural event. Include practical details, such as opening hours, ticket prices, and safety advice.

4. Travel Tips and Safety:

Offer advice on getting around (public transport, taxis, etc.), staying safe (local laws, areas to avoid, health advice), and cultural norms to be aware of (dress code, greeting customs, etc.).

5. Local Food and Dining:

Highlight a few local dishes or restaurants worth trying. Include any specific food etiquette that travelers should know.

6. Fun Fact or Special Recommendation:

Share something quirky or fun about the destination, like a local tradition, folklore, or hidden gem.

3. Presentation:

Present your travel guide to the class. If it's a written task, provide an opportunity for classmates to ask questions. If you're presenting a poster or digital guide, ensure your visuals are clear, engaging, and representative of the destination.



Situational task: In the summer you are planning a cruise in Europe (Asia, other countries). Plan your trip by day. Describe how many countries and which places you are going to visit. Tell us what you can and cannot do in those countries.

Theme №11. L/t: Tourist attractions of the city G/t: Adjective

The lexical theme "Tourist Attractions of the City" helps learners develop vocabulary to describe and understand the various places and activities that draw visitors to a city. This theme includes terms for landmarks, museums, parks, entertainment venues, and other popular locations. It also covers types of tourism (cultural, adventure, eco-tourism), the practical language needed by tourists (such as directions and transportation), and the role of law enforcement in ensuring the safety and security of both visitors and locals. By studying this theme, cadets will better understand the importance of tourism and be able to communicate effectively in a tourist setting, contributing to safe, professional, and culturally sensitive interactions in their work.

The grammar theme "Adjective" covers how adjectives are used to describe and modify nouns, helping to provide more specific, detailed information in sentences. It includes the different types of adjectives (descriptive, quantitative, possessive), degrees of comparison (positive, comparative, and superlative), and rules for forming comparatives and superlatives. The theme also emphasizes irregular adjectives, adjective phrases, and the importance of adjectives in law enforcement contexts to provide accurate descriptions in reports and communication. By mastering this theme, cadets can improve their ability to communicate more clearly and effectively, particularly when documenting cases, describing situations, and interacting with others in a professional setting.

Exercise 1: Read the following sentences and identify the type of adjective used (descriptive, quantitative, demonstrative, possessive, interrogative, etc.)

1. The *old* castle stood proudly on the hill.
2. This *blue* shirt is my favorite.
3. They have *three* cats in their house.
4. *Whose* book is this?
5. She has *many* friends.
6. *Some* cadets left early today.
7. The *first* chapter was very interesting.
8. We visited the *beautiful* beach on vacation.

Exercise 2: Fill in the blanks with the correct adjective from the list:

large, happy, my, two, this, that, many, which

1. I have ___ books on my shelf.
2. ___ car is parked outside.
3. I know ___ people who love pizza.
4. ___ cat is mine.
5. ___ building is the tallest in the city.
6. There are ___ apples on the table.
7. She wore ___ shoes to the party.

8. ___ movie did you watch last night?

Exercise 3: Write the correct adjective by combining the word and the given prefix or suffix.

1. *un-* + happy = _____
2. *-ful* + joy = _____
3. *in-* + complete = _____
4. *-able* + read = _____
5. *dis-* + honest = _____
6. *-less* + hope = _____
7. *over-* + crowded = _____
8. *-al* + music = _____

Exercise 4: Choose the correct adjective from the list of words to complete the sentences.

dangerous, incredible, manageable, amazing, unhappy, lovely, helpful

1. This movie is very _____.
2. I feel _____ after hearing the good news.
3. The weather today is so _____ that we should go to the beach.
4. She is an _____ dancer.
5. They live in a _____ area.
6. The problem seems _____.
7. This lesson is _____ for beginners.

Exercise 5: Write sentences describing famous landmarks. Use at least one adjective in each sentence.

1. The Eiffel Tower in Paris
2. The Great Wall of China
3. The Colosseum in Rome
4. The Taj Mahal in India
5. The Statue of Liberty in New York
6. The Pyramids of Giza in Egypt
7. Mount Everest
8. The Sydney Opera House

Exercise 6: Complete the sentences by using the adjectives from the list:

ancient, iconic, majestic, massive, stunning, beautiful, famous, impressive

1. The _____ Colosseum attracts millions of tourists every year.
2. The _____ Taj Mahal is made of white marble.
3. The _____ Eiffel Tower stands tall in the center of Paris.
4. The _____ Pyramids of Giza are considered one of the Seven Wonders of the World.
5. _____ Mount Everest is the highest mountain on Earth.
6. The _____ Statue of Liberty symbolizes freedom and democracy.

7. The _____ Great Wall of China stretches over 13,000 miles.
8. The _____ Sydney Opera House is known for its unique architectural design.

Exercise 7: Choose a famous landmark and write a detailed description of it using rich vocabulary. Focus on key features such as size, shape, materials, history, and significance. Afterward, share the description with other cadets, and have them guess which landmark you're describing.

Example description:

Standing tall and proud in the heart of Paris, this iron lattice tower reaches a staggering height of 324 meters, offering breathtaking panoramic views of the city below. Originally built for the 1889 Exposition Universelle, this iconic structure has become a symbol of romance and elegance, drawing millions of visitors each year.

Exercise 8: Imagine you're a tour guide for a famous landmark. Write a detailed script that describes the landmark to visitors, using descriptive vocabulary to paint a vivid picture. Consider sensory details, historical facts, and interesting trivia to make the tour engaging.

Example prompt:

Welcome to the Pyramids of Giza! As we stand before these ancient structures, notice their colossal scale - each pyramid was constructed using millions of stone blocks, some weighing over 2 tons each. These pyramids were built as tombs for pharaohs and are over 4,500 years old. Can you feel the heat of the desert sun? Imagine the workers who constructed these wonders under such harsh conditions, driven by their belief in the afterlife.

Exercise 9: Rewrite the sentences below, placing the adjectives in the correct position.

1. (Adjective: beautiful) I saw a flower in the garden.
2. (Adjective: small) We live in a house near the beach.
3. (Adjective: green) He wore a jacket in the cold weather.
4. (Adjective: old) They visited a church on their trip.
5. (Adjective: expensive) The store sells shoes from all over the world.
6. (Adjective: red) She painted her bedroom walls.
7. (Adjective: famous) The building is located near the river.
8. (Adjective: friendly) My neighbor has a dog.

Exercise 10: Correct the mistakes in the following sentences:

1. She wore a dress white to the party.
2. The big dog chased the cat.
3. He gave me a present lovely for my birthday.
4. They visited a old castle during their vacation.
5. The house is very modern and nice.

6. We stayed in a hotel beautiful by the beach.
7. The restaurant has a menu international.
8. They live in an apartment small.

Exercise 11: Choose the correct adjective to complete the sentences:

1. The city center is always very _____ (quiet/bustling).
2. Their house is in a _____ (cozy/spacious) neighborhood.
3. I love visiting the _____ (clean/dirty) beaches in summer.
4. The _____ (old/modern) building looks impressive.
5. The mountains are _____ (beautiful/boring) in autumn.
6. The park is _____ (crowded/empty) during the weekends.
7. Our hotel is in a _____ (remote/busy) area of town.
8. The library is a _____ (peaceful/noisy) place to study.

Exercise 12: Describe your favorite place using at least 5 adjectives. Be creative and think about the surroundings, atmosphere, and any other details.

Exercise 13: Complete the dialogue by filling in the blanks with appropriate directions.

Example:

Cadet 1: Excuse me, can you help me?

Cadet 2: Sure! Where do you need to go?

Cadet 1: I'm trying to find the nearest bank.

Cadet: Go _____ and turn _____ at the traffic lights. The bank will be on your _____.

Exercise 14: Create a set of directions to guide someone from one location to another.

Exercise 15: Answer the questions.

Multiple Choice Questions:

1. Which of the following is the correct way to ask for directions?
 - a) Can you bring me to the station?
 - b) How do I get to the station?
 - c) Where the station is?
 - d) Go to the station now.
2. What is the correct response when someone asks for directions to the nearest bus stop?
 - a) Turn left at the bakery, and go straight for two blocks.
 - b) You need to take the bus now.
 - c) The bus stop is closed today.
 - d) I don't know where the bus stop is.
3. If someone asks you, "How do I get to the museum?" which of the following is the best way to give directions?

- a) You turn right at the traffic lights, then walk straight for two blocks.
 - b) It's near the museum.
 - c) Go left and you'll find it soon.
 - d) The museum is across from the library.
4. Which phrase is used when you want to tell someone to stop at a location in front of them?
- a) It's behind you.
 - b) It's in front of you.
 - c) It's to the right of you.
 - d) It's beside you.
5. You should always give directions with street names when someone asks for directions.
- a. True
 - b. False
6. The phrase "go straight" means to continue walking or driving forward without turning.
- a. True
 - b. False
7. The phrase "turn around" means to change your direction and go back the way you came.
- a. True
 - b. False
8. "Next to" and "beside" mean the same thing when giving directions.
- a. True
 - b. False

Fill in the Blanks with the list of words below:

across from, straight, left, library

9. Excuse me, can you tell me how to get to the _____ ?
10. To reach the supermarket, go straight, then turn _____ at the traffic lights.
11. The post office is _____ the bank.
12. If you walk _____ for two blocks, you will see the museum on your right.

Short answer questions:

13. You are at a café, and a tourist asks you how to get to the nearest subway station. What would you say?
14. If you're giving directions to a friend, and the destination is a park just around the corner, how would you explain the way?
15. You are in a mall, and you need to guide someone to the elevator. What instructions would you give them?

Scenario-Based Questions:

16. Imagine you are lost in a city and want to ask for directions to a hotel. Write a dialogue between you and a passerby asking for directions.
17. You are in a busy area, and a tourist asks for directions to the nearest

pharmacy. Write a response explaining the route, using landmarks like a café or bookstore.

18. You need to direct someone to a movie theater that's two blocks away. Provide clear, step-by-step directions.

19. A person asks you for directions to a bus station. You know that the station is located at the second intersection. How would you explain the route?

Match the questions on the left with the correct directions on the right.

1. How do I get to the library?	a) Walk straight for 3 blocks, and you'll see the museum on your left.
2. Where is the nearest supermarket?	b) Turn right, walk two blocks, and it will be next to the bakery.
3. Can you help me find the bus stop?	c) Go down this street, turn right at the park, and the bus stop will be there.
4. How can I reach the museum from here?	d) Go straight ahead, turn left at the first street, and the library will be on your right.

Discussion Questions:

21. Why is it important to use landmarks when giving directions? Can you think of any challenges that may occur when giving directions in a busy city?

22. What would you do if someone asked you for directions and you didn't know the way?

Exercise 16: Fill in the blanks with the correct form of the adjective (positive, comparative, or superlative).

1. This book is (interesting), but that one is (interesting).
2. Mount Everest is the (high) mountain in the world.
3. Sarah is (tall) than Mark, but Emily is the (tall) of all.
4. This cake tastes (delicious) than the one we had yesterday.
5. This movie was the (good) I've seen in a long time.
6. The blue shirt is (cheap) than the red one.
7. The Louvre is one of the (famous) museums in the world.
8. Today is the (hot) day of the year.

Exercise 7: Use the adjectives provided to create three sentences: one in the positive form, one in the comparative, and one in the superlative form.

Adjectives: fast, small, beautiful

Exercise 8: Each of these sentences contains an error with the use of adjectives in their correct forms. Find and correct the mistakes.

1. This restaurant is more better than the one we went to last week.
2. The Eiffel Tower is more higher than the Statue of Liberty.

3. This is the less expensive option between all the hotels.
4. My sister is the more talented of the two.
5. The weather is more better today than yesterday.

Exercise 9: Select the correct form of the adjective to complete each sentence.

1. My house is ____ than my friend's house.
 - a) bigger
 - b) big
 - c) biggest
2. This is the ____ movie I've seen all year.
 - a) best
 - b) good
 - c) better
3. Mount Fuji is one of the ____ mountains in Japan.
 - a) beautiful
 - b) more beautiful
 - c) most beautiful
4. That was the ____ test of the semester.
 - a) easiest
 - b) easy
 - c) more easy

Exercise 10: Write three sentences about your hometown using a positive, comparative, and superlative adjective form.

Example:

- Positive: My town is peaceful.
- Comparative: My town is quieter than the city.
- Superlative: My town is the most peaceful place I've ever been.

Exercise 11: Match the Activity to the Attraction Match the tourist activity with the correct attraction.

1. Visiting the Eiffel Tower	a) Watching wild animals in their natural habitat
2. Exploring ancient ruins in Greece	b) Climbing the monument for a beautiful view of Paris
3. Going on a safari in Kenya	c) Walking around the ruins of the Parthenon
4. Swimming in the Great Barrier Reef	d) Snorkeling to explore underwater life and coral reefs

Exercise 12: Write an itinerary for a day trip to a popular tourist attraction. Include at least three different activities.

Example:

Morning: Start the day with a visit to the museum, exploring famous art pieces.
Afternoon: Take a boat tour around the harbor and enjoy the breathtaking views.
Evening: End the day with a traditional dinner at a local restaurant.

Exercise 13: Complete the sentences with the appropriate tourist activity at the attraction.

explore the ancient ruins, gondola ride, trail, see famous artworks

1. At the Grand Canyon, visitors can go hiking along the _____ for a stunning view of the landscape.
2. In Venice, tourists can take a _____ through the canals to see the city from the water.
3. At the Louvre in Paris, tourists can _____ like the Mona Lisa and the Venus de Milo.
4. On a trip to Machu Picchu, tourists can _____ and learn about Incan history.

Exercise 14: Imagine you're talking to a friend who is planning a vacation to a famous city or country. Discuss at least three tourist activities they can do while they're there. Use adjectives in your sentences.

Example:

In Rome, you can visit the Colosseum, which is incredible. You should also check out the Sistine Chapel, it's amazing and the artwork is stunning.

Exercise 15:

Use these questions to practice discussing tourist activities. Answer each question using comparative or superlative forms of adjectives.

1. Which city has the most exciting nightlife, New York or Tokyo?
2. Is it better to visit historical sites or go to amusement parks?
3. What is the most interesting tourist activity you've done?
4. Which is more relaxing, a day at the beach or a day at a museum?
5. Would you rather go to a famous landmark or explore a hidden gem?

Exercise 16: Pick two famous tourist attractions (e.g., Paris vs. London, or the Grand Canyon vs. Yellowstone). Compare them using at least two comparative and two superlative adjectives.

Example:

The Grand Canyon is larger than Yellowstone, but Yellowstone has more wildlife. The views at the Grand Canyon are more breathtaking, while Yellowstone has the most diverse range of natural wonders.



Situational task: Prepare a guide to the native land "Welcome to our city!" Make a selection of the most interesting places in the city.

Theme №12. L/t: My home
G/t: Adverb

The lexical theme "My Home" covers a wide range of vocabulary related to homes and living spaces, including types of housing, specific rooms, furniture, and features of the home. It also includes terms for common household activities, such as cleaning, cooking, and maintaining the home, as well as describing the neighborhood, environment, and atmosphere of a home. Additionally, it addresses personal experiences and emotional connections to one's home, as well as terms related to security and law enforcement in the context of a home. This theme helps cadets improve their descriptive language skills, which are essential for professional communication, especially when writing reports or interacting with others in a variety of settings.

The grammar theme "Adverb" focuses on the role of adverbs in modifying verbs, adjectives, and other adverbs to add depth and detail to sentences. It includes the types of adverbs, such as adverbs of manner, time, place, frequency, degree, and probability, and explains their placement in sentences. The theme also covers comparative and superlative adverbs, as well as irregular adverbs that do not follow typical comparison patterns. Adverbs play a crucial role in law enforcement communication, helping cadets describe actions, urgency, and behaviors more accurately in both spoken and written forms. By mastering this theme, cadets can improve their ability to convey information clearly, precisely, and effectively in a variety of professional situations.

Exercise 1: Complete the following sentences by filling in the blanks with the correct adverb below.

quickly, fluently, always, near, tomorrow, extremely, later, rarely

1. She speaks English _____.
2. The concert will start _____.
3. I _____ forget to bring my lunch to work.
4. He finished the project _____ because he was running out of time.
5. They live _____ the beach, so they go there every weekend.
6. I _____ drink coffee in the morning.
7. It was a _____ cold day, so we decided to stay inside.
8. I will call you _____ today to discuss the meeting.

Exercise 2: Read the sentences below and identify whether the adverb is describing Manner, Place, Time, Frequency, or Degree.

1. He drives carefully in the rain.
2. They always go for a walk in the evening.
3. The dog sleeps inside the house at night.
4. We usually have a team meeting on Fridays.
5. She was extremely happy after hearing the good news.
6. I will be there tomorrow afternoon.

7. They work hard to complete the assignment.
8. The teacher speaks loudly in the classroom.

Exercise 3: Create your own sentences using the following adverbs. Be sure to use them in the correct context of Manner, Place, Time, Frequency, or Degree.

1. quickly
2. yesterday
3. often
4. carefully
5. there
6. never
7. very
8. soon

Exercise 4: Rearrange the words in each set to create a correct sentence using an adverb of Manner, Place, Time, Frequency, or Degree.

1. (She/sings/beautifully)
2. (The meeting/always/starts/9 AM/at)
3. (I/go/rarely/to the gym/in the morning)
4. (They/yesterday/went/to the cinema)
5. (He/is/happy/extremely)
6. (We/at the park/will/play/later/soccer)
7. (She/runs/in the park/every day)
8. (He/reads/books/usually/at night)

Exercise 5: Complete sentences by filling in the blanks with the appropriate type of housing.

1. A _____ is a house that is usually located in a rural area and is often used as a vacation home.
2. A _____ is a large apartment on the top floor of a building, typically with luxurious features.
3. In a _____, there is often a shared wall with neighbors, and it is common in urban areas.
4. A _____ is a freestanding house, often found in suburban areas, that is usually only one story high.
5. The _____ is a type of house that is built close to other houses and has multiple levels but no yard.
6. A _____ is typically found in an urban environment, with many floors and individual units, but no yard space.

Exercise 6: Complete sentences by choosing the correct room and explaining its function.

1. The _____ is where you cook and prepare meals.
2. The _____ is a place where you sleep and store your clothes.

3. The _____ is where people usually gather to watch TV or have conversations.
4. In a _____, you usually find a shower, toilet, and sink.
5. The _____ is often used as a workspace for studying or doing office tasks.
6. The _____ is where you eat meals with your family or guests.

Exercise 7: Write a short story (10-15 sentences) about your ideal home, focusing on the type of housing and rooms you would include.

Example:

1. I would live in a _____ because it is spacious and offers a lot of privacy.
2. My ideal bedroom would have a large bed and a big wardrobe for my clothes.
3. I would love to have a garden outside my house, so I can relax and enjoy the fresh air.
4. The living room in my dream house would have a huge sofa and a big television.
5. In my kitchen, I would have a modern stove and a large countertop for cooking.

Exercise 8: Fill in the blank with the correct adverb: outside, very, already, fluently, never, always, tomorrow, often.

1. I have _____ breakfast at 8:00 AM.
2. He speaks English _____.
3. They _____ go to the beach in winter.
4. The children are playing _____ in the garden.
5. I have _____ finished my homework.
6. She was _____ tired after the long trip.
7. We will meet you _____ at the restaurant.
8. The dog _____ barks when the mailman arrives.

Exercise 9: Rearrange the words to make up sentences.

1. never/I/am/early/for meetings.
2. running/are/she/quickly.
3. goes/he/to the gym/every day.
4. home/we/sometimes/eat/at.
5. carefully/he/drives.
6. on time/we/are/usually.
7. dinner/she/always/prepares.
8. now/I/must/leave.

Exercise 10: Choose the sentence with the correct position of the adverb.

1. I have always breakfast at 7:30 AM. I always have breakfast at 7:30 AM.
2. She arrived late to the meeting. Late she arrived to the meeting.

3. We will go to the park tomorrow. Tomorrow we will go to the park.
4. He works hard every day. He hard works every day.
5. The cat is sleeping peacefully on the couch. Peacefully the cat is sleeping on the couch.
6. They are never late for class. Never they late for class.
7. My parents travel often to Europe. Often my parents travel to Europe.
8. I already finished reading the book. Already I finished reading the book.

Exercise 11: The sentences below contain incorrect adverb placement. Correct the sentences by moving the adverb to the correct position.

1. She can sing very well she.
2. They often are late for school.
3. I am usually not awake so early.
4. My brother never eats vegetables.
5. I already have seen that movie.
6. We rarely go to the cinema.
7. He runs fast always.
8. She sings beautifully always.

Exercise 12: Complete the sentences using the following adverbs.

Adverbs to Use: never, always, sometimes, quickly, carefully, rarely, already, outside

1. I _____ skip my breakfast in the morning.
2. She _____ remembers my birthday.
3. They go to the gym _____.
4. We walked _____ to catch the bus.
5. He studied _____ for his exams.
6. I _____ eat fast food.
7. I have _____ seen that movie.
8. The children are playing _____ in the garden.

Exercise 13: Read the sentences below and try to identify the correct position of the adverb in each sentence.

1. She has seen a movie like that before. (never)
2. We will respect the rules, even if we don't agree with them. (always)
3. He did his homework quickly because he wanted to go out. (very)
4. The teacher spoke so that everyone could understand. (slowly)
5. I have booked the tickets for the concert. (already)
6. She sings whenever she performs. (beautifully)
7. I take naps during the day, but today I needed one. (rarely)
8. They go hiking in the mountains on weekends. (sometimes)

Exercise 14: Read the following statements about household activities and maintenance and determine if they are True or False. Afterward, correct any false

statements.

1. You should clean your windows only once a year.
2. Washing dishes by hand uses less water than using a dishwasher.
3. You must replace the batteries in your smoke detector every 6 months.
4. Vacuuming the carpets is a necessary household activity to keep the house clean.
5. It's important to wash your sheets once a month to maintain hygiene.
6. The air conditioner should be cleaned and serviced only when it breaks down.
7. Mowing the lawn is a common task in a garden maintenance routine.
8. You should only clean the gutters once every 5 years.
9. Having green spaces in a neighborhood can help improve air quality.
10. Most people in urban neighborhoods have large backyards and gardens.
11. Noise pollution in a neighborhood can negatively affect people's health.
12. Public transportation options are essential in a neighborhood to reduce traffic.
13. It is a good idea to plant trees in urban neighborhoods to help lower temperatures.
14. Littering in the streets doesn't have any significant environmental effects.
15. People living in rural neighborhoods usually have more space and less noise than in cities.
16. It's important to recycle in your neighborhood to reduce waste and protect the environment.

Exercise 15: Match each household activity to its correct purpose or function.

1. Washing the dishes	A. To ensure natural light can enter the house and improve the view.
2. Vacuuming the carpet	B. To keep kitchenware clean and free from bacteria.
3. Mowing the lawn	C. To keep the garden tidy and prevent the grass from growing too tall.
4. Cleaning the windows	D. To remove wrinkles and keep clothes looking neat.
5. Changing the light bulbs	E. To prevent water from backing up and causing damage to the house's foundation.
6. Cleaning the gutters	F. To maintain proper lighting throughout the house.
7. Ironing clothes	G. To maintain hygiene and prevent odors in the home.
8. Taking out the trash	H. To remove dust, dirt, and allergens.

Exercise 16: Fill in the blanks with the correct household activity.

1. It's important to _____ the refrigerator every few months to remove expired food.
2. You should _____ the carpets regularly to avoid dust buildup.
3. I need to _____ the sink because it's clogged with food scraps.
4. We _____ the garden every weekend to keep the plants healthy.
5. Don't forget to _____ the smoke detector to make sure it's working.
6. We should _____ the gutters before the rainy season starts.
7. I will _____ the lights in the living room because they have burned out.
8. It's a good idea to _____ the windows every six months to keep them clean.

Exercise 17: Discuss the following questions in pairs.

1. How would you describe the environment of your neighborhood? Is it urban or rural?
2. What kinds of activities do you enjoy doing in your neighborhood (e.g., walking, biking, socializing)?
3. Do you think your neighborhood is environmentally friendly? Why or why not?
4. How do people in your neighborhood usually maintain their homes and gardens?
5. How important is it to have parks and green spaces in a neighborhood? Why?
6. How do the noise levels in your neighborhood affect your daily life?
7. What could be improved in your neighborhood to make it a better place to live?
8. In your opinion, what is the most important aspect of having a safe and pleasant neighborhood?

Exercise 18: Fill in the blanks with the correct comparative or superlative form of the adverb given in parentheses.

1. She runs _____ (fast) than anyone else in the race.
2. He speaks English _____ (fluent) than his classmates.
3. My brother plays the piano _____ (well) of all of us.
4. The weather today is _____ (bad) than yesterday.
5. Tom works _____ (hard) than most of the people in his office.
6. This book is _____ (interesting) than the one I read last week.
7. The new car is _____ (efficient) than the old one.
8. Jane danced _____ (gracefully) of all the contestants.
9. I can run _____ (quickly) than my friend.
10. He plays the piano _____ (well) in our family.
11. She completed the assignment _____ (carefully) than her classmates.

12. The teacher explained the lesson _____ (easily) than last week.
13. They were _____ (happy) than anyone else at the party.
14. The baby cried _____ (loudly) than expected.
15. She worked _____ (hard) than anyone else in the office.
16. He sings _____ (badly) when he has a cold.
17. He runs _____ (fast) than I do, but I can jump _____ (high) than him.
18. This movie is _____ (good) than the last one we watched, but not _____ (good) as the first one.
19. She sings _____ (beautifully) than anyone else in the choir, and she is also the _____ (confident) performer.
20. They worked _____ (hard) than everyone in the office, but they are not the _____ (successful) team.
21. The children behaved _____ (well) during the ceremony, but their performance was _____ (bad) than expected.
22. I read _____ (quickly) than I did last year, but I still read _____ (slowly) than most of my friends.
23. The weather was _____ (terrible) yesterday, but today it's _____ (good).
24. He finished the project _____ (early) than expected, and it was _____ (perfect) than I thought.

Exercise 19: Find mistakes in the use of comparative or superlative adverbs in the sentences below. Correct them.

1. She runs more fast than her brother.
2. He speaks English the most fluently than his classmates.
3. The test was more easier than I expected.
4. I study the more harder than my friends.
5. She sings the most beautifully than anyone in the choir.
6. This car is more faster than the one I had last year.
7. He worked most harder on the project than anyone else.
8. Of all the athletes, she performed more better.

Exercise 20: Choose the correct form of the adverb in each sentence.

1. She can speak Spanish (more fluently/most fluently) than anyone in the class.
2. This puzzle is (more difficult/most difficult) than the one we did last week.
3. I think this movie was (more interesting/most interesting) of all the films I've seen this month.
4. He runs (more quickly/most quickly) than anyone else in the competition.
5. My mother cooks (better/best) than anyone I know.
6. The concert was (more enjoyable/most enjoyable) than I expected.
7. This chair is (more comfortable/most comfortable) than the other one.

8. They arrived (earlier/earliest) than anyone else at the meeting.

Exercise 21: Read the following statements related to comparative and superlative adverbs and determine if they are True or False. Afterward, correct any false statements.

1. The comparative form of "well" is "better."
2. The superlative form of "fast" is "faster."
3. The superlative form of "carefully" is "carefulliest."
4. "More beautifully" is the correct comparative form of "beautifully."
5. The comparative form of "badly" is "worst."
6. "The most quickly" is the correct superlative form of "quickly."
7. "More loudly" is a correct comparative form of "loudly."
8. "Harder" is the comparative form of "hard."

Exercise 22: Discuss the following questions in pairs.

1. How do you feel when you enter your home after a long day? Why?
2. What kind of atmosphere do you want to create in your home? Why?
3. Can you describe a place in your home where you feel most comfortable and at ease?
4. How important is it to have personal items or family photos in your home? Why?
5. How does the arrangement of furniture affect the atmosphere in your living space?
6. Do you think the colors of the walls and furniture can influence your mood? How?
7. In your opinion, what makes a house feel like a "home"?
8. What sounds, smells, or feelings remind you of "home" and why?

Exercise 23: Fill in the blanks with adjectives or phrases that describe the emotional connection or atmosphere in the home.

1. The living room has a very _____ (cozy, welcoming) atmosphere, with soft cushions and warm lighting.
2. My bedroom feels _____ (peaceful, calm) because of the gentle colors and the soft curtains.
3. The kitchen is _____ (bright, lively) with its colorful tiles and the smell of freshly baked cookies.
4. After a long day at work, I love coming home to the _____ (comforting, relaxing) atmosphere of my living room.
5. I feel _____ (secure, protected) in my home because it is a safe space where I can be myself.
6. The atmosphere in the house is _____ (Tense, quiet) when everyone is stressed or arguing.
7. The _____ (warm, inviting) colors in my home make it feel more like a place where I can truly relax.

8. The house has a _____ (energetic, dynamic) atmosphere when all the family members are together.

Exercise 24: Match adjectives with the correct descriptions of emotional connections or the atmosphere in a home. After matching, create your own sentences using these adjectives.

1. Cozy	A. A welcoming and friendly atmosphere, making you feel comfortable.
2. Serene	B. A place that feels warm and familiar, giving a sense of belonging.
3. Inviting	C. An atmosphere that makes you feel happier and more energized.
4. Chaotic	D. A feeling of warmth and comfort, often associated with small, intimate spaces.
5. Homely	E. A feeling of being trapped or overwhelmed, sometimes due to clutter or a lack of space.
6. Suffocating	F. A feeling of longing or fond memories, often triggered by familiar smells, sounds, or objects.
7. Uplifting	G. A calm and peaceful atmosphere that helps you relax.
8. Nostalgic	H. An atmosphere that is disorganized and busy, sometimes stressful.

Exercise 25: Write a short paragraph or essay about the atmosphere and emotional connections you have with your home. You can describe what makes your home special and how it affects your feelings.



Situational task: Imagine yourself as a designer and try to design your new home. Offer several options for interior design.

Theme №13. L/t: Protection of environment

G/t: Indefinite pronouns: some, any, no

The lexical theme "Protection of Environment" covers a wide range of vocabulary related to environmental issues and the efforts to protect the planet. It includes words for pollution, climate change, deforestation, and biodiversity loss, as well as terms for sustainable practices, conservation efforts, and environmental legislation. The theme also emphasizes actions individuals and communities can take to protect the environment, such as recycling, energy conservation, and water saving. It highlights the importance of environmental education, green initiatives, and activism to promote environmental awareness and responsibility. Additionally, the theme addresses the challenges facing the environment, such as overpopulation, resource depletion, and environmental disasters. Mastering this vocabulary helps cadets understand the importance of environmental protection and enables them to discuss these topics effectively in both personal and professional contexts, particularly in law enforcement situations where environmental laws and regulations may be relevant.

The grammar theme "Indefinite Pronouns: some, any, no" covers the use of the pronouns to express unspecified amounts or absence of things. It explains their use in affirmative (some), negative (any, no), and questioning contexts (any), as well as in requests, offers, and conditional statements. The theme also highlights the differences between some, any, and no, emphasizing when and how each is used in different sentence structures. Understanding this theme helps cadets communicate more effectively, especially in situations where they need to report, inquire, or describe situations involving unspecified quantities, people, or things, such as in law enforcement reports or conversations with the public.

Exercise 1: Role-Playing Scenarios: Practice offering and asking for various items in different contexts using "some," "any," and "no."

Scenario 1: At a café

A: Would you like ____ tea or coffee?

B: I'd love ____ tea, thank you!

A: Do you want ____ sugar with it?

B: Yes, please, just ____ sugar.

A: Sorry, we have ____ sugar left.

B: That's okay, I'll take it without sugar then.

Scenario 2: Asking for help with a task

A: Can you give me ____ help with this project?

B: I'm busy now. Do you have ____ time tomorrow?

A: I think I have ____ time tomorrow afternoon.

B: Great! I'll need ____ extra hands to finish this.

A: Do you need ____ specific materials for the task?

B: Yes, I need ____ paper and ____ glue.

Exercise 2: Fill in the blanks with the correct indefinite pronoun in the context of offering and asking for things.

1. Do you have ____ water left in the bottle?
2. There is ____ milk in the fridge.
3. Would you like ____ more fruit?
4. I don't have ____ bread for the sandwiches.
5. Are there ____ chairs available in the room?
6. We have ____ time before the meeting starts.
7. I need ____ help with my homework, but there's ____ to ask.
8. There are ____ apples in the basket if you want one.
9. I don't need ____ assistance at the moment, thank you.
10. Would you like ____ chocolate cake?
11. There's ____ juice in the fridge if you want some.
12. I don't have ____ money with me right now.

Exercise 3: Practice forming questions and providing answers using indefinite pronouns in the context of offering and asking for things.

1. Q: "Do you have ____ pens?"
A: "Yes, I have ____ pens in my bag."
2. Q: "Can I have ____ milk?"
A: "Sorry, we have ____ milk left."
3. Q: "Would you like ____ ice cream?"
A: "Yes, I would love ____!"
4. Q: "Are there ____ tickets for the concert?"
A: "No, there are ____ tickets available."
5. Q: "Would you like ____ help with your project?"
A: "Yes, ____ assistance would be great!"
6. Q: "Do you need ____ advice?"
A: "Yes, I could use ____ help with choosing a gift."
7. Q: "Is there ____ milk in the fridge?"
A: "There's ____ milk in the fridge, but it's almost finished."
8. Q: "Can I offer you ____ tea?"
A: "I would love ____ tea, thank you."
9. Q: "Do you have ____ bread?"
A: "Sorry, we have ____ bread at the moment."
10. Q: "Would you like ____ fruit?"
A: "Yes, I'd love ____ apples."
11. Q: "Is there ____ space left in the car?"
A: "Yes, there's ____ room left."
12. Q: "Can I help you with ____ else?"
A: "No, I'm good for now, thank you!"

Exercise 4: Create a dialogue in pairs using indefinite pronouns in realistic situations.

Exercise 5: Match the words to their correct definitions or categories.

1. Pollution	A. Harmful substances that pollute the environment.
2. Landfill	B. A large area where trash is disposed of.
3. Garbage	C. Air pollution caused by smoke and chemicals.
4. Waste	D. Unused or unwanted materials, often harmful to the environment.
5. Toxic	E. A type of material that can pollute the environment if not disposed of correctly.
6. Plastic	F. A process where materials are converted into reusable items.
7. Smog	G. Solid waste, often collected in bags or bins.
8. Recycling	H. Dangerous substances that can cause harm to humans, animals, or the environment.

Exercise 6: Complete the sentences with the correct vocabulary related to recycling and reusing.

Word Bank: *recycle, compost, reusable, plastic, materials, waste, containers, paper.*

1. We should always ____ paper and glass bottles instead of throwing them away.
2. It's important to use ____ bags when going to the store to reduce ____.
3. Instead of using plastic forks, try using ____ cutlery.
4. You can ____ food scraps into compost for your garden.
5. Glass and metal are some of the easiest ____ to recycle.
6. Many people collect ____ and put them in separate bins for recycling.
7. We should avoid buying products that are packaged in ____.
8. Using ____ bottles instead of disposable ones can save a lot of plastic waste.

Exercise 7: Decide whether the statements about pollution and waste are True or False.

1. Recycling helps reduce the amount of waste in landfills.
2. Pollution only affects the air; it doesn't harm water or soil.
3. Plastic bags take hundreds of years to break down in the environment.
4. Burning trash can cause air pollution, releasing harmful chemicals.
5. You can recycle paper, but not cardboard.
6. Composting food waste can create natural fertilizer for plants.
7. Landfills are the best solution to handle all the world's garbage.
8. Reducing waste is an important step to prevent environmental damage.

Exercise 8: Discuss the following questions.

1. What types of materials do you recycle at home or school?
2. How can we reduce plastic waste in our daily lives?

3. Do you think reusing items (like bottles or bags) is effective in reducing waste? Why or why not?
4. What are some ways to compost at home?
5. How does pollution affect the environment in your city or town?
6. Can you think of any creative ways to recycle things at home?
7. What are the benefits of using reusable containers instead of disposable ones?

Exercise 9: Write a short plan that outlines steps to reduce pollution and increase recycling. Use vocabulary from the lesson.

Step 1: Identify what materials you can recycle (e.g., paper, plastic, metal).

Step 2: Set up separate containers for recycling in your home, school, or workplace.

Step 3: Encourage your family or classmates to use reusable bags, water bottles, and containers.

Step 4: Start a composting program for food waste, if possible.

Step 5: Reduce the use of plastic packaging whenever you can.

Step 6: Discuss with others the importance of reducing waste and its impact on the environment.

Exercise 10: Choose the correct answer for each question. Each question has only one correct answer.

1. What is the process of turning used materials into new products?

- a) Composting
- b) Recycling
- c) Polluting
- d) Decomposing

2. Which of these is NOT a type of pollution?

- a) Air pollution
- b) Water pollution
- c) Paper recycling
- d) Soil pollution

3. Which of the following is an example of a reusable item?

- a) Paper towel
- b) Reusable shopping bag
- c) Single-use plastic fork
- d) Plastic water bottle

4. What should we do with waste materials like food scraps at home?

- a) Throw them in the trash
- b) Recycle them
- c) Compost them
- d) Burn them

5. What is one of the main problems with plastic waste?

- a) It can be easily recycled

- b) It can break down quickly
 - c) It takes hundreds of years to decompose
 - d) It doesn't affect animals
6. Which of these is an example of a toxic substance that can pollute the environment?
- a) Clean water
 - b) Plastic bottles
 - c) Harmful chemicals
 - d) Cardboard

Exercise 11: Fill in the blanks with Indefinite pronouns to describe the availability or existence of things.

1. There is ___ milk in the fridge. We need to buy more.
2. Are there ___ apples on the table?
3. I don't have ___ money in my wallet right now.
4. There are ___ chairs in the room, so you can sit down.
5. We have ___ bread, but it's not enough for everyone.
6. I can't find ___ of my keys.
7. Do you have ___ free time this afternoon?
8. There are ___ cadets in the class today because some are sick.
9. There is ___ coffee left in the pot; you can have the last cup.
10. I don't need ___ help with this task, thanks.
11. There are ___ people waiting outside.
12. He has ___ pets at home, but he loves animals.

Exercise 12: Read each statement and decide whether the sentences are correct or incorrect based on the rules of using Indefinite pronouns.

1. There is some water in the bottle.
2. I don't have no pencils left in my bag.
3. Are there any pens on the desk?
4. There are no bananas in the fruit bowl.
5. I have some friends who live in other cities.
6. There are any problems with the machine.
7. There is no milk in the fridge, so we need to buy some.
8. Do you have some money I can borrow?
9. There are no chairs available in the waiting room.
10. We don't have any sugar, but I'll buy some later.
11. There are some dogs in the park, but not many.
12. There is no homework for tomorrow.

Exercise 13: Create a dialogue between two people based on the following scenarios. Use Indefinite pronouns.

Scenario 1: In a café

A: Do you want some coffee?

B: I don't have any money today.
A: That's okay! I'll buy you some coffee.
B: Thank you! Do you have any sugar?
A: There is no sugar left, but we have some sweetener.
B: That's fine. I'll take it without sugar.
A: Do you want some milk in your coffee?
B: Yes, I would love some milk.
A: Alright, I'll get us some coffee now.

Scenario 2: At a library

A: Are there any new books on the shelf?
B: There are some new books, but no magazines.
A: Do you have any books about history?
B: Yes, there are some history books, but no fiction books today.
A: I think I'll take some of the history books.
B: I'm sorry, there's no space left on the tables. You'll need to wait.

Exercise 14: Complete the questions with the correct Indefinite pronoun.

1. Is there ____ bread in the kitchen?
2. Are there ____ people waiting outside?
3. Do you have ____ pencils I can borrow?
4. Is there ____ milk in the fridge?
5. Are there ____ chairs left in the room?
6. Do you have ____ time to meet tomorrow?
7. Is there ____ juice in the refrigerator?
8. Are there ____ problems with the computer?
9. Is there ____ pizza for dinner tonight?
10. Do you have ____ questions about the homework?
11. Are there ____ cookies left in the jar?
12. Is there ____ information I need to know before the meeting?

Exercise 15: Find and correct the mistakes in sentences.

1. There is no milk in the fridge, but there are some eggs.
2. Do you have any time to go to the park later?
3. There are no cars in the parking lot right now.
4. I have some homework to do, but I don't have no pencils.
5. Is there some coffee left in the pot?
6. I don't need any help with this task, thanks.
7. There is no food left in the fridge, so we have to go shopping.
8. Do you want any juice or water?
9. I have no friends in this city.
10. We don't have some paper to print the documents.
11. There are any computers available in the library?
12. I'm sorry, but there is no time left for the meeting.

Exercise 16: Match the words to their definitions or categories related to saving water and planting trees.

1. Conserve	A. The process of collecting and storing rainwater for later use.
2. Irrigation	B. Plants that grow back year after year without replanting.
3. Drought	C. The state of not using resources at a faster rate than they can be replenished.
4. Reforestation	D. The process of planting trees to restore forests.
5. Rainwater Harvesting	E. An event where there is not enough water, usually due to lack of rain.
6. Ecosystem	F. The action of wasting water, often from pipes or fixtures.
7. Perennials	G. The practice of watering plants through a controlled system.
8. Sustainability	H. A natural system of interacting living and non-living things.
9. Leakage	I. The variety of life in a particular habitat or ecosystem.
10. Biodiversity	J. The practice of adding organic material to soil to help plants grow.
11. Mulching	K. When more water is given to plants than they need.
12. Overwatering	L. To save or reduce the use of something, especially water.

Exercise 17: Read the passage below, then answer the questions that follow.

Passage: Saving water is an essential part of protecting our environment. Every day, people use water for drinking, cleaning, cooking, and many other activities. However, a lot of water is wasted due to overwatering plants, leaving taps running, and leaking pipes. It is important to conserve water by using only what is necessary, fixing leaks, and using efficient irrigation systems like drip irrigation. Additionally, we can harvest rainwater and use it for outdoor activities.

Another way to protect the environment is by planting trees. Trees play a crucial role in reducing carbon dioxide levels and providing oxygen. They also help maintain the balance of ecosystems, prevent soil erosion, and offer shelter to wildlife. Reforestation projects aim to restore forests that have been lost due to deforestation. By planting trees in urban areas, we can create green spaces that help reduce air pollution and improve the quality of life.

Questions:

1. Why is saving water important?
2. What are some common causes of water waste?
3. How can we reduce water waste?
4. What role do trees play in the environment?
5. What is reforestation?
6. How do green spaces in cities benefit people and the environment?
7. What is one method of harvesting rainwater mentioned in the passage?

8. How does overwatering plants contribute to water waste?
9. What is one benefit of planting trees in urban areas?
10. How does planting trees help prevent soil erosion?
11. What is the impact of trees on carbon dioxide levels?
12. What can be done to fix water leaks?

Exercise 18: Discuss the following questions.

1. What are some common habits that lead to water wastage?
2. How can individuals, families, and communities contribute to saving water?
3. What are some of the consequences of not conserving water?
4. Share any personal experiences where you saved water at home or school.
5. How do trees help improve the environment and our quality of life?
6. What are the consequences of deforestation?
7. How can communities encourage more tree planting in urban areas?
8. What are some ways we can protect and maintain green spaces in our cities?

Exercise 19: Fill in the blanks with the correct word from the list: *conservation, oxygen, photosynthesis, deforestation, habitat, urbanization, climate change, biodiversity, ecosystem, soil erosion, reforestation, pollution.*

1. _____ is the process by which plants use sunlight to make food.
2. _____ leads to the loss of trees and affects the environment negatively.
3. Trees help to maintain _____ by providing a habitat for many species.
4. The _____ depends on the balance between plants, animals, and natural elements.
5. _____ of trees is important to prevent environmental damage.
6. Plants release _____, which is essential for human survival.
7. _____ can occur when trees are cut down, leading to the loss of fertile land.
8. _____ is the act of planting trees to restore forests that have been destroyed.
9. _____ is harmful to the environment and can damage plant life.
10. Trees provide a natural _____ for many animals, birds, and insects.
11. _____ is the process of cities expanding, often at the cost of green spaces.
12. _____ can affect tree growth and the health of forests.

Exercise 20: Complete the sentences with *some, any, or no*.

1. I need _____ water to make the soup.
2. Do you have _____ milk left in the fridge?

3. We don't have _____ bread, so we can't make sandwiches.
4. Can I get _____ apples from the market?
5. There are _____ chairs in the room, so you'll have to stand.
6. I don't want _____ sugar in my coffee, thank you.
7. There aren't _____ tickets left for the concert.
8. She didn't buy _____ new clothes for the trip.
9. Do you have _____ information about the meeting tomorrow?
10. I don't need _____ help right now; I can finish this on my own.
11. They've got _____ money to buy groceries, so they're waiting until next week.
12. We've finished the project, so there's _____ work left to do.

Exercise 21: Complete a sentence based on the prompts using *some*, *any*, *no*.

1. Your friend asks if you have milk at home.
Do you have _____ milk?
2. You're asking your sibling to buy something at the store.
Can you buy _____ vegetables?
3. You've finished lunch, and your friend is offering you dessert.
I don't need _____ dessert. I'm full.
4. Your friend offers you a ride, but you don't want one.
Thanks, but I don't need _____ help with transportation.
5. You are at a café, and the waiter offers to refill your coffee.
I'll have _____ more coffee, please.
6. You're at a party and you don't want more food.
I don't need _____ snacks, thank you.
7. You're at a store, and the clerk asks if you need assistance.
I don't need _____ help, I'm just looking.
8. You're ordering a pizza and you ask for extra toppings.
Can you put _____ mushrooms on my pizza?
9. You're talking about a book you have, but you forgot to bring it.
I don't have _____ books with me today.
10. Your friend is offering you some clothes to borrow.
I'll take _____ clothes from you; I'm looking for a new shirt.
11. You're asking a neighbor if they have extra eggs.
Do you have _____ eggs I could borrow?
12. You're looking for a place to sit, but the area is crowded.
There are _____ seats left here.

Exercise 22: Write three sentences for each situation: one positive, one negative, and one question using *some*, *any*, or *no*.

Situation: You're at a café and ordering a drink.

Positive:

Negative:

Question:

Situation: You're at home and you need help.

Positive:

Negative:

Question:

Situation: You're at the store, shopping for groceries.

Positive:

Negative:

Question:

Situation: You're talking about a party invitation.

Positive:

Negative:

Question:

Situation: You're at work and talking to a colleague.

Positive:

Negative:

Question:

Exercise 23: Find and correct the mistakes in the following sentences.

1. We don't have some apples at home; we need to buy more.
2. I would like no milk in my coffee, please.
3. There are any chairs in the room, so everyone can sit down.
4. Do you want no cake? It's delicious!
5. She doesn't have some time to talk right now.
6. I have no money to buy lunch.
7. There is some parking available near the building.
8. Are there no seats left in the theater?
9. I need any assistance with the project.
10. He has no idea where the keys are.
11. There are some questions I'd like to ask you.
12. She didn't buy no shoes at the store.

Exercise 24: In pairs, practice a conversation where you talk about preferences and needs using *some*, *any*, or *no*.

Scenario 1: You're at a restaurant ordering food and drinks.

Customer: I would like _____ pasta and _____ water, please.

Waiter: Sure! Would you like _____ wine to go with that?

Customer: No, thank you. I don't need _____ wine today.

Waiter: Alright, I'll bring you _____ bread while you wait.

Customer: Thank you. Do you have _____ vegetarian options on the menu?

Waiter: Yes, we have _____ vegetarian dishes available.

Scenario 2: You're at a library asking for books.

Librarian: Do you need _____ help finding a book?

Customer: Yes, I'm looking for _____ books on history.

Librarian: I have _____ books in the history section. Would you like to browse them?

Customer: I'd like to see _____ books on ancient civilizations.

Librarian: We don't have _____ books on that topic right now, but I can recommend _____ similar ones.

Customer: That's okay. I'll just take _____ book on world history.

Exercise 25: Complete the sentences with the correct word from the list: *energy, renewable, fossil fuels, efficiency, conservation, solar, wind, carbon footprint, sustainable, emissions, consumption, power.*

1. The use of _____ energy sources, like wind and solar, helps reduce our reliance on non-renewable resources.
2. _____, such as coal and oil, contribute to pollution and global warming.
3. Using energy-efficient appliances can significantly lower your _____ bills.
4. _____ is the practice of using less energy to reduce environmental impact.
5. _____ panels convert sunlight into electricity, making it a clean energy source.
6. By turning off lights when not in use, you can help improve _____ in your home.
7. Using a _____ turbine to generate power is a great way to harness natural resources.
8. Reducing your _____ can help mitigate the effects of climate change.
9. Practicing _____ living, such as using less electricity, is vital for future generations.
10. The release of harmful **emissions** _____ from burning fossil fuels harms the environment.
11. Lowering your daily _____ of energy can help protect natural resources.
12. A _____ outage can occur when there's too much demand on the electricity grid.

Exercise 26: Write an essay of 150-200 words on the importance of energy conservation. Focus on the following points:

- The impact of excessive energy consumption on the environment
- Practical ways to conserve energy at home and in the community
- The role of government and industries in promoting energy conservation

Exercise 27: Read the following passage and answer the questions below.

Passage: Energy conservation is the process of reducing energy use to preserve resources and reduce environmental impact. In recent years, there has

been a growing emphasis on adopting renewable energy sources such as solar, wind, and hydropower. These alternatives provide a cleaner source of energy, decreasing our reliance on fossil fuels and reducing greenhouse gas emissions. Simple habits, like unplugging electronics when not in use, using energy-efficient light bulbs, and insulating homes to retain heat, can also make a significant difference. As global energy consumption continues to rise, energy conservation remains a critical component in addressing climate change and creating a sustainable future.

Questions:

1. What is the main goal of energy conservation?
2. List two renewable energy sources mentioned in the passage.
3. What are three simple habits that can help conserve energy at home?
4. Why is energy conservation important for the future?

Exercise 28: Discuss the following questions and share your thoughts:

1. What are some of the most common ways people waste energy in their homes?
2. How can individuals make changes in their daily lives to conserve energy?
3. What role should governments play in promoting energy conservation?
4. How can schools and businesses help teach energy conservation?
5. Why do you think some people are reluctant to adopt energy-saving habits?

Exercise 29: Fill in the blanks with the correct word from the list: *endangered, habitat, conservation, poaching, biodiversity, ecosystem, endangered species, illegal, protection, extinct, wildlife, laws*.

1. Many animals are at risk of becoming _____ due to habitat loss and hunting.
2. _____ is the illegal hunting of animals, often for their fur, tusks, or other body parts.
3. _____ refers to the variety of life on Earth, including animals, plants, and microorganisms.
4. The _____ is a community of living organisms and their physical environment, which is balanced by interactions.
5. The _____ of wildlife habitats is essential for the survival of many species.
6. There are several _____ that need immediate attention to prevent their extinction.
7. _____ is critical to preserving the diversity of species and ecosystems.
8. The government has passed new _____ to prevent the hunting and trading of endangered animals.
9. Deforestation is a major threat to animal _____, leading to a loss of food and shelter.

10. _____ trade in wildlife threatens many species, such as tigers and elephants.

11. The _____ of natural habitats ensures that animals have safe spaces to live and thrive.

12. Protecting _____ species is a priority for environmental organizations around the world.

Exercise 30: Discuss the following questions related to wildlife conservation:

1. What do you think are the biggest threats to animals and wildlife today?
2. How can local communities contribute to protecting animals in their area?
3. Should there be stronger international laws to protect endangered species?

Why or why not?

4. How can individuals support wildlife conservation efforts on a daily basis?

5. What are some of the ethical concerns related to keeping animals in zoos or wildlife reserves?



Situational task: Conduct a survey on the topic "Attitude of cadets to the problem of protection of environment." Present the results of your research on the bargraph.

Theme №14. L/t: Nature and ecology problems
G/t: Phrasal verb

The lexical theme "Nature and Ecology Problems" focuses on expanding vocabulary related to a wide range of environmental issues, including pollution, climate change, deforestation, biodiversity loss, and resource depletion. It also covers solutions to these problems, such as conservation efforts, sustainable practices, and renewable energy. The theme helps cadets express concerns, opinions, and ideas about the environment using appropriate language, whether discussing causes, consequences, or actions for change. Additionally, it addresses key concepts such as environmental responsibility, green technologies, and environmental policies. Mastering this vocabulary is crucial for understanding and communicating about environmental protection and sustainability, which is particularly valuable in professional settings, including law enforcement, where environmental laws and issues may be relevant.

The grammar theme "Phrasal Verbs" covers the essential role of multi-word verbs in English and their usage in various contexts. This theme includes understanding how phrasal verbs are formed, their meanings, types, and how they are used in different Tenses, questions, and negatives. It also highlights how phrasal verbs are commonly used in both informal and formal language. Learning this theme enables cadets to speak and write more naturally, as phrasal verbs are a significant part of everyday English conversation and professional communication. Mastery of phrasal verbs also improves comprehension, as many native speakers use them frequently in both written and spoken forms.

Exercise 1: Fill in the blanks with the correct phrasal verb (get up, get on, get off, get along)

1. I usually _____ at 7 AM.
2. It's hard to _____ in the morning when it's cold outside.
3. We have a bus to catch, so we need to _____ now.
4. I don't _____ well with my new classmates yet.
5. Can you help me _____ this heavy box?
6. I want to _____ the bus at the next stop.
7. Sarah doesn't _____ with her brother; they argue a lot.
8. We should _____ the train at the station.
9. Let's _____ the car and walk the rest of the way.
10. I always _____ early during the week to go jogging.
11. The children _____ quickly when they hear the bell.
12. I had to _____ the bus at the last station because it was too crowded.

Exercise 2: Match the sentence with the correct phrasal verb

1. I like to _____ with my friends after school.
a) get on
b) get off

- c) get up
d) get along
2. We need to _____ the train now or we'll miss it.
a) get on
b) get up
c) get off
d) get along
3. I always _____ at 6 AM to start my day.
a) get on
b) get off
c) get along
d) get up
4. You need to _____ the bus at the next stop.
a) get on
b) get off
c) get along
d) get up
5. They _____ very well in their office.
a) get along
b) get off
c) get on
d) get up
6. I will _____ as soon as the alarm rings.
a) get up
b) get along
c) get on
d) get off
7. Don't forget to _____ at the next station.
a) get on
b) get along
c) get off
d) get up
8. They always _____ with each other at work.
a) get off
b) get along
c) get up
d) get on

Exercise 3: Write 8 sentences using the following phrasal verbs: get up, get on, get off, get along.

Exercise 4: Correct the mistakes in these sentences

1. I get off early every morning to go for a run.
2. She gets up the bus at the next station.

3. We don't get along with our new neighbors.
4. My brother always get up at 6 AM.
5. I can't get on the train because it's too crowded.
6. They don't get along very good.
7. I get along with my colleagues in my new office.
8. You should get up when you wake up.
9. We will get off at the next exit.
10. I don't like to get along early on weekdays.
11. He gets on well with his classmates.
12. I get off the train when it stops.

Exercise 5: Fill in the blanks with the correct form of "get up," "get on," "get off," or "get along"

1. I always _____ early because I have to catch the bus.
2. They never _____ because they have different opinions.
3. She has to _____ the subway at the next station.
4. We need to hurry and _____ the plane before it leaves.
5. Do you _____ well with your coworkers?
6. I usually _____ at 7:30 AM during the week.
7. He can't _____ the bus because it's full.
8. I love to _____ with my friends and have fun together.
9. The train is very crowded; we can't _____ at this station.
10. We must _____ the car and walk from here.
11. It's difficult for them to _____ early in the winter.
12. I'm sorry, but I can't _____ with you to the meeting today.

Exercise 6: Create a short dialogue using phrasal verbs (get up, get on, get off, get along)

Exercise 7: Fill in the blanks with the correct word:

(*pollution, deforestation, climate change, extinction, conservation, recycling*)

1. The air in big cities is full of _____.
2. Many animals are at risk of _____ because of habitat destruction.
3. _____ is causing the Earth to get warmer.
4. We need to reduce _____ to protect our oceans.
5. _____ efforts are important for protecting endangered species.
6. The forests are disappearing because of _____.
7. We should practice _____ to save resources and reduce waste.
8. _____ is when we use old materials to make new things.
9. The increase in _____ leads to stronger storms and floods.
10. To help the environment, we should _____ our plastic bottles and cans.
11. _____ leads to the loss of many plant and animal species.
12. _____ of forests can lead to soil erosion and floods.

Exercise 8: Match the correct phrase with the definition

1. Pollution	a) Protecting natural resources
2. Deforestation	b) The destruction of forests
3. Climate change	c) The process of recycling old materials into new things
4. Extinction	d) The warming of the Earth causing weather changes
5. Conservation	e) The act of reducing waste and pollution
6. Recycling	f) The loss of a species forever
7. Pollution	g) The release of harmful chemicals into air, water, and soil
8. Deforestation	h) Cutting down trees in forests
9. Climate change	i) The gradual change in the Earth's temperature
10. Extinction	j) A species no longer existing
11. Conservation	k) Protecting wildlife and forests
12. Recycling	l) Reusing materials to reduce waste

Exercise 9: Write 5 sentences using the words from the previous exercise

- | | |
|-------------------|-------------------|
| 1. Pollution | 7. Pollution |
| 2. Deforestation | 8. Deforestation |
| 3. Climate Change | 9. Climate Change |
| 4. Extinction | 10. Extinction |
| 5. Conservation | 11. Conservation |
| 6. Recycling | 12. Recycling |

Exercise 10: Correct the mistakes in these sentences

1. The pollution in the river is causing animals to get sick.
2. Many forests are growing due to deforestation.
3. Climate change is causing the Earth to cool.
4. Extinction of many species is a good thing.
5. Recycling helps make more pollution.
6. Conservation helps destroy forests.
7. The animals went extinct because of pollution.
8. Deforestation is helping to stop global warming.
9. Pollution in the air comes from factories and cars.
10. Recycling uses up natural resources.
11. Deforestation helps to create new forests.
12. Climate change makes it rain less in many areas.

Exercise 11: Choose the correct word from the list:

(*pollution, deforestation, climate change, extinction, conservation, recycling*)

1. The _____ of the rainforest is a major environmental issue.
2. Many fish are at risk of _____ because of overfishing.
3. _____ causes the Earth's temperature to rise and changes weather patterns.

4. We should practice _____ to reduce waste and protect the environment.
5. _____ is the process of turning waste into new products.
6. The _____ of the polar bear is a concern due to melting ice.
7. _____ can help prevent the extinction of endangered animals.
8. _____ is a major problem in cities with many cars and factories.
9. We need to support _____ to protect natural habitats and wildlife.
10. _____ is the process of cutting down trees and destroying forests.
11. _____ is causing more droughts and storms around the world.
12. _____ of the oceans can lead to the loss of marine species.

Exercise 12: Create a short dialogue about nature problems

Scenario: Two friends talking about nature problems and how they can help the environment.

Exercise 13: Fill in the blanks with the correct phrasal verb (wake up, go out, pick up, sit down, get up)

1. I always _____ at 7 AM to start my day.
2. We need to _____ early because the meeting starts soon.
3. After work, I usually _____ for a walk in the park.
4. When you _____ from bed, don't forget to brush your teeth.
5. He likes to _____ and drink coffee before starting his work.
6. I always try to _____ after dinner to relax and watch TV.
7. Can you _____ your clothes from the floor?
8. She was so tired that she didn't want to _____ at the table for dinner.
9. When I _____ on weekends, I usually sleep until 9 AM.
10. We should _____ and talk about what we're going to do later.
11. I need to _____ the phone from the counter.
12. We should _____ now; the movie will start in a few minutes.

Exercise 14: Match the phrasal verb with its meaning

1. Wake up	a) To stand up after getting out of bed
2. Go out	b) To stand or sit in one place to eat or relax
3. Pick up	c) To become conscious in the morning
4. Sit down	d) To leave home to do something outside
5. Get up	e) To collect or lift something from the floor
6. Wake up	f) To stop sleeping and begin the day
7. Go out	g) To go to a social place like a restaurant or a bar
8. Pick up	h) To put things in order or collect things
9. Sit down	i) To take a seat or relax
10. Get up	j) To leave the house to do activities
11. Pick up	k) To clean the room or pick up trash
12. Go out	l) To leave for a walk, a meeting, or a fun activity

Exercise 15: Write your own sentences using the following phrasal verbs:
wake up, go out, pick up, sit down, get up

Exercise 16: Correct the mistakes in these sentences

1. I always sit down at 6 AM to wake up.
2. She picks up at 8 AM and starts working.
3. We need to go in 10 minutes.
4. I wake up to bed when my alarm rings.
5. Don't sit down to the table; the food is not ready yet.
6. He always go out for lunch during work.
7. I get up, eat breakfast, and then go out.
8. Can you pick me up from the park?
9. He sits down early at night.
10. I pick up when the movie starts.
11. I always get up after I sit down.
12. I like to wake up before I get up and eat.

Exercise 17: Choose the correct phrasal verb (*wake up, go out, pick up, sit down, get up*)

1. I usually _____ at 7 AM and get ready for work.
2. I need to _____ my books from the shelf before class starts.
3. After a long day, I like to _____ and relax on the couch.
4. I _____ at 6:30 AM to exercise before breakfast.
5. We can _____ later for a walk after dinner.
6. I _____ quickly when my alarm rings in the morning.
7. Can you _____ your jacket? It's on the floor.
8. After dinner, we can _____ and watch a movie.
9. You should _____ earlier if you want to make breakfast.
10. He loves to _____ with his friends after school.
11. I want to _____ for a while before I start working.
12. We usually _____ around 8 PM for a fun evening out.

Exercise 18: Create a short dialogue using phrasal verbs for daily routines

Exercise 19: Fill in the blanks with the correct word related to environmental problems (*pollution, deforestation, climate change, extinction, overfishing, conservation*)

1. _____ is causing the Earth's temperature to rise and leading to more extreme weather.
2. The burning of fossil fuels is a major cause of _____ in the atmosphere.
3. _____ is when we cut down too many trees, which harms wildlife and affects the climate.

4. The _____ of species is a result of habitat loss, pollution, and hunting.
5. _____ of the oceans happens when too many fish are caught, threatening marine life.
6. _____ efforts are important for protecting endangered species and preserving habitats.
7. Air _____ from factories and cars affects our health and the planet.
8. If we don't protect our forests, we may lose _____ species that live there.
9. _____ leads to rising sea levels, which threaten coastal communities.
10. _____ is a global problem that affects the atmosphere and makes the planet hotter.
11. People must focus on _____ practices, like planting trees and reducing waste.
12. Many animals are at risk of _____ because of human activities and climate change.

Exercise 20: Decide if the following statements are True or False

1. Deforestation helps increase the number of trees in the world.
2. Overfishing harms fish populations and destroys ecosystems.
3. Pollution only affects large cities, not rural areas.
4. Climate change is causing ice caps to melt and sea levels to rise.
5. Conservation efforts aim to protect endangered species and their habitats.
6. Reducing pollution can improve both the environment and public health.
7. Climate change has no effect on weather patterns.
8. Deforestation is not related to biodiversity loss.
9. Overfishing can lead to the collapse of marine ecosystems.
10. Recycling helps reduce waste and decrease environmental pollution.
11. Protecting wildlife is not important for maintaining biodiversity.
12. Conservation can help restore natural habitats and prevent species extinction.

Exercise 21: Discuss the following questions

1. What are the main causes of pollution, and how can we reduce it?
2. How does deforestation affect wildlife and the environment?
3. What are the consequences of climate change for our planet?
4. How does overfishing impact marine life and the food chain?
5. Why is conservation important for protecting biodiversity?
6. What can individuals do to help reduce their environmental footprint?
7. Do you think government regulations should do more to protect the environment? Why or why not?
8. How does plastic pollution harm the oceans and marine life?
9. What are the effects of air pollution on human health and the

environment?

10. How does climate change affect agriculture and food production?

11. What role do renewable energy sources play in fighting climate change?

12. What actions can we take to prevent the extinction of endangered species?

Exercise 22: Choose one environmental problem (*pollution, deforestation, climate change, etc.*) and write a 12-15 sentence paragraph explaining the problem, its causes, and its effects.

Exercise 23: Match the environmental problem to its solution

1. Pollution	a) Using renewable energy sources like wind and solar power
2. Deforestation	b) Reducing waste and recycling
3. Climate Change	c) Planting trees and protecting forests
4. Overfishing	d) Reducing greenhouse gas emissions
5. Extinction	e) Implementing fishing regulations and sustainable practices
6. Conservation	f) Protecting endangered species and their natural habitats
7. Plastic Pollution	g) Reducing plastic use and improving waste management
8. Biodiversity Loss	h) Protecting ecosystems and creating wildlife reserves
9. Air Pollution	i) Using cleaner transportation options and reducing industrial emissions
10. Water Pollution	j) Treating waste water and reducing industrial discharge
11. Soil Erosion	k) Planting cover crops and preventing overgrazing
12. Energy Consumption	l) Using energy-efficient technologies and reducing fossil fuel use

Exercise 24: In pairs, take on roles and discuss solutions for environmental issues.

- Role 1 (Environmental Activist):

"I believe we must address pollution and overfishing before it's too late. We can start by reducing plastic use, banning harmful chemicals, and protecting marine areas from overfishing. What do you think are the most pressing issues?"

- Role 2 (Government Representative):

"I agree that we need to take action. However, we must also consider the economic impact of these changes. For example, we can promote clean energy, but it may take time to transition from fossil fuels. How can we make this transition smoother for everyone?"

- Role 3 (Business Owner):

"As a business owner, I think it's important to balance the environment with economic growth. Investing in green technologies can help, but it needs to be affordable. How can we encourage other businesses to follow environmentally friendly practices?"

- Role 4 (Scientist):

"From a scientific perspective, we know that climate change and deforestation are major causes of habitat loss and biodiversity decline. It's crucial that we implement large-scale conservation efforts and promote sustainable agriculture. How can we support these efforts globally?"

Exercise 25: Fill in the blanks with the correct phrasal verb (*come in, come back, go out, go away*)

1. She told me to _____ and sit down.
2. I can't believe you're finally _____ from your trip!
3. Let's _____ for a walk after dinner.
4. They decided to _____ for the weekend to relax.
5. The teacher asked us to _____ quietly so we wouldn't disturb the class.
6. I'll _____ later, I just need to finish this work.
7. We should _____ to the party tonight. It will be fun!
8. The children need to _____ before it gets dark.
9. It's time to _____ and get ready for bed.
10. I think we should _____ early tomorrow morning to avoid the traffic.
11. I'm so tired! I want to _____ to bed right now.
12. We need to _____ and find a place to have dinner.

Exercise 26: Choose the correct phrasal verb (*come in, come back, go out, go away*)

1. She will _____ soon, she just went to the store.
a) come back
b) go out
c) go away
2. They decided to _____ for the weekend to visit their family.
a) come back
b) go away
c) go out
3. When you _____, don't forget to close the door behind you.
a) come in
b) come back
c) go away
4. I like to _____ with my friends on Friday evenings.
a) come back
b) go out
c) go away

5. He forgot to _____ his shoes when he entered the house.
 a) come in
 b) come back
 c) go away
6. After the meeting, we should _____ to have lunch.
 a) go out
 b) come back
 c) go away
7. I need to _____ to the store later to buy some milk.
 a) go out
 b) come back
 c) go away
8. They will _____ after a week in Paris.
 a) come in
 b) go away
 c) come back

Exercise 27: Match the phrasal verb to its definition

1. Come in	a) To leave the place where you are and travel to a different place
2. Come back	b) To enter a place or room
3. Go out	c) To return to a place after being away
4. Go away	d) To leave a place to spend time somewhere else, often for a trip or break
5. Come in	e) To enter a building or room
6. Go out	f) To leave a building or home for socializing or other activities
7. Come back	g) To return after being outside for a while
8. Go away	h) To go on a vacation or trip for a period of time

Exercise 28: Write 5 sentences using the following phrasal verbs (*come in, come back, go out, go away*)

Exercise 29: Correct the mistakes in the following sentences

- I'm going to come away for a short break next week.
- He always comes out after 9 PM to get some fresh air.
- They said they will go back from their vacation on Monday.
- Please go in and sit down while you wait for the doctor.
- I need to come in the store to buy some milk. be "go into")
- When you come back, we can go out for lunch.
- Don't forget to go in before it gets dark outside.
- They are planning to come away for a short holiday this summer.

Exercise 30: Create a short dialogue using phrasal verbs

Exercise 31: Fill in the blanks with the correct words (*exercise, nutrition, sleep, hydration, stress, balance*)

1. It's important to get enough _____ every night to stay healthy.
2. Eating a balanced diet with plenty of fruits and vegetables helps with _____.
3. _____ is essential for staying energized and feeling good throughout the day.
4. Drinking water throughout the day is key for _____.
5. Regular _____, like walking or running, keeps your body strong.
6. Managing _____ is important for both mental and physical health.
7. A good _____ between work and rest is necessary for maintaining health.
8. A lack of _____ can affect your concentration and mood.
9. _____ is not just about eating the right foods, but also how you prepare and cook them.
10. Too much _____ can lead to health problems like high blood pressure.
11. _____ can boost your mood and help you manage your weight.
12. Make sure to include healthy snacks in your _____ to avoid overeating during meals.

Exercise 32: Read the sentences and decide if they are true or false

1. Eating fast food every day is part of a healthy lifestyle.
2. Drinking water regularly throughout the day is important for hydration.
3. Exercising for at least 30 minutes a day can help reduce stress.
4. It's best to skip breakfast to maintain a healthy weight.
5. Getting enough sleep every night is not important for overall health.
6. Eating a balanced diet with fruits, vegetables, and whole grains is important for nutrition.
7. Exercise is not necessary if you have a good diet.
8. Stress can have negative effects on both physical and mental health.
9. Hydration only matters when you feel thirsty.
10. A healthy lifestyle includes taking time for relaxation and managing stress.
11. Drinking sugary drinks can help keep you hydrated.
12. A healthy lifestyle requires consistent sleep patterns and good sleep hygiene.

Exercise 33: Answer the following questions and discuss

1. What are the most important components of a healthy lifestyle?
2. How does nutrition affect your energy levels and overall well-being?
3. How often do you exercise, and what type of physical activity do you enjoy the most?

4. How many hours of sleep do you usually get each night? Do you think you get enough sleep?
5. What are some ways you manage stress in your daily life?
6. How can staying hydrated improve your daily performance and mood?
7. What is your favorite healthy food? Why do you like it?
8. How do you find balance between work, rest, and social activities?
9. What are the consequences of not maintaining a healthy lifestyle?
10. How can you make small changes to improve your diet or exercise routine?
11. Do you think people have different definitions of a healthy lifestyle? Why or why not?
12. What advice would you give to someone who is trying to live a healthier life?

Exercise 34: Write 12-15 sentences about your daily routine, focusing on the healthy habits you follow. Mention things like your diet, exercise, sleep, hydration, and stress management.

Exercise 35: Match the word to its definition

1. Nutrition	The process of keeping the body hydrated
2. Exercise	The act of reducing the tension or pressure in life
3. Hydration	The intake of food and drink that support health
4. Stress	The physical activity that improves fitness
5. Sleep	The body's need to rest and recover each night
6. Balanced diet	A mix of foods that give you all the nutrients you need
7. Relaxation	The feeling of pressure or strain caused by external factors
8. Well-being	The overall condition of being healthy in mind and body
9. Mental health	The emotional and psychological state of a person
10. Physical health	The condition of the body, including fitness and absence of illness
11. Caloric intake	The amount of food or calories consumed for energy
12. Healthy habit	An action or behavior that contributes to better health



Situational task: Environmental organizations regularly publish recommendations for all who wish to contribute to the protection of the environment. The basic principle of such recommendations is: "Anyone can do it". Offer your list of advice, based on these recommendations to Institute cadets.

Theme №15. L/t: Modern learning and gadgets
G/t: Modal verb

The lexical theme "Modern learning and gadgets" explores the role of technology in education, focusing on the various gadgets, apps, and digital platforms that are enhancing the learning experience. The theme covers the use of smartphones, tablets, laptops, and smartboards, as well as the growing influence of e-learning, online courses, and digital resources. It also addresses modern learning methods like blended learning, gamification, and collaborative learning. Additionally, the theme examines the benefits and challenges of using technology in education. Finally, it looks toward the future of learning with innovations like artificial intelligence, virtual reality, and wearable technology, shaping the educational landscape. This theme provides essential vocabulary for discussing how modern tools are transforming how we learn and the impact they have on learners, teachers, and the educational system as a whole.

The grammar theme "Modal Verbs" covers the use of auxiliary verbs that modify the meaning of main verbs to express ability, permission, necessity, possibility, obligation, and advice. Modal verbs do not change with the subject or Tense and are used with the base form of the main verb. This theme includes understanding the meanings of common modal verbs (e.g., can, could, may, must, should, would) and how they are used in various contexts like making requests, offering advice, expressing future intentions, and discussing hypothetical situations. Modal verbs are crucial for expressing nuances in meaning and making communication more precise and flexible.

Exercise 1: Fill in the blanks with the correct modal verb: *can, could, may*.

1. I _____ play the guitar.
2. You _____ leave now if you're finished.
3. When I was younger, I _____ run very fast.
4. _____ I borrow your pen, please?
5. We _____ visit the museum tomorrow.
6. My brother _____ speak three languages.
7. You _____ not smoke here. It's against the rules.
8. I _____ help you with your homework later.
9. They _____ not come to the party because they are busy.
10. _____ we go to the park after lunch?
11. She _____ swim, but she doesn't like to.
12. I _____ ride a bike, but I can't ride a motorcycle.

Exercise 2: Read the sentences and decide if they are true or false.

1. You can wear a jacket if it's cold outside.
2. I could play tennis when I was younger, but I can't anymore.
3. May I use your phone to make a call?
4. You can't leave the class until the bell rings.
5. I could run 10 kilometers last year, but now I can only run 5.

6. Could you please help me with this bag?
7. Can she go home early today?
8. You may speak to the teacher after class.
9. I can study English for 5 hours without stopping.
10. May I go out for lunch now?
11. I should finish my homework before I can play video games.
12. She can play the piano very well.

Exercise 3: Work in pairs and practice asking for and giving permission using *can*, *could*, *may*.

1. Ask your partner if you can borrow their book.
2. Ask your partner if you may go to the bathroom.
3. Offer to help your partner with a task (e.g., homework).
4. Tell your partner that they can leave early today.
5. Ask if you could leave work early.
6. Ask if you may go out with friends after school.
7. Offer permission to your partner to use your phone.
8. Ask your partner if they could lend you some money.
9. Ask for permission to eat during class.
10. Ask for permission to take a day off work.
11. Ask if you can watch TV after finishing your homework.
12. Offer permission to your partner to sit in the front row.

Exercise 4: Fill in the blanks with the correct form of *can* or *could*.

1. I _____ (speak) Spanish when I was a child.
2. She _____ (play) the piano very well.
3. They _____ (run) very fast when they were younger.
4. I _____ (not swim) last summer because I didn't know how.
5. He _____ (not cook) when he first started living alone.
6. My sister _____ (speak) English fluently.
7. We _____ (not play) football last weekend because it was raining.
8. I _____ (make) a cake if I had the ingredients.
9. We _____ (see) the movie last night, but we didn't have enough time.
10. He _____ (do) his homework if he had more time.
11. They _____ (not drive) when they were teenagers.
12. I _____ (not walk) for an hour without resting.

Exercise 5: Complete the following requests using *can*, *could*, or *may*.

1. _____ I use your laptop for a moment?
2. _____ I go to the park with my friends?
3. _____ you help me with my homework?
4. _____ I borrow your jacket for the party tonight?
5. _____ I sit here, please?
6. _____ I leave early today?
7. _____ you give me a ride to the station?

8. _____ we turn off the lights when we leave?
9. _____ I talk to you after class?
10. _____ you pass me the salt, please?
11. _____ I bring my dog to work with me?
12. _____ you wait for me in the car?

Exercise 6: Ask your partner these questions and write their answers.

1. Can you play a musical instrument? If yes, which one?
2. Could you speak another language when you were younger?
3. Can you cook? What can you cook best?
4. Can you drive a car? When did you learn?
5. Could you run 5 kilometers when you were a child?
6. Can you ride a bike?
7. Could you play football when you were younger?
8. Can you swim? Where did you learn?
9. Can you use a computer easily?
10. Could you do a backflip when you were younger?
11. Can you dance? What type of dance do you like?
12. Can you remember your first pet's name?

Exercise 7: Match the word with its correct definition.

1. Smartphone	a) A device that reads electronic books
2. Smartwatch	b) A portable computer that can make calls and access the internet
3. Bluetooth	c) A device worn on the wrist to track health and notifications
4. Tablet	d) A short-range wireless technology for connecting devices
5. E-reader	e) A small portable device used for reading books and documents
6. Laptop	f) A portable computer that can be used on a lap or table

Exercise 8: Fill in the blanks using the correct word from the list: *tablet, smartphone, Bluetooth, e-reader, smartwatch, laptop*

1. I use my _____ to read books during my commute to work.
2. The new _____ allows me to track my heart rate and receive messages.
3. You can transfer files quickly using _____ between your phone and speaker.
4. I work from home every day, so my _____ is essential for my job.
5. I like to use my _____ to watch videos and check emails on the go.
6. My _____ helps me stay connected with my family and friends.

Exercise 9: Discuss the following questions.

1. What are the advantages of using a smartphone in daily life?
2. How has the use of tablets and laptops changed how we work and learn?
3. Do you think smartwatches are useful, or are they just a fashion trend?
4. How do modern gadgets like e-readers affect the traditional book industry?
5. What is the most useful gadget you own, and why?
6. How do you think technology will change the gadgets we use in the next ten years?

Exercise 10: Write a short paragraph (7-10 sentences) describing the role of modern gadgets in your life. Include gadgets like smartphones, laptops, or tablets.

Exercise 11: List as many modern gadgets as you can in the following categories:

- Communication
- Entertainment
- Productivity
- Health

Exercise 12: Read the statements and decide if they are True or False.

1. A tablet is usually smaller than a laptop.
2. A smartwatch is primarily used for making phone calls.
3. Bluetooth is a technology used for connecting devices wirelessly.
4. E-readers are better for reading books than smartphones.
5. Laptops are generally heavier than smartphones.
6. Modern gadgets have made communication more difficult.

Exercise 13: Fill in the blanks with the appropriate modal verb: *should*, *ought to*, or *had to*.

1. You _____ study for the exam if you want to pass.
2. I think you _____ go to the doctor. You look very tired.
3. She _____ eat more vegetables to stay healthy.
4. You _____ tell your parents if you're going out late.
5. They _____ try that new restaurant. The food is amazing.
6. You _____ clean your room before your friends come over.
7. We _____ take an umbrella because it might rain.
8. You _____ drink more water during the day.
9. He _____ stop smoking if he wants to feel better.
10. You _____ wear a jacket; it's very cold outside.
11. We _____ leave early to avoid traffic.
12. She _____ call her friend to apologize for the misunderstanding.

Exercise 14: Work in pairs to practice giving advice using *should*, *ought to*, or *had to*. One cadet is a friend with a problem, and the other one gives advice.

1. Problem: Your friend is feeling sick. What advice would you give them?

2. Problem: Your friend is always late for work. What should they do?
3. Problem: Your friend has an important exam tomorrow but hasn't studied. What advice would you give them?
4. Problem: Your friend wants to lose weight but doesn't exercise. What should they do?
5. Problem: Your friend is going on vacation and doesn't know where to go. What do you suggest?
6. Problem: Your friend is very stressed about work. What advice do you have for them?

Exercise 15: Answer the questions using modal verbs

1. What should I do if I feel stressed at school/work?
2. What should I do if I want to improve my English?
3. What should I do if I feel tired all the time?
4. What should I do if I can't sleep at night?
5. What should I do if I want to eat healthier?
6. What should I do if I am always late for class?
7. What should I do if I don't have enough time to study?
8. What should I do if I feel sick?

Exercise 16: Write advice for each of the following situations using *should*, *ought to*, *had better*.

1. Your friend has a headache and feels tired.
2. You are going on a trip to a foreign country and want to be prepared.
3. You need to wake up early tomorrow but are going to bed late.
4. You are running late for an important meeting.
5. You are planning a big event and need help with organizing.
6. Your friend wants to get fit but has no time for the gym.
7. You have an important exam tomorrow, and you haven't studied enough.
8. Your friend is planning to buy a new phone but doesn't know which one to choose.

Exercise 17: Discuss the following topics. Give advice using *should*, *ought to*. Then, discuss whether you agree or disagree with the advice.

1. Topic: "People should exercise every day."
2. Topic: "Cadets should only use their phones for studying."
3. Topic: "You ought to always get 8 hours of sleep."
4. Topic: "People should eat less sugar and junk food."
5. Topic: "Everyone should learn how to drive a car."
6. Topic: "You had better stop checking your phone during meetings."

Exercise 18: Give advice based on hypothetical situations. Use *should*, *ought to*, *had to* to give advice in these hypothetical situations.

1. If you had a lot of free time, what should you do with it?
2. If you could visit any country, what should you do to prepare for the trip?

3. If you were really tired, what ought you to do?
4. If you had a chance to meet your favorite celebrity, what should you say to them?
5. If you didn't like your job, what had better you do?
6. If you had a big exam tomorrow, what should you do to prepare?

Exercise 19: Match the application with its primary purpose.

1. Instagram	a) Communication via video calls and messages
2. Spotify	b) Sharing photos, videos, and stories
3. Zoom	c) Listening to music and podcasts
4. WhatsApp	d) Messaging and voice calls
5. Google Maps	e) Navigating and finding locations
6. Netflix	f) Watching movies and TV shows online

Exercise 20: Fill in the blanks with the correct app name: *Instagram, Zoom, Spotify, Google Maps, Netflix, WhatsApp*

1. I use _____ to stay in touch with my family and friends by texting and calling.
2. Whenever I go on a trip, I rely on _____ to find my way around the city.
3. My favorite pastime is watching movies, so I often use _____.
4. I love listening to music while working, and _____ is my go-to app for it.
5. We used _____ to hold a virtual meeting for work last week.
6. I share my vacation photos on _____ to keep everyone updated.

Exercise 21: Answer or discuss these questions in pairs or groups.

1. Which app do you use most frequently and why?
2. How do you think apps have changed the way we communicate?
3. Do you think apps like Instagram or Facebook have made us more connected or isolated?
4. What is the best feature of your favorite app?
5. Are there any apps that you think are unnecessary or harmful? Why?
6. How can apps help improve productivity and organization in your daily life?

Exercise 22: Imagine you are designing a new app. Write a brief description (5-7 sentences) of what the app would do and how it would help people.

Exercise 23: Choose two apps that you use frequently and compare them in terms of functionality, ease of use, and features. Write 5-7 sentences comparing the two apps.

Exercise 24: Decide if the following statements about applications are True or False.

1. You need an internet connection to use most apps.
2. WhatsApp only allows users to send text messages, not voice messages.
3. Spotify is a music streaming app.
4. Google Maps is only useful for driving directions.
5. Instagram is an app used for messaging.
6. Netflix is a video streaming platform for movies and TV shows.

Exercise 25: Fill in the blanks with *must*, *have to*, *should*, *ought to* to express necessity or obligation.

1. I _____ finish my homework before I go out.
2. You _____ eat more vegetables to stay healthy.
3. We _____ wear a uniform to school every day.
4. He _____ leave early to catch his train.
5. You _____ stop smoking for your health.
6. I _____ go to the doctor because I'm not feeling well.
7. You _____ be on time for your job interview.
8. They _____ leave the office at 5 PM.
9. She _____ clean her room before she can play.
10. We _____ follow the rules to stay safe.
11. You _____ take the bus if you miss the train.
12. I _____ finish this report by 3 PM today.

Exercise 26: Read the sentences and decide if they are True or False regarding necessity or obligation.

1. You must wear a helmet when riding a bike.
2. I have to wake up early tomorrow for work.
3. You should leave your house at least 30 minutes before the meeting.
4. She has to finish her work before going home.
5. They must attend the training session this afternoon.
6. We ought to follow the speed limits when driving.
7. You should study for exams, but it's not really necessary.
8. I must return the library book by Friday.
9. He ought to apologize for being rude.
10. They have to pay the rent on time.
11. I should exercise every day to stay fit.
12. You must wear a coat in winter.

Exercise 27: Write 5 sentences about your daily routine using *must*, *have to*, *should*, *ought to* to express things you must or have to do every day.

1. I _____ wake up at 7 AM for work.
2. I _____ eat breakfast before I leave the house.
3. I _____ take the bus because I don't drive.
4. I _____ check my emails first thing in the morning.
5. I _____ finish my work before going home.

Exercise 28: In pairs, discuss the following situations and use *must*, *have to*, *should*, *ought to* to express rules or obligations.

1. You're at school. What are the rules you must follow?
2. You're at work. What do you have to do every day?
3. Your friend wants to join a gym. What advice would you give them?
4. You're planning a trip. What documents must you bring to travel abroad?
5. You're at a party. What do guests have to do when they arrive?

Exercise 29: Read the situations below and write advice using *must*, *have to*, *should*, or *ought to*.

1. You're feeling very tired because you stayed up late. What should you do tomorrow to feel better?
2. Your friend is planning a trip but hasn't started preparing yet. What does your friend have to do to get ready?
3. You want to be healthy. What things do you must do every day to stay fit?
4. Your friend wants to improve their English. What should they do?
5. You're always late for class. What must you do to be on time?
6. Your brother is not following safety rules at home. What does he ought to do?

Exercise 30: Write a "To-Do" list for your busy day using *must*, *have to*, *should*, *ought to* to express the things you need to do or the things that are obligations.

1. I _____ wake up at 6 AM.
2. I _____ go to the supermarket to buy food.
3. I _____ call my mom before work.
4. I _____ go to the dentist at 3 PM.
5. I _____ read for at least 30 minutes every evening.
6. I _____ pick up my kids from school at 4 PM.
7. I _____ finish the project by 6 PM.
8. I _____ clean the kitchen after dinner.
9. I _____ take a walk in the evening.
10. I _____ do my laundry tonight.

Exercise 31: Match the term with its definition.

1. Radioactive Waves	a) Waves used for sending and receiving information over the internet
2. Wi-Fi	b) Radiation emitted by unstable atoms that can be harmful
3. Bluetooth	c) A wireless technology used to connect devices over short distances
4. 5G Network	d) The fifth generation of mobile networks, offering

	faster internet speeds
5. Internet of Things	e) The system of devices connected to the internet for data sharing
6. Radiation	f) A type of electromagnetic wave that can be harmful in high doses

Exercise 32: Fill in the blanks with the correct terms from the list: *Wi-Fi, Bluetooth, 5G, radiation, internet of things, radioactive waves*

1. Most public places offer free _____ to allow people to connect to the internet.
2. My headphones use _____ to connect wirelessly to my phone.
3. The new _____ technology promises faster mobile data and better connectivity.
4. Some electronic devices emit low levels of _____, but they are generally safe.
5. The _____ connects devices like smart fridges and security cameras to the internet.
6. _____ can be harmful if we are exposed to too much of it, especially from certain materials.

Exercise 33: Answer or discuss the following questions.

1. How does the internet impact daily life and communication?
2. What are some examples of the Internet of Things that you use at home or work?
3. How do 5G networks improve mobile internet access compared to 4G?
4. Do you think there are health risks associated with exposure to Wi-Fi or Bluetooth signals? Why or why not?
5. What is the difference between radiation from electronic devices and radioactive waves from nuclear materials?
6. How can Wi-Fi and Bluetooth be used together to improve technology in homes and offices?

Exercise 34: Write a 10-12 sentence essay on the impact of 5G networks on the internet and mobile communication.

Exercise 35: Decide if the following statements are True or False.

1. Wi-Fi and Bluetooth both use electromagnetic waves to transmit data.
2. Radioactive waves are commonly used in everyday electronic devices.
3. 5G technology is slower than 4G technology.
4. The Internet of Things refers to a network of devices that can communicate with each other via the internet.
5. Radioactive waves can be used for mobile phone communication.
6. Exposure to low-level radiation from devices like smartphones is generally considered safe.

Exercise 36: List words or phrases related to *internet*, *radiation*, and *Wi-Fi*.

- Internet: (e.g., browser)
- Radiation: (e.g., electromagnetic)
- Wi-Fi: (e.g., router, hotspot, signal strength)



Situational task: Explore the possibilities of using modern gadgets in the learning process. Offer iPad apps that can be used by teachers in a foreign language class.

II-Semester
Theme №1. L/t: My Family and I
G/t: Present Indefinite Tense

The lexical theme "My Family and I" focuses on vocabulary and expressions related to family members, relationships, and family life. Cadets will repeat words to describe different family members such as parents, siblings, grandparents, aunts, uncles, and cousins. The theme will cover expressions to describe family roles and relationships, including terms like "close-knit," "supportive," "caring," and "distant." It will also address common family activities, such as spending time together, celebrating holidays, and helping each other. Additionally, cadets will learn how to describe their own family structure, like whether they live with parents, siblings, or extended family.

The vocabulary will also extend to daily routines and activities within the family, such as cooking, cleaning, and caring for pets. Cadets will be introduced to simple sentence structures to talk about family members, including how to ask and answer questions about family size, family traditions, and hobbies. Descriptive words to talk about personality traits, like "kind," "funny," or "strict," will also be covered.

The grammar theme "Present Indefinite Tense" focuses on how to use the present Tense to describe routine actions, general truths, and habits. Cadets will learn to form affirmative, negative, and question sentences using the base form of the verb. The theme covers how to use *do* and *does* for negations and questions.

In the affirmative form, the verb remains in its base form for all subjects except for *he*, *she*, and *it*, where an *-s* is added to the verb. The theme also emphasizes using the Present Indefinite Tense to talk about habitual actions, facts, and permanent states.

Cadets will practice forming sentences, asking questions, and making negative statements about their daily routines, preferences, and general knowledge. The theme will also highlight adverbs of frequency such as *always*, *usually*, *often*, *sometimes*, and *never* to show how often something happens.

Exercise 1: Write about your daily routine. Use the Present Indefinite Tense.

Exercise 2: Fill in the blanks with the correct form of the verb in the Present Indefinite Tense.

1. She _____ (go) to the gym three times a week.
2. I _____ (watch) the news every evening.
3. They _____ (play) football every Sunday.
4. He _____ (not like) eating vegetables.
5. My brother _____ (study) at a university in the city.
6. We _____ (take) the bus to school.
7. You _____ (speak) English very well.
8. The children _____ (do) their homework after school.

9. I _____ (go) to bed at 10 PM.
10. They _____ (celebrate) New Year at home.
11. Our neighbors _____ (have) two dogs.
12. She _____ (teach) math at a high school.

Exercise 3: Write questions using the Present Indefinite Tense.

1. What time _____ you _____ (get up) in the morning?
2. Where _____ your parents _____ (work)?
3. How often _____ they _____ (go) to the cinema?
4. Why _____ you _____ (study) English?
5. When _____ he _____ (play) tennis?
6. What _____ you _____ (do) every weekend?
7. Who _____ she _____ (talk) to on the phone every day?
8. How many hours _____ you _____ (sleep) at night?

Exercise 4: Correct the mistakes in the sentences.

1. She don't like playing basketball.
2. They always goes to the park on Saturdays.
3. We don't eats dinner at 6 PM.
4. I not understand French.
5. He go to the gym every morning.

Exercise 5: Answer these questions about your daily routine using the Present Indefinite Tense.

1. What time do you wake up?
2. What do you usually have for breakfast?
3. Do you take public transport to work or school?
4. How often do you go to the gym?
5. What do you do in the evenings?

Exercise 6: Write a short paragraph about your friend's daily habits using the Present Indefinite Tense.

Exercise 7: Complete the sentences with the correct verb form.

1. They _____ (not play) basketball in the winter.
2. I _____ (usually eat) dinner at 7 PM.
3. We _____ (go) to the gym three times a week.
4. She _____ (take) the bus to work every day.
5. He _____ (like) playing video games on weekends.

Exercise 8: Describe a family celebration you often have (e.g., birthday, New Year, or any family tradition).

For example:

- We always celebrate New Year together as a family.

- My family usually prepares traditional dishes for holidays.

Exercise 9: Fill in the blanks with the correct words related to family celebrations.

1. We always celebrate _____ together.
2. _____ brings presents to the party.
3. My mom makes a delicious _____ for special occasions.
4. We have a _____ reunion every summer.
5. I always send _____ to my relatives for Christmas.

Exercise 10: Make sentences about family milestones using the Present Indefinite Tense.

1. My parents celebrate their wedding anniversary every year.
2. We visit my grandparents' house on important holidays.
3. The children always have a big party on their birthdays.
4. My sister always gets excited about her graduation.
5. We celebrate every milestone, no matter how small.
6. My father marks his work anniversary every year with a special dinner.

Exercise 11: Write questions using the Present Indefinite Tense about family celebrations.

1. When _____ your family celebrate birthdays?
2. What _____ you usually do for New Year's Eve?
3. Who _____ the food for family celebrations in your home?
4. What _____ your parents give you for Christmas?
5. How _____ your family usually celebrate Easter?

Exercise 12: Correct the errors in these sentences about family milestones.

1. We don't celebrate often our anniversaries.
2. She always gets birthday a big cake.
3. They celebrated their son's first birthday last year.
4. My cousins like to make party for Christmas.

Exercise 13: Answer these questions about your family's celebrations.

1. How do you celebrate birthdays in your family?
2. What is the most important holiday for your family?
3. Do you prefer to have a big or small family gathering for celebrations?
4. What traditions does your family follow during weddings?
5. What is the best part of family celebrations for you?

Exercise 14: Write a short description of your last family celebration.

Exercise 15: Write sentences using the Present Indefinite Tense to express general facts.

1. The sun _____ (rise) in the east.
2. Water _____ (boil) at 100°C.
3. Dogs _____ (bark) when they are excited.
4. Plants _____ (need) sunlight to grow.
5. The Earth _____ (orbit) the Sun.
6. Human beings _____ (breathe) oxygen to survive.
7. Birds _____ (migrate) to warmer climates during the winter.
8. Lions _____ (live) in groups called prides.
9. The Earth _____ (have) one moon.
10. Gold _____ (conduct) electricity.
11. Ice _____ (melt) at room temperature.
12. Teachers _____ (teach) cadets in schools.

Exercise 16: Fill in the blanks with the correct form of the verb in Present Indefinite Tense.

1. Water _____ (freeze) at 0°C.
2. Elephants _____ (live) in Africa and Asia.
3. The moon _____ (shine) at night.
4. Babies _____ (cry) to communicate.
5. The train _____ (leave) at 9 AM every day.
6. Some animals _____ (hibernate) during the winter.
7. Coffee _____ (contain) caffeine.
8. Mountains _____ (exist) in many parts of the world.
9. A year _____ (have) 365 days.
10. Polar bears _____ (live) in cold regions.
11. Computers _____ (help) people in many ways.
12. Our planet _____ (have) seven continents.

Exercise 17: Write questions using the Present Indefinite Tense about general truths.

1. Where _____ the Amazon rainforest _____ (exist)?
2. What _____ the Earth _____ (revolve) around?
3. Why _____ the sky _____ (appear) blue during the day?
4. When _____ the sun _____ (set)?
5. How often _____ people _____ (need) to drink water?
6. What _____ dogs _____ (eat)?
7. What _____ the speed of light _____ (be)?
8. Why _____ we _____ (need) to sleep?
9. How _____ the weather _____ (affect) our mood?
10. Why _____ birds _____ (fly) south in the winter?

Exercise 18: Correct the mistakes in these sentences.

1. The Earth orbit around the Sun.
2. The sun rise in the west.

3. People lives in many different countries.
4. Water boil at 90°C.
5. Elephants migrate every year.
6. The moon move around the Earth.
7. Plants doesn't need much water.
8. The sky are blue during the day.

Exercise 19: Write 10 general facts using the Present Indefinite Tense.

Exercise 20: Fill in the blanks with the correct form of the verb in Present Indefinite Tense.

1. Parents _____ (care) for their children when they are young.
2. Siblings _____ (help) each other during difficult times.
3. Grandparents _____ (give) wisdom and advice to their grandchildren.
4. Children _____ (respect) their parents and elders.
5. Family members _____ (celebrate) milestones together.
6. Parents _____ (provide) emotional and financial support to their children.
7. Couples _____ (support) each other through life challenges.
8. Brothers and sisters _____ (share) their responsibilities at home.
9. Parents _____ (encourage) their children to pursue their dreams.
10. Families _____ (spend) quality time together on weekends.
11. Grandparents _____ (spend) time with their grandchildren to strengthen family bonds.
12. Family members _____ (help) each other when one is sick.

Exercise 21: Complete the sentences using the correct form of the verb in Present Indefinite Tense.

1. Parents _____ (guide) their children in making important decisions.
2. Siblings _____ (look) after each other when parents are away.
3. My family _____ (support) me in every decision I make.
4. We _____ (spend) holidays with our grandparents.
5. Parents _____ (teach) their children good values and manners.
6. My mother _____ (always listen) to my problems.
7. Families _____ (share) responsibilities at home to maintain peace.
8. Fathers _____ (teach) their children about life lessons.
9. Grandparents _____ (give) unconditional love and affection to their grandchildren.
10. I _____ (trust) my family to always be there for me.

Exercise 22: Write questions about family support and care using the Present Indefinite Tense.

1. How _____ your family _____ (support) you?
2. What _____ your parents _____ (do) for you when you are sick?

3. How _____ your siblings _____ (help) you with your homework?
4. What _____ grandparents _____ (teach) you about life?
5. Who _____ in your family _____ (take) care of pets?
6. When _____ you _____ (spend) time with your family?
7. How _____ your parents _____ (celebrate) special occasions?
8. What _____ you _____ (do) to show love and care for your family members?

Exercise 23: Correct the mistakes in the sentences.

1. Parents care for their children's education every year.
2. Brothers help each other during troubles.
3. My grandmother give me great advice.
4. Parents always support their children when they fails.
5. Families spend quality time together on special holidays.
6. We don't always share our family responsibilities.
7. Siblings don't love each other because of little problems.

Exercise 24: Write a short paragraph about how your family supports and cares for you.

Exercise 25: Complete the sentences about family support with your own ideas.

1. My mother always _____.
2. I always _____ when my brother needs help.
3. We always _____ together on holidays.
4. My father always _____ when I am feeling down.
5. I _____ my family by _____.

Exercise 26: Write sentences using the Present Indefinite Tense to express *likes* and *dislikes*.

1. I _____ to eat pizza on weekends.
2. She _____ waking up early in the morning.
3. They _____ to travel by train rather than by car.
4. We _____ reading books in our free time.
5. My brother _____ doing homework.
6. He _____ playing basketball with his friends.
7. They _____ watching movies at home rather than going to the cinema.
8. I _____ listening to classical music while studying.
9. She _____ spending time in nature.
10. My parents _____ gardening on weekends.
11. I _____ eating spicy food.
12. They _____ taking walks in the park every evening.

Exercise 27: Fill in the blanks with the correct form of the verb in Present Indefinite Tense.

1. I _____ (love) reading science fiction novels.
2. He _____ (dislike) playing video games.
3. We _____ (prefer) watching action movies over dramas.
4. My sister _____ (hate) doing chores around the house.
5. They _____ (enjoy) hiking in the mountains.
6. I _____ (like) to drink coffee in the morning.
7. She _____ (prefer) visiting museums to going shopping.
8. They _____ (love) cooking together as a family.
9. I _____ (dislike) cold weather.
10. We _____ (enjoy) trying new foods when we travel.
11. He _____ (like) listening to podcasts in his free time.
12. They _____ (prefer) spending holidays at the beach.

Exercise 28: Write questions using the Present Indefinite Tense.

1. What _____ you _____ (like) to do in your free time?
2. Where _____ they _____ (prefer) to go on vacation?
3. Why _____ she _____ (hate) running in the morning?
4. What kind of music _____ you _____ (prefer)?
5. When _____ your parents _____ (like) to go shopping?
6. How often _____ you _____ (dislike) eating out at restaurants?
7. Who _____ he _____ (like) to spend time with the most?
8. What _____ they _____ (love) doing on weekends?
9. Why _____ she _____ (prefer) tea over coffee?
10. Where _____ you _____ (enjoy) traveling the most?

Exercise 29: Correct the mistakes in these sentences.

1. I like to eats chocolate.
2. She dislike waking up early.
3. We enjoys swimming in the pool.
4. They don't like to watch television often.
5. My sister prefer playing the piano over playing the guitar.
6. I don't like read books before bed.
7. He likes playing soccer with his friends on Sundays.

Exercise 30: Write 5 sentences about your preferences using the Present Indefinite Tense.

Exercise 31: Complete sentences using verbs in the Present Indefinite Tense to talk about family and cultural background.

1. My family _____ major holidays together.
2. We _____ traditional dishes during family gatherings.

3. Our culture _____ respect for elders.
4. My parents _____ many cultural traditions.
5. We _____ a strong sense of family values in our culture.
6. My grandparents _____ stories about our family history.
7. In my culture, we _____ with family on special occasions.
8. My mother _____ me the traditions of our family.
9. We _____ in cultural festivals every year.
10. I _____ the customs and traditions of my ancestors.
11. We _____ family milestones such as birthdays and anniversaries.
12. My family _____ weddings with big parties.

Exercise 32: Fill in the blanks with the correct form of the verb in Present Indefinite Tense.

1. My family _____ (have) a tradition of visiting our grandparents every summer.
2. In our culture, people _____ (celebrate) the New Year with big feasts.
3. Our family _____ (honor) the memory of our ancestors on special days.
4. I _____ (learn) many cultural practices from my parents.
5. My mother _____ (cook) traditional meals for every holiday.
6. We _____ (share) stories about our family's history at gatherings.
7. In my country, people _____ (respect) the elderly and their wisdom.
8. My cousins _____ (celebrate) birthdays together every year.
9. We _____ (use) special greetings during important cultural festivals.
10. Our family _____ (have) strong cultural values.

Exercise 33: Write questions using the Present Indefinite Tense about family and cultural background.

1. What _____ your family _____ (celebrate) on New Year's Eve?
2. Where _____ you _____ (spend) your holidays with family?
3. How often _____ your family _____ (gather) for dinner?
4. What _____ your parents _____ (teach) you about your cultural heritage?
5. Do you _____ (participate) in any cultural events with your family?
6. Why _____ your family _____ (honor) certain traditions?
7. When _____ your family _____ (celebrate) weddings and other milestones?
8. How _____ your culture _____ (influence) your daily life?
9. What _____ you _____ (do) with your family on special occasions?
10. How _____ your family _____ (show) respect for the elderly?

Exercise 34: Correct the mistakes in these sentences.

1. My family celebrates the holidays together every year.
2. We don't eat traditional food at family events.
3. In our culture, people spend time with the family every day.
4. My mother doesn't teach me the cultural traditions.
5. We respect the customs of our family at holidays.
6. My father celebrates our family's history during dinner.

Exercise 35: Write a paragraph about your family and cultural background.



Situational task: Describe the appearance and character of your family members. Do you believe that sides of the character can be identified by appearance?

Theme №2. L/t: Modern young family
G/t: Past Indefinite Tense. Regular verbs

The lexical theme "Modern Young Family" focuses on vocabulary and expressions related to the lives of contemporary families, particularly younger generations. It will introduce terms used to describe different family structures, such as nuclear families, single-parent households, and families with both working parents. The theme will explore modern family dynamics, including the roles of both parents in raising children, balancing careers, and household responsibilities. Vocabulary related to home life, such as "shared duties," "work-life balance," "stay-at-home parent," and "co-parenting," will be covered.

The theme will also address modern challenges and trends, such as managing digital devices, online schooling, and family time in the age of social media. Cadets will discuss different approaches to family life, including shared responsibilities and individual choices.

The focus will also include how young families today often juggle work commitments and personal life. Vocabulary will extend to modern-day issues such as parenting styles, education, health, and family finance. The theme encourages cadets to share their own experiences and opinions about what it means to be part of a modern young family, discussing the benefits and challenges families face today.

The grammar theme focuses on how to describe actions or events that were completed at a specific time in the past. When studying this Tense, the following key points will be covered:

1. Formation of the Past Indefinite Tense.

- Learn how to form the past Tense of regular verbs by adding *-ed* to the base form.

- Understand the rules for verbs ending in *-e*.

2. Usage of the Past Indefinite Tense.

- Understand when to use the past Tense to describe completed actions.
- Learn about time expressions commonly used with the past Tense, such as yesterday, last week, in 2000, etc.

4. Forming Negative and Interrogative Sentences.

- Learn how to make negative sentences by using *did not* + the base verb.
- Learn how to form questions by using *Did* + the base.

Exercise 1: Fill in the blanks with the correct form of the regular verb in the Past Indefinite Tense.

1. I _____ (walk) to school yesterday.
2. She _____ (watch) a movie last night.
3. They _____ (work) on the project all day.
4. We _____ (clean) the house last weekend.
5. He _____ (cook) dinner for the family yesterday.
6. I _____ (help) my sister with her homework.

7. You _____ (dance) at the party last Friday.
8. They _____ (travel) to the countryside last month.
9. I _____ (study) for the test last night.
10. We _____ (enjoy) the concert last weekend.
11. She _____ (visit) her grandmother last weekend.
12. He _____ (play) basketball with his friends yesterday.

Exercise 2: Make negative sentences in the Past Indefinite Tense.

1. I _____ (not/go) to the gym yesterday.
2. She _____ (not/watch) the movie last night.
3. They _____ (not/clean) the house last weekend.
4. We _____ (not/visit) the museum last month.
5. He _____ (not/like) the food at the restaurant.
6. I _____ (not/study) for the exam last night.
7. You _____ (not/dance) at the party last Saturday.
8. They _____ (not/help) with the project last week.
9. We _____ (not/play) tennis yesterday.
10. She _____ (not/travel) to Paris last summer.
11. He _____ (not/arrive) on time yesterday.
12. I _____ (not/receive) your email yesterday.

Exercise 3: Change the sentences into questions in the Past Indefinite Tense.

1. I worked hard yesterday.
2. She visited her friend last weekend.
3. They watched a new movie last night.
4. We cleaned the house yesterday.
5. He cooked dinner last evening.
6. You danced at the party last night.
7. I studied for the test last night.
8. They traveled to the mountains last month.
9. We helped with the chores yesterday.
10. He played football last Saturday.
11. I enjoyed the book last weekend.
12. She played piano yesterday.

Exercise 4: Write short answers to the following questions in the Past Indefinite Tense.

1. Did you walk to work yesterday?
2. Did she call you yesterday?
3. Did they clean the house last weekend?
4. Did we visit the museum last month?
5. Did you study for the exam last night?
6. Did he enjoy the movie last night?
7. Did they help with the project last week?

8. Did you cook dinner yesterday?
9. Did we play tennis yesterday?
10. Did she travel to the beach last summer?
11. Did they arrive on time?
12. Did you listen to music last night?

Exercise 5: Fill in the blanks with the correct form of the regular verb in the Past Indefinite Tense. Use the verb in parentheses.

1. I _____ (work) in the garden yesterday.
2. She _____ (watch) a new series last weekend.
3. We _____ (clean) the house all morning.
4. He _____ (play) the guitar last night.
5. You _____ (study) all day for the exam.
6. They _____ (help) with the charity event last month.
7. I _____ (arrive) at the station early yesterday.
8. She _____ (dance) at the wedding last night.
9. We _____ (enjoy) the party last weekend.
10. He _____ (talk) to his friend for hours yesterday.
11. I _____ (cook) a big meal yesterday.
12. They _____ (visit) the zoo last week.

Exercise 6: Make sentences in the Past Indefinite Tense.

1. I/walk/to the store/yesterday.
2. She/help/her mother/last week.
3. They/clean/the kitchen/this morning.
4. We/play/soccer/yesterday afternoon.
5. He/study/for his test/last night.
6. You/call/me/last night.
7. I/visit/the library/yesterday.
8. She/travel/to London/last year.
9. They/wait/for the bus/in the morning.
10. We/enjoy/the concert/last weekend.
11. He/play/cards/with his friends/yesterday.
12. I/start/a new book/yesterday.

Exercise 7: Rearrange the words to form sentences in the Past Indefinite Tense.

1. dinner/cooked/I/yesterday.
2. played/she/tennis/yesterday/with her friends.
3. the house/cleaned/we/yesterday/in the morning.
4. work/they/yesterday/at the office.
5. visited/my family/we/last weekend/my uncle.
6. played/the children/soccer/after school.
7. studied/I/for the test/last night.

8. traveled/he/to Italy/last year.
9. helped/she/me/with the homework/yesterday.
10. enjoyed/we/the party/last night.
11. listened/they/to music/yesterday evening.
12. danced/I/at the wedding/last night.

Exercise 8: Create a word map or concept map that represents the roles within a modern young family. In the center of the map, write "*Modern Young Family*". Branch out with the different roles each family member might have, including parents, children, grandparents, and other household members. Add adjectives and verbs to describe each role (e.g., "*father - supportive, provider,*" "*mother - caregiver, organizer,*" etc.).

Exercise 9: Write a dialogue between two family members (e.g., *a mother and father, or siblings*) discussing family responsibilities. Include at least 4 shared responsibilities that the family members are working on together (e.g., *cooking, cleaning, homework, financial planning*). Use language that reflects the modern dynamic of a family where responsibilities are shared equally or collaboratively.

Exercise 10: Choose a TV show, movie, or real-life family that represents modern family dynamics and share your observations. Write 5-6 sentences about how the family members share responsibilities. Use vocabulary related to teamwork, caregiving, and decision-making. If you can, create a visual comparison of how roles in a traditional family differ from those in a modern young family.

Exercise 11: Create a weekly family routine for a modern young family. Include at least 5 shared family activities and responsibilities. For each task, describe who does it and how often they do it. Ensure the tasks are shared between family members to reflect the idea of collaboration and shared responsibility.

Exercise 12: Imagine a world where traditional gender roles are reversed in a modern family. Write 5-6 sentences describing how the family functions. For example, the father stays at home to care for the children and the mother works full-time. Use vocabulary related to responsibilities, caregiving, and work-life balance. How do the family members adapt to these changes?

Exercise 13: Create a responsibility chart for a modern young family. List all the family members and the responsibilities they share. Use visual symbols like checkboxes, arrows, or colors to indicate shared duties. Each family member should have at least 3 shared tasks. Present the chart and briefly explain how these responsibilities are divided and how the family cooperates.

Example Chart Layout:

Family Member	Cooking	Cleaning	Grocery Shopping	Homework Help
Dad	✓		✓	
Mom	✓	✓		✓
Child 1		✓		✓
Child 2			✓	

Explanation:

- Dad cooks dinner on weekends and takes care of grocery shopping.
- Mom handles the daily cleaning and helps the children with homework.

Exercise 14: Fill in the blanks with the correct form of the regular verb in the Past Simple Tense.

1. I _____ (visit) my grandparents last weekend.
2. She _____ (play) the piano at the concert.
3. They _____ (watch) a movie yesterday.
4. We _____ (travel) to the mountains last summer.
5. He _____ (clean) the house yesterday afternoon.
6. I _____ (study) for my test all week.
7. You _____ (dance) at the party last night.
8. We _____ (enjoy) the concert last Friday.
9. They _____ (cook) a big dinner last Sunday.
10. He _____ (help) me with my homework yesterday.
11. I _____ (read) that book last year.
12. We _____ (arrive) at the airport early yesterday.

Exercise 15: Make negative sentences using regular verbs in the Past Simple Tense.

1. I _____ (not/go) to the gym yesterday.
2. She _____ (not/finish) her project on time.
3. They _____ (not/like) the food at the restaurant.
4. We _____ (not/clean) the house last weekend.
5. He _____ (not/attend) the meeting yesterday.
6. I _____ (not/see) him at the party.
7. You _____ (not/arrive) on time yesterday.
8. We _____ (not/dance) at the party last Friday.
9. She _____ (not/travel) abroad last year.
10. They _____ (not/watch) TV last night.
11. I _____ (not/study) for the test last night.
12. We _____ (not/meet) them at the café.

Exercise 16: Change the sentences into questions in the Past Simple Tense.

1. He visited his cousin last weekend.
2. They played soccer yesterday.

3. We cleaned the house last Saturday.
4. I studied for the exam last night.
5. You helped with the project.
6. She watched a movie last night.
7. They traveled to Spain last summer.
8. He enjoyed the concert last weekend.
9. I cooked dinner last night.
10. We danced at the party last night.
11. They arrived at the airport early.
12. I finished my work on time.

Exercise 17: Write short answers to the following questions in the Past Simple Tense.

1. Did you visit your grandparents last weekend? (Yes)
2. Did she play soccer yesterday? (No)
3. Did we clean the house last Saturday? (Yes)
4. Did they study for the exam? (No)
5. Did you enjoy the movie? (Yes)
6. Did he help with the project? (No)
7. Did they watch the new episode last night? (Yes)
8. Did you call me last night? (No)
9. Did we go to the park yesterday? (Yes)
10. Did she arrive on time? (No)
11. Did they dance at the party last Friday? (Yes)
12. Did I finish the work on time? (Yes)

Exercise 18: Fill in the blanks with the correct form of the regular verb in the Past Simple Tense. Use the verb in parentheses.

1. I _____ (talk) to my friend yesterday.
2. We _____ (visit) the museum last week.
3. She _____ (play) tennis with her friends yesterday.
4. They _____ (arrive) at the station late yesterday.
5. I _____ (read) the entire book last weekend.
6. You _____ (study) for the test last night.
7. He _____ (help) his father with the car repairs.
8. We _____ (enjoy) the vacation last month.
9. They _____ (clean) the house all morning.
10. She _____ (call) her mother yesterday.
11. I _____ (watch) the movie last weekend.
12. We _____ (travel) to the countryside last year.

Exercise 19: Use the words in parentheses to make sentences in the Past Simple Tense.

1. I/go/to the beach/last summer.

2. They/not/like/the food/at the restaurant.
3. We/visit/the museum/last weekend.
4. She/play/the piano/at the concert.
5. He/study/for the exam/yesterday.
6. You/not/call/me/last night.
7. I/enjoy/the trip/last year.
8. We/cook/dinner/last night.
9. They/help/their neighbors/last week.
10. She/dance/at the party/last weekend.
11. I/read/a great book/last month.
12. We/clean/the house/yesterday.

Exercise 20: Match the word with its correct definition.

1. Work-life balance	The practice of raising a child with someone else, usually after separation or divorce, involving mutual cooperation in parenting.
2. Co-parenting	The pressure families face due to financial instability, such as debt, high living expenses, or a lack of income.
3. Single-parent household	A situation where family members or partners are unable to communicate effectively, often leading to misunderstandings and conflict.
4. Communication breakdown	Social expectations that dictate how individuals should behave based on their gender, often affecting household duties and parenting styles.
5. Gender roles	The ability to maintain a healthy balance between one's job responsibilities and personal life.
6. Financial stress	A family structure where one parent is responsible for the upbringing of the children.

Exercise 21: Role-play a scenario involving a modern family issue.

Scenario 1: A couple argues over the balance between their demanding careers and family life.

Scenario 2: A single parent struggles to balance work and childcare. A: "I can't keep up with the housework and making sure the kids are fed. I don't know how single parents do it."

Scenario 3: A father is adjusting to taking on a greater role in parenting, breaking traditional *gender roles*.

Scenario 4: A family struggles with poor communication over finances.

Exercise 22: Debate: "Traditional vs. Modern Family Structures". Divide into two groups. One should argue for traditional family structures, and the other should argue for modern family structures.

Examples for Traditional Family Structure (Argument 1):

1. The traditional family structure offers stability, with clearly defined roles.
2. Families with two parents often have more resources to raise children.
3. A mother and father figure can provide a balanced approach to parenting.

Examples for Modern Family Structure (Argument 2):

1. Modern family structures, including single-parent and co-parenting households, are more flexible.
2. Gender roles are less rigid in modern families, allowing for equality between partners.
3. Work-life balance is a major focus in modern families, allowing both partners to share responsibilities.

Exercise 23: Fill in the blanks with the missing words.

1. Many families struggle with maintaining a healthy _____ between their work and home life.
2. In a _____, a single parent bears the responsibility of raising children alone.
3. _____ is often cited as one of the main challenges in modern family life, especially when both parents are working full-time.
4. _____ can lead to serious issues in family relationships, with partners feeling neglected or misunderstood.
5. Modern _____ in families are changing, as both men and women now share household responsibilities.
6. A healthy _____ is essential for overcoming misunderstandings in family relationships.
7. Financial pressures can often create _____ in families, especially in single-income households.
8. _____ is often a topic of discussion among divorced parents who share the responsibilities of raising children.
9. Many modern families face difficulties in balancing _____ and ensuring their children's well-being.
10. Changes in _____ are helping families become more flexible in their structure and parenting approach.
11. Family members should work on their _____ to prevent problems from escalating.
12. Financial _____ can lead to difficult decisions about career changes or budgeting for the family.

Exercise 24: Answer the questions

1. How do people should balance their work and personal life?
2. What are the biggest challenges of co-parenting in today's society?
3. What impact does financial stress have on family dynamics?
4. Do you think traditional gender roles still exist in your family?
5. How has your family adapted to modern challenges, like remote work or digital communication?

6. How do families manage *work-life balance* in your culture?
7. What challenges do single parents face in your community?
8. How do you manage conflict in your family?
9. Do you think the role of fathers has changed in modern families?
10. What impact does *financial stress* have on family relationships?

Exercise 25: Fill in the blanks with the correct form of the regular verb in the Past Indefinite Tense.

1. Yesterday, I _____ (wake) up early and _____ (have) breakfast.
2. After breakfast, I _____ (go) for a walk in the park.
3. I _____ (meet) my friend there, and we _____ (decide) to go to the café.
4. We _____ (drink) coffee and _____ (talk) for a long time.
5. Later, we _____ (leave) the café and _____ (walk) to the library.
6. We _____ (study) for a few hours and then _____ (take) a break.
7. I _____ (buy) some snacks on my way home and _____ (arrive) at 6 p.m.
8. In the evening, I _____ (watch) a movie and _____ (eat) dinner.
9. Finally, I _____ (go) to bed early because I _____ (feel) tired.
10. The next day, I _____ (get) up at 7 a.m. and _____ (repeat) the same routine.

Exercise 26: Make negative sentences using the Past Indefinite Tense.

1. I _____ (not/go) to the party last night.
2. He _____ (not/arrive) on time for the meeting.
3. We _____ (not/see) them at the café yesterday.
4. They _____ (not/like) the movie last weekend.
5. She _____ (not/finish) her homework yesterday.
6. I _____ (not/study) for the test last night.
7. We _____ (not/play) tennis yesterday afternoon.
8. They _____ (not/call) me last week.
9. I _____ (not/clean) the house yesterday.
10. You _____ (not/attend) the lecture yesterday.
11. He _____ (not/eat) dinner at home last night.
12. I _____ (not/visit) my grandparents last weekend.

Exercise 27: Write a short story using the following sequence of events.

Events:

1. I woke up.
2. I had breakfast.
3. I went to the park.
4. I met a friend.
5. We played soccer.
6. We ate lunch.
7. We visited a museum.

8. We returned home.

Exercise 28: Change the sentences into questions in the Past Indefinite Tense.

1. She called her friend yesterday.
2. They finished the project on time.
3. We walked to the park.
4. I cooked dinner last night.
5. You watched the movie last weekend.
6. He cleaned the house yesterday.
7. They traveled to the countryside last summer.
8. I studied for the test last week.
9. We played cards after dinner.
10. She helped her mother with the chores.
11. We visited the museum last month.
12. They danced at the party last Saturday.

Exercise 29: Complete the story with the correct form of the regular verb in the Past Indefinite Tense.

Once upon a time, a young boy (wake) up early in the morning. He (get) dressed quickly and (run) to the kitchen. There, he (eat) his breakfast and (say) goodbye to his parents. Then, he (leave) the house and (go) to the park. At the park, he (meet) his friends, and they (play) soccer together. After the game, they (sit) on the grass and (talk) for a while. Later, they (walk) to the ice cream shop and (enjoy) a treat before heading home.

Exercise 30: Rearrange the words to form correct sentences in the Past Indefinite Tense.

1. park/I/walk/yesterday/the/to.
2. play/we/soccer/they/after/lunch.
3. call/not/I/my/yesterday/friend.
4. help/she/her/with/mother/the/housework.
5. eat/dinner/we/at/the/restaurant/last night.
6. he/study/for/the/exam/last week.
7. I/watch/a movie/last night/with/my/friends.
8. went/to/yesterday/I/the/library.
9. we/meet/at/the/café/yesterday.
10. arrive/not/they/on/time/yesterday.
11. play/we/football/in/the/afternoon/yesterday.
12. bought/I/some/clothes/yesterday/at/the/mall.

Exercise 31: Use the words in parentheses to write sentences in the Past Indefinite Tense.

1. I/(wake up)/at 7 a.m. yesterday.

2. She/(go) to the gym last week.
3. We/(travel) to the mountains last summer.
4. They/(arrive) late at the meeting.
5. He/(study) for the exam last night.
6. I/(eat) a delicious sandwich yesterday.
7. You/(call) me yesterday evening.
8. We/(enjoy) the trip to the beach.
9. She/(visit) her aunt last weekend.
10. I/(help) my mother clean the house.
11. They/(play) basketball at the park.
12. He/(not/finish) his homework yesterday.

Exercise 32: Write a paragraph about your last weekend using at least 10 regular verbs in the Past Indefinite Tense.

Exercise 33: Fill in the blanks with the correct form of the regular verb in the Past Indefinite Tense. Use the verb in parentheses.

Last weekend, we (decide) to go on a trip to the beach. We (pack) our bags early in the morning and (leave) the house around 9 a.m. The weather (be) perfect for a day by the sea. When we (arrive), we (find) a quiet spot on the sand. We (play) volleyball and (swim) in the sea. After a few hours, we (eat) lunch and (rest). We (spend) the whole day at the beach and (return) home tired but happy.

Exercise 34: Complete the sentences with the correct form of the verb in the Past Indefinite Tense.

1. I _____ (travel) to Paris last year.
2. We _____ (visit) the Eiffel Tower during our trip.
3. She _____ (meet) some new people at the event.
4. He _____ (walk) around the city all day.
5. They _____ (buy) souvenirs from the market.
6. I _____ (take) a lot of photos during my trip.
7. We _____ (enjoy) every moment of the holiday.
8. She _____ (learn) a lot of French phrases.
9. We _____ (return) to the hotel at night.
10. He _____ (tell) us some interesting stories.
11. I _____ (forget) to pack my charger.
12. They _____ (leave) the hotel early in the morning.

Exercise 35: Write a story about a memorable event in your life using the Past Indefinite Tense.

Exercise 36: Match each term with its appropriate definition.

1. Authoritative	children can understand that intelligence is not fixed and
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Parenting	that mistakes are opportunities to learn.
2. Permissive Parenting	helps children navigate their academic and social challenges more effectively.
3. Helicopter Parenting	fosters open communication and a relaxed environment.
4. Growth Mindset	helps ensure that children use technology in a way that benefits their education and well-being.
5. Montessori Method	encourages children to have independence but also understand limits.
6. Emotional Intelligence	gives children the freedom to choose their educational path and develop problem-solving skills.
7. Academic Pressure	is linked to better academic performance and higher self-esteem in children.
8. Self-Directed Learning	involves setting clear boundaries while also providing guidance and understanding.
9. Parental Involvement	can prevent children from learning to make decisions on their own.
10. Discipline	especially important for parents who want to be actively involved in their children's education.
11. Digital Parenting	can lead to stress and burnout among cadets, affecting their well-being.
12. Work-Life Balance	encourages children to explore their environment and learn at their own pace.

Exercise 37: Role-Play a scenario involving modern parenting styles and educational challenges.

Scenario 1: A parent is discussing their child's academic struggles with a teacher, trying to balance different parenting styles.

Scenario 2: Two parents are discussing how they each approach discipline and their child's education.

Scenario 3: A conversation between two parents about their use of digital technology for educational purposes.

Exercise 38: Debate: "Which Parenting Style is Most Effective for Education in Modern Families?" Divide into two groups. One should argue that *authoritative parenting* is most effective for children's education, while the other one should argue that *permissive parenting* is more suitable in modern families.

For example: Arguments for Authoritative Parenting:

1. *Authoritative parenting* strikes a balance between discipline and emotional support, fostering well-rounded children.

2. Children raised in authoritative households tend to develop strong academic skills and high self-esteem.

3. Parents set clear expectations while also encouraging open communication, which benefits both education and emotional growth.

For example: Arguments for Permissive Parenting

1. *Permissive parenting* fosters creativity and freedom, allowing children to develop their unique talents without pressure.
2. It encourages emotional intelligence and self-expression, which are important for well-being and success in modern education.
3. Children of permissive parents often perform well in environments that promote *self-directed learning*.

Exercise 39: Fill-in-the-blanks with the correct words from a given list.

Word List: Authoritative Parenting, Growth Mindset, Helicopter Parenting, Self-Directed Learning, Academic Pressure, Emotional Intelligence, Parental Involvement, Montessori Method, Discipline, Work-Life Balance

In today's modern families, parenting styles significantly influence children's education. Parents who adopt _____ tend to balance clear expectations with emotional support, which helps children excel in school. On the other hand, parents who practice _____ can sometimes impose excessive _____ on their children, leading to stress and burnout. The _____ emphasizes independent learning, encouraging children to take responsibility for their own education. Similarly, the _____ promotes a hands-on, child-centered approach to learning, where children are free to explore topics of interest at their own pace. Parents who prioritize _____ help their children develop both academic skills and _____, which is essential for success in school and in life. However, in some families, _____ can lead to over-protection, preventing children from developing essential problem-solving skills. Achieving a healthy _____ is essential for parents to stay involved in their children's education without overwhelming themselves or their children.

Exercise 40: Read and analyze the text, discuss how different parenting styles affect children's educational outcomes in modern families.

The Johnson family has two children: Alex (15 years old) and Emily (10 years old). Alex is a high school cadet who struggles with motivation and often resists doing homework. Emily excels in her studies but feels a lot of pressure from her parents to maintain perfect grades. The parents, Rachel and David, both have demanding jobs, and Rachel tends to lean toward *helicopter parenting*, checking up on Alex's grades frequently. David, on the other hand, believes in giving Emily a lot of *freedom* in her learning, adopting a *permissive parenting* approach. Both children have been showing signs of stress related to school, and Rachel and David are concerned about their children's well-being.

Discussion Questions:

1. What are the signs of *academic pressure* in Alex and Emily's lives?
2. How might *helicopter parenting* be affecting Alex's motivation and emotional well-being?
3. How does *permissive parenting* influence Emily's academic success and emotional balance?

4. What are the advantages and disadvantages of Rachel and David's parenting styles in terms of education?

5. What adjustments could Rachel and David make to create a more balanced educational environment for both children?



Situational task: The composition on the topic "The dispute of generations: together and apart." Try to identify the causes of disagreements between family members.

Theme №3. L/t: Relationships between different generations
G/t: Past Indefinite Tense. Irregular verbs

The lexical theme "Relationships Between Different Generations" focuses on vocabulary and expressions used to describe the relationships between grandparents, parents, children, and sometimes great-grandparents, uncles, aunts, and cousins. This theme will explore how different generations interact with each other, the role of elders in family life, and the changing dynamics over time.

Cadets will learn words and phrases related to family roles, such as grandparents, parents, children, elders, siblings, cousins, and in-laws, as well as terms for family relationships like respect, care, support, and family traditions.

The theme will also cover different generational views and values, such as how younger generations view the older ones, and vice versa. It will touch on aspects like the exchange of wisdom, shared family values, and the contrast between older and younger generations in terms of technology, lifestyle, and priorities.

Cadets will discuss topics such as how the roles of grandparents differ in modern times, how parents raise children compared to previous generations, and how these relationships influence everyday life. There will also be a focus on generational gaps, highlighting differences in perspectives between older and younger family members on various issues, such as education, career choices, and social behavior.

The Past Indefinite Tense with irregular verbs focuses on describing actions or events that were completed in the past, but with irregular verbs whose past forms do not follow the standard *-ed* pattern. In this topic, the following will be studied:

1. Formation of the Past Indefinite Tense with Irregular Verbs.
2. Common Irregular Verbs.
3. Usage of the Past Indefinite Tense with Irregular Verbs.
4. Forming Negative and Interrogative Sentences with Irregular Verbs.

Exercise 1: Fill in the blanks with the correct form of the irregular verb in the Past Indefinite Tense.

1. I _____ (go) to the store yesterday.
2. She _____ (have) lunch with her friend last weekend.
3. They _____ (come) to the party late.
4. We _____ (see) a great movie last night.
5. He _____ (eat) pizza for dinner yesterday.
6. I _____ (take) a walk in the park this morning.
7. They _____ (drink) coffee at the café.
8. I _____ (find) my keys in the living room.
9. We _____ (do) our homework last night.
10. She _____ (give) me a gift for my birthday.
11. He _____ (speak) to his boss yesterday.

12. They _____ (meet) some friends at the restaurant.

Exercise 2: Make negative sentences using irregular verbs in the Past Indefinite Tense.

1. I _____ (not/go) to the concert last night.
2. They _____ (not/see) the new movie.
3. She _____ (not/come) to the party yesterday.
4. We _____ (not/take) a taxi to the airport.
5. He _____ (not/eat) breakfast this morning.
6. I _____ (not/find) my wallet.
7. They _____ (not/do) their homework last night.
8. We _____ (not/drink) coffee at the café.
9. She _____ (not/give) me a present.
10. He _____ (not/speak) to his friends yesterday.
11. I _____ (not/meet) anyone at the event.
12. They _____ (not/have) time to finish the project.

Exercise 3: Change the following sentences into questions in the Past Indefinite Tense.

1. She went to the store yesterday.
2. They had dinner at the restaurant last night.
3. I saw him at the park yesterday.
4. We ate dinner at a new restaurant.
5. He met his friend for coffee.
6. I took a bus to work this morning.
7. You gave a great presentation yesterday.
8. They drank coffee at the café.
9. We did our homework last night.
10. She spoke to the manager yesterday.
11. I found a great book at the library.
12. They came to the meeting late.

Exercise 4: Complete the sentences with the correct form of the irregular verb in the Past Indefinite Tense.

1. Last week, I _____ (go) to the museum with my friends.
2. They _____ (eat) at a new restaurant last weekend.
3. We _____ (see) a beautiful movie yesterday.
4. He _____ (take) the bus to work this morning.
5. I _____ (find) an old photo album in the attic.
6. She _____ (give) a speech at the conference last month.
7. They _____ (drink) tea at the café after work.
8. I _____ (meet) some new people at the party last night.
9. We _____ (speak) to the manager about the issue.
10. He _____ (do) his homework last night.

11. I _____ (come) to the event early.
12. They _____ (go) to the beach for the weekend.

Exercise 5: Write sentences using the following irregular verbs in the Past Indefinite Tense.

1. go
2. see
3. take
4. give
5. eat
6. speak
7. drink
8. find
9. meet
10. do
11. come
12. have

Exercise 6: Correct the mistakes in these sentences.

1. I goed to the store yesterday.
2. She taked a walk in the park last evening.
3. We eated lunch at noon.
4. He didn't found his keys in the car.
5. They come to the party early.
6. I didn't met anyone at the event.
7. She spoke to her friend last week.
8. I did my homework yesterday, but I didn't done the project.
9. They saw the new movie yesterday, but they didn't seen the ending.
10. He drunk too much coffee this morning.
11. We didn't took the bus this morning.
12. They has dinner at 7 p.m. last night.

Exercise 7: Create a simple storybook that tells the story of your family. The story should focus on the different roles of family members.

Story Ideas:

- Title: "A Day with My Grandparents"

The story can follow the child spending time with their grandparents and learning about the past, with parents being part of the storyline.

- Title: "How my family works together"

Create a story about how different family members (like siblings or cousins) help each other with chores or work.

Exercise 8: Interview a family member (such as a parent, grandparent, or older sibling) about their role in the family and how things were different when

that person was a child. Use simple questions to gather information.

Sample questions:

1. What was your role in your family when you were a child?
2. How did you help your parents when you were younger?
3. What did your grandparents teach you?
4. How did your family spend time together when you were young?
5. What responsibilities did you have as a sibling?

Exercise 9: Divide into groups of 3-4. Create a mini-play or skit that shows different family members interacting. You should focus on the roles of parents, grandparents, children, and siblings.

Scenario Ideas:

1. A Family Dinner: One family member is the parent who asks the children to set the table. The grandparents share stories about when they were young, and the children help with cooking.

2. Birthday Party: The siblings are preparing for a birthday party for their parent, while uncles and aunts help decorate.

3. Visiting Grandparents: The children visit their grandparents, and they talk about the changes in the world over the years.

Instructions for the Skit:

- You should pick a role and act out your part.
- Use phrases like, “I help my parents with chores,” or “My grandmother taught me how to cook.”

Exercise 10: “Who Am I?” Family Edition

Write down 3-4 clues about a family member (without revealing the name). Then, take turns reading the clues aloud, and other cadets should try to guess who the family member is.

Clue Examples:

- I am your father’s brother.
- I am the mother of your mom.
- I always make you laugh when we go to the park.
- I am the person who takes care of you when your parents go to work.

Exercise 11: Complete the story with the correct form of the irregular verb in the Past Indefinite Tense.

Last summer, I _____ (go) to the beach with my family. We _____ (arrive) early in the morning and _____ (set) up our things near the water. My sister _____ (bring) a volleyball, and we _____ (play) a game for hours. After that, we _____ (take) a break and _____ (eat) some snacks. Later in the afternoon, I _____ (swim) in the sea, and my brother _____ (try) surfing for the first time. We _____ (spend) the whole day at the beach and _____ (leave) just before sunset. It _____ (be) an unforgettable day!

Exercise 12: Fill in the blanks with the correct form of the irregular verb in the Past Indefinite Tense.

1. I _____ (go) to the park yesterday afternoon.
2. She _____ (meet) a famous actor last week.
3. They _____ (eat) at a nice restaurant last weekend.
4. We _____ (see) a great movie last night.
5. He _____ (take) a lot of photos during his trip.
6. I _____ (find) a beautiful necklace at the market.
7. They _____ (give) us a warm welcome when we _____ (arrive).
8. We _____ (speak) to the tour guide for a while.
9. He _____ (drink) two cups of coffee this morning.
10. I _____ (do) my homework after school yesterday.
11. We _____ (come) back from the trip last night.
12. I _____ (have) a great time at the party yesterday.

Exercise 13: Write a short story using all the words listed above in the Past Indefinite Tense. Try to tell a story about a day out or a past experience.

Words: *arrive, see, meet, take, swim, find, eat, come, drink, leave*

Exercise 14: Change the sentences into questions in the Past Indefinite Tense.

1. She met a new friend yesterday.
2. I saw a great movie last weekend.
3. They ate dinner at a new restaurant.
4. We came home late last night.
5. He did his homework before going out.
6. I found a lost wallet in the street.
7. They took a long walk in the park yesterday.
8. We drank tea in the afternoon.
9. I spoke to my cousin last night.
10. You gave me a beautiful gift last month.
11. We swam in the lake last summer.
12. He left early for work this morning.

Exercise 15: Complete the sentences with the correct form of the irregular verb in the Past Indefinite Tense.

1. Last weekend, we _____ (go) to a concert.
2. I _____ (see) an interesting documentary yesterday.
3. She _____ (meet) some new people at the event.
4. They _____ (take) a trip to the mountains last year.
5. We _____ (swim) in the ocean during our vacation.
6. I _____ (find) a great book at the bookstore last week.
7. He _____ (speak) to the manager about the issue.
8. We _____ (eat) at a cozy restaurant last night.

9. I _____ (drink) water after the workout.
10. They _____ (do) some shopping last Saturday.
11. He _____ (come) to my house early this morning.
12. I _____ (have) a wonderful time at the wedding.

Exercise 16: Write a paragraph about your last vacation using at least 10 irregular verbs in the Past Indefinite Tense.

Exercise 17: Generational values chart: Fill in the chart with values or opinions that might differ between generations. Use prompts to help guide the discussion.

Prompts:

1. What do older generations think is important about family?
2. How do younger generations feel about technology?
3. What values do older generations emphasize about school and education?
4. How do younger generations view free time or hobbies?

Example Chart:

Older Generation	Younger Generation
Save money for the future.	Spend money on experiences.

Exercise 18: Tell about specific event or tradition in your family and think how it was viewed or celebrated in older generation compared to today.

Exercise 19: Create a collage that shows the values you think different generations may have. For example, the older generation might value traditional family roles, while the younger generation might value independence or technology.

Suggested Themes:

1. Family traditions
2. School and education
3. Work and career goals
4. Technology and entertainment
5. Free time and hobbies

Exercise 20: Answer the questions

1. Technology: Is it good for kids to spend so much time on their phones and computers?
2. Work Ethic: Is it important to work hard all the time, or should people focus more on enjoying life?
3. Family Time: Is it important for family members to spend time together every day?
4. Education: Is it better to learn through traditional methods or by using the internet and modern tools?

5. Communication: How did people communicate when your grandparents were young? How do people communicate today?

6. Entertainment: What games or activities did children play in the past? What do children play today?

7. Schooling: What was school like for your grandparents? What is school like now?

8. Family Time: What did families do together in the past? What do families do together today?

9. Technology: What types of technology did people use in the past? What technology is used today?

Exercise 21: Generational Time Capsule: Create a "Time capsule" that represents the current generation's values, ideas, and interests. Pick items or write short descriptions of things that you feel are important in today's world (*e.g., social media, environmental awareness, favorite activities, etc.*). Then answer the question: How do you think the world will change? Will future generations' values remain the same or evolve?

Items to Include in the Time Capsule:

1. A description of what school is like today.
2. A list of popular hobbies or activities.
3. A list of values you think are important (*equality, kindness, freedom*).
4. A drawing of something that represents technology today.
5. A letter to future generations about what the current generation hopes for.

Exercise 22: Complete the story with the correct form of the irregular verb in the Past Indefinite Tense.

In 1969, astronaut Neil Armstrong (be) the first person to walk on the Moon. He (land) on the Moon with his colleague, Buzz Aldrin, while Michael Collins (orbit) above them in the command module. Armstrong (step) onto the lunar surface and (say), "That's one small step for man, one giant leap for mankind." The Apollo 11 mission (achieve) an incredible milestone in human space exploration. After spending several hours on the surface, the astronauts (return) to the spacecraft and (head) back to Earth. Their successful mission (inspire) future generations of scientists and explorers.

Exercise 23: Fill in the blanks with the correct form of the irregular verb in the Past Indefinite Tense.

1. In 1776, the United States (declare) its independence from Great Britain.
2. In 1492, Christopher Columbus (sail) across the Atlantic and (discover) America.
3. Marie Curie (win) two Nobel Prizes for her work in science.
4. The Wright brothers (fly) the first powered airplane in 1903.
5. Martin Luther King Jr. (deliver) his famous "I Have a Dream" speech in 1963.

6. Alexander Graham Bell (invent) the telephone in 1876.
7. Thomas Edison (create) the first practical lightbulb.
8. In 1963, John F. Kennedy (announce) the goal of landing a man on the Moon.
9. The Berlin Wall (fall) in 1989, marking the end of the Cold War.
10. In 1964, the Beatles (perform) on The Ed Sullivan Show, becoming famous in the United States.
11. The Titanic (sink) on its maiden voyage in 1912.
12. In 1914, World War I (begin) after the assassination of Archduke Franz Ferdinand.

Exercise 24: Write a paragraph about a personal milestone using at least 10 irregular verbs in the Past Indefinite Tense.

Instructions: Think of an important moment in your life, such as graduating, moving to a new city, or achieving a personal goal. Use at least 10 irregular verbs in the Past Indefinite Tense to describe that event.

Exercise 25: Change the sentences into questions in the Past Indefinite Tense.

1. Alexander Graham Bell invented the telephone in 1876.
2. Thomas Edison created the first practical lightbulb.
3. Neil Armstrong walked on the Moon in 1969.
4. The Wright brothers flew the first powered airplane.
5. The Berlin Wall fell in 1989.
6. The Titanic sank on its maiden voyage in 1912.
7. Martin Luther King Jr. delivered his “I Have a Dream” speech in 1963.
8. Marie Curie won two Nobel Prizes for her work in science.
9. Christopher Columbus sailed across the Atlantic in 1492.
10. John F. Kennedy announced the goal of landing a man on the Moon in 1963.
11. The United States declared its independence in 1776.
12. The Beatles performed on The Ed Sullivan Show in 1964.

Exercise 26: Complete the sentences with the correct form of the irregular verb in the Past Indefinite Tense.

1. In 1989, the Berlin Wall (fall) and Germany (become) united again.
2. In 1776, the Continental Congress (sign) the Declaration of Independence.
3. Christopher Columbus (reach) the Caribbean in 1492.
4. In 1914, World War I (start) after the assassination of Archduke Franz Ferdinand.
5. In 1963, Martin Luther King Jr. (lead) the March on Washington for Jobs and Freedom.
6. The Wright brothers (make) their first successful flight at Kitty Hawk in 1903.

7. In 1969, humans (land) on the Moon for the first time.
8. Marie Curie (discover) radium and polonium.
9. In 1964, the Beatles (arrive) in the United States for the first time.
10. The first manned mission to the Moon (take) place in 1969.
11. The first automobile (be) invented by Karl Benz in 1885.
12. The first human flight (occur) in 1903 by the Wright brothers.

Exercise 27: Write a short historical story using the following verbs in the Past Indefinite Tense.

Verbs: *go, find, meet, take, speak, build, discover, create, give, come*

Exercise 28: Write a short story about a character from one generation (*e.g., a grandparent*) who suddenly travels to the future or the past and experiences the technology of that time. Focus on how the character reacts to technology from a different era and how it affects their daily life.

Exercise 29: Discuss the questions

1. Is social media a good way for grandparents to stay connected with their grandchildren?
2. Should teenagers spend more time reading books instead of using tablets and phones?
3. Is technology making life easier or harder for older people?
4. How did people communicate with each other in the past (*e.g., letters, landline phones*) compared to today (*e.g., texting, social media*)?
5. What did children do for fun when their grandparents were young (*e.g., board games, playing outside*) versus now (*e.g., video games, YouTube*)?
6. How did people travel when their grandparents were young (*e.g., buses, bicycles*) compared to now (*e.g., cars, ride-sharing apps*)?
7. What appliances were used in the past (*e.g., manual can openers, rotary phones*) versus modern ones (*e.g., smart speakers, automatic washing machines*)?

Exercise 30: "Tech Show and Tell"

Objective: To showcase different generations' views on technology and discuss their experiences with various devices.

Instructions:

Compare a piece of technology you use daily (*such as a tablet, smartphone, or computer*) with a piece of technology your parents or grandparents used when they were young (*e.g., a record player, an old radio, or a rotary phone*). Explain how both pieces of technology work and what you like about them.

Exercise 31: Draw a picture of what you think technology will look like in the future. You can think about how it will affect communication, family time, or even the way you play games or learn. Imagine how older generations might use this technology, too, and how it might bring people from different generations closer together.



Situational task: Conduct an empirical analysis of the relationship between representatives of different generations in modern society. Present your findings in the form of a report.

Theme №4. L/t: My home is my strength
G/t: Future Indefinite Tense (10 hours)

The lexical theme focuses on the idea that one's home is a source of personal strength, support, and security. It emphasizes how a place of residence provides emotional, psychological, and sometimes even physical support, creating a sense of belonging and stability. You might explore the idea that a home is not just a physical space, but also a place where people find peace, love, and resilience.

Discussion Topics:

- How home influences personal identity and well-being.
- The emotional connection people have with their homes.
- The role of home in shaping one's values, beliefs, and strength.

The Future Indefinite Tense is used to describe actions or events that will happen in the future. It is formed using "*will*" or "*shall*" + the base form of the verb.

Key Points of the Future Indefinite Tense:

1. Formation:

- Affirmative sentences: Subject + will/shall + base verb
- Negative sentences: Subject + will not (won't) + base verb
- Interrogative sentences: Will + subject + base verb

2. Use:

- To express predictions or promises about the future
- To indicate future plans or decisions
- To show actions that are expected to happen in the future

Exercise 1: Complete the sentences with the correct form of the verb in the Future Indefinite Tense.

1. I (go) to the concert next Saturday.
2. They (not/attend) the meeting tomorrow.
3. We (travel) to Paris next summer.
4. She (help) you with your project.
5. I (not/forget) to call you later.
6. He (be) the next president of the company.
7. You (love) this new movie, I'm sure.
8. We (have) a meeting at 10 a.m. tomorrow.
9. They (arrive) at the airport at 5 p.m.
10. I (not/go) to the party if it rains.
11. She (call) you when she arrives.
12. They (finish) their work by the end of the day.

Exercise 2: Write predictions using the Future Indefinite Tense.

1. The weather (be) sunny tomorrow.
2. The team (win) the championship next year.
3. People (travel) more by electric cars in the future.

4. The company (launch) a new product soon.
5. I (get) a promotion in my job.
6. You (be) a great singer one day!
7. I think they (choose) a new leader this month.
8. We (see) a lot of technological changes in the coming years.
9. She (be) very successful in her career.
10. There (be) a big concert downtown next weekend.
11. I (try) to call you later today.
12. You (have) a wonderful time on your vacation.

Exercise 3: Complete the story with the correct form of the verb in the Future Indefinite Tense.

In the next few years, our world (change) a lot. Technology (advance) in ways we can't even imagine. People (work) from home more often, and there (be) more robots helping us with our daily tasks. The environment (improve) because we (use) more sustainable energy sources. We (travel) to new places with faster transportation methods, and we (have) more free time for activities like sports and hobbies. In the future, people (live) longer lives due to advances in medicine, and there (be) more opportunities for everyone to succeed.

Exercise 4: Turn the following statements into negative sentences.

1. I will go to the store later.
2. They will attend the conference next week.
3. She will meet you at the café.
4. We will finish our project by Friday.
5. He will be here at 8 p.m.
6. I will call you in the morning.
7. They will travel to Europe next year.
8. You will love this new restaurant.
9. We will eat lunch at 12 p.m.
10. They will play basketball tomorrow.
11. I will send you the email.
12. You will find the keys in the drawer.

Exercise 5: Write a short paragraph about your plans for the next week, month, or year. Use at least 10 sentences, and focus on what you will do, what will happen, and what you plan to achieve.

Exercise 6: Choose the correct option to complete the sentences.

1. I'm sure he _____ (will/won't) pass the exam. He's been studying hard.
2. I _____ (will/won't) be at the party tonight because I have to work.
3. We _____ (will/won't) visit the museum tomorrow; it's closed.
4. You _____ (will/won't) regret trying this new restaurant; it's fantastic.
5. The weather _____ (will/won't) be nice for our picnic tomorrow.

6. I _____ (will/won't) forget to send the email by the end of the day.
7. They _____ (will/won't) stay at the hotel because it's too expensive.
8. She _____ (will/won't) enjoy the concert; she loves that band.
9. We _____ (will/won't) meet at 3 p.m. tomorrow for the meeting.
10. I _____ (will/won't) go to the store after work today.
11. He _____ (will/won't) be able to join us for dinner because he has another appointment.
12. You _____ (will/won't) find a better offer than this one.

Exercise 7: "Home as a Safe Place": draw a picture of your home and include elements that make you feel happy, safe, and strong. Think about what in your home gives you comfort, like your bedroom, a favorite chair, family photos, or even a pet. Explain why you included those elements and how you make them feel secure and confident.

Example Sentences:

- "I drew my bedroom because it's where I feel calm and can relax."
- "The picture of my family makes me feel loved and strong."
- "The garden outside my window helps me feel peaceful."

Exercise 8: Brainstorm different things that make a home feel special. Think about aspects like the people, the decorations, the food, or any traditions that make your home unique. Share your ideas.

Example Prompts:

1. What makes your home a safe and comforting place?
2. Do you have any family traditions at home that make you feel happy?
3. What objects or places in your home remind you of happy memories?
4. How does your home make you feel strong or confident?

Exercise 9: Create a collage of images that represent how your home helps you grow, feel supported, and feel strong. You can cut out pictures from newspapers or magazines. Explain your collages.

Example Sentences:

- "I included a picture of a family dinner because it reminds me of the love and support I get at home."
- "I added a picture of a book because reading helps me learn new things and feel confident."

Exercise 10: Role-play different situations where your home environment supports your well-being.

Example Scenarios:

1. Support with schoolwork: A parent helps their child with homework and praises them for their effort.
2. Comfort during tough times: A sibling offers comforting words when the child feels sad or worried.

3. Celebrating achievements: The family celebrates a personal achievement, such as a good grade or completing a difficult task.

Exercise 11: Complete the sentences with the correct form of the verb in the Future Indefinite Tense.

1. I _____ (attend) the conference next month.
2. They _____ (move) to a new house in a few weeks.
3. We _____ (visit) our grandparents over the holidays.
4. She _____ (start) a new job next year.
5. I _____ (buy) a new car soon.
6. They _____ (travel) to Japan next summer.
7. I _____ (take) my final exams next week.
8. He _____ (help) you with your homework.
9. We _____ (go) to the beach tomorrow if the weather is good.
10. She _____ (join) us for dinner tonight.
11. I _____ (not/participate) in the meeting tomorrow.
12. We _____ (have) a team meeting on Friday.

Exercise 12: Write a short paragraph describing your plans for the next few months. Talk about things you intend to do, such as career goals, personal plans, or educational objectives. Use *will* to express your future intentions.

Exercise 13: Change the following statements into questions in the Future Indefinite Tense.

1. I will take a vacation next summer.
2. She will finish her project by next week.
3. We will go to the cinema tomorrow.
4. He will join the team meeting on Monday.
5. They will buy a new house next year.
6. I will visit my cousin in another city.
7. You will help me with the decorations, won't you?
8. We will leave for the airport at 10 a.m.
9. She will arrive on time for the meeting.
10. I will be on holiday next month.
11. They will attend the wedding next weekend.
12. We will see the new movie tomorrow.

Exercise 14: Write a paragraph about decisions you plan to make in the future. You can discuss career changes, personal decisions, or lifestyle choices. Use *will* to show your intentions and future choices.

Exercise 15: Complete the sentences with the correct form of the verb in the Future Indefinite Tense.

1. I _____ (start) studying for my exams tomorrow.

2. They _____ (take) a break after lunch.
3. We _____ (visit) our friends next weekend.
4. She _____ (join) us for dinner after work.
5. I _____ (not/go) to the party tonight.
6. We _____ (take) a vacation in the winter.
7. He _____ (attend) the workshop next month.
8. I _____ (make) a decision after the meeting.
9. They _____ (call) you when they arrive.
10. We _____ (have) lunch at 1 p.m. tomorrow.
11. She _____ (not/start) her new job until next month.
12. I _____ (meet) with the team tomorrow to discuss the project.

Exercise 16: Correct the mistakes in these sentences that use the Future Indefinite Tense.

1. I will not goes to the conference next week.
2. He will helping you with the project later.
3. We will goes to the museum on Saturday.
4. They will visit us next weekend, isn't it?
5. I will to study for the exam tomorrow.
6. She will attending the meeting at 2 p.m.
7. We will leave to the airport at 7 a.m.
8. He will travels to New York next month.
9. I will not forget calling you tomorrow.
10. She will joins the team for dinner tonight.

Exercise 17: Write a descriptive paragraph about your home, focusing on how home makes you feel emotionally. Use sensory details to describe the sights, sounds, smells, and feelings associated with your home.

Exercise 18: Create a mind map that represents the different aspects of home that shape personal identity. Place "*Home*" at the center and create branches for different areas like "*Family*", "*Personal Space*", "*Memories*", "*Comfort*", "*Traditions*", etc. Then describe how each branch influences your personal identity.

Exercise 19: Discuss the questions

1. How does your home help you feel safe and protected from the outside world?
2. What is something in your home that makes you feel comforted when you are upset?
3. How does the layout of your home (e.g., *the kitchen, bedroom, living room*) affect how you feel?
4. Can you think of a specific memory in your home that makes you feel happy or proud?

5. Do you feel that your home reflects your personality? How?
6. How does your home help you build confidence when you face challenges?
7. Do you have any traditions at home that make you feel more connected to your family?
8. How does the presence of pets or plants in your home contribute to your well-being?
9. What role do your family members play in making your home a positive place?
10. Does your home make you feel relaxed or energized? How?
11. How do the things around you at home, like pictures or objects, make you feel connected to your past?
12. In what ways does your home serve as a place for personal growth and emotional support?

Exercise 20: Create a timeline that illustrates how your emotional connection to home has changed over the years. You can include events like moving houses, family traditions, or moments that made you feel especially connected to your home.

Exercise 21: Role-play different scenarios where your home provides emotional support. Take on a role (*e.g., a family member, a pet, the house itself*) and act out how home makes you feel supported.

Example Scenarios:

1. Role-playing comfort after a bad day: "One character feels upset after a tough day at school and seeks comfort at home. Another character (family member) offers words of encouragement, and they sit together on the couch to talk."
2. Role-playing family tradition: "One character describes a family tradition that makes them feel connected to their roots, like decorating for the holidays or cooking a special meal together."
3. Role-playing relaxation: "A character enters their room after a busy day, feels overwhelmed, but finds peace by sitting in their favorite chair or listening to music."
4. Role-playing support during difficult times: "One character is feeling down, but their family offers support—whether by giving a hug, listening, or just being there."
5. Role-playing the emotional impact of moving: "A character feels sad after moving to a new home but finds comfort in familiar items or routines that make the new house feel like home."
6. Role-playing the joy of coming home: "After a long day away, a character returns home to the loving environment of their house, and the family greets them warmly."

Exercise 22: Complete the sentences with the correct form of the verb in the Future Indefinite Tense.

1. I _____ (help) you with your homework after dinner.
2. We _____ (visit) the museum tomorrow. Would you like to join us?
3. She _____ (call) you as soon as she arrives.
4. You _____ (enjoy) the movie; it's amazing!
5. I _____ (take) care of the tickets for the concert.
6. We _____ (not/forget) to send you the details about the meeting.
7. I _____ (make) your favorite dinner tonight.
8. You _____ (like) this new book I'm reading.
9. I _____ (not/let) you down, I promise.
10. We _____ (go) to the park later if you want to join.
11. He _____ (bring) the documents to the office tomorrow.
12. I _____ (look) after your cat while you're on vacation.

Exercise 23: Fill in the blanks with the verbs below. Use the Future Indefinite Tense.

List of words: *make, not forget, finish, support, call, not worry, send, invite, bring, go, help, enjoy, have, visit, recommend, find, take like, do, be*

1. We _____ to the cinema this weekend.
2. I _____ you organize the event.
3. You _____ the new art exhibition at the gallery.
4. They _____ a barbecue next Saturday, you should come.
5. We _____ the beach when it gets warmer.
6. I _____ trying the new Italian place for dinner.
7. You _____ a solution if you keep thinking about it.
8. We _____ a road trip this summer.
9. She _____ this book; it's exactly her style.
10. We _____ some yoga tomorrow morning to relax.
11. I _____ shopping with you if you want.
12. You _____ amazed by the new technology in the museum.
13. I _____ sure the project is completed on time.
14. We _____ to bring the documents you need.
15. I _____ there to help you with your presentation.
16. He _____ the report by the end of the day.
17. I _____ you no matter what.
18. We _____ to the meeting together if you want.
19. I _____ you as soon as I finish work.
20. You _____ about anything; I'll handle it.
21. I _____ you an email with the details tomorrow.
22. We _____ you to our housewarming party next month.
23. I _____ the snacks for the event.
24. She _____ care of the kids while you're away.

Exercise 24: Turn these statements into questions offering suggestions.

1. I will take care of the bookings.
2. You will find the store on the right side.
3. We will go hiking this weekend.
4. I will bring the drinks to the party.
5. We will try the new cafe tomorrow.
6. You will love the new movie.
7. I will help you with your presentation.
8. We will have dinner at my place tonight.
9. She will visit the museum tomorrow.
10. We will start the meeting at 9 a.m.
11. I will get tickets for the concert.
12. They will organize the event for next week.

Exercise 25: Correct the mistakes in these sentences using the Future Indefinite Tense.

1. I will to help you with the report tomorrow.
2. She will bringed the tickets for the concert.
3. They won't goes to the meeting if it rains.
4. I will to send the documents by email tomorrow.
5. We will not go at the cinema this weekend.
6. He will arriving early for the appointment.
7. I will call you back after I finish the work.
8. We will visiting our relatives next summer.
9. She will do the presentation after lunch.
10. They will helping you move the furniture.

Exercise 26: Fill in the blanks with the correct form of the verb in the Future Indefinite Tense.

1. I _____ (not/forget) to bring the documents tomorrow.
2. They _____ (help) you with the setup for the event.
3. We _____ (get) the tickets for the concert.
4. She _____ (be) ready to assist you when you arrive.
5. I _____ (make) a promise to finish the report by Friday.
6. We _____ (go) to the park later if you're free.
7. You _____ (enjoy) the new restaurant we're trying.
8. I _____ (call) you when I arrive at the airport.
9. He _____ (not/let) you down; I promise.
10. We _____ (see) you at the event tomorrow.
11. I _____ (help) you organize the files tomorrow.
12. You _____ (like) this new book I'm reading; it's great!

Exercise 27: Fill in the chart with specific values and beliefs you feel you've learned from home, such as *kindness, honesty, respect, or responsibility*,

hard work, honesty, family unity, gratitude, patience, compassion, loyalty, creativity, courage. For example:

Value	How my home instills this value	Why it's important to me
Respect	"My parents always listen to my opinions, even if they're different."	"Respect helps me build better relationships with others."

Exercise 28: Write a short story about a time when you learned an important lesson from your family. It should relate to a value, belief, or strength that you still carry with your family today.

Example Sentences: *When I was younger, my grandmother taught me the importance of patience by showing me how to plant seeds and wait for them to grow.*

Exercise 29: Create a poster that represents the values and beliefs you associate with your home. Draw pictures, symbols, and words that reflect these core aspects and explain them.

Exercise 30: Write a journal entry about the beliefs and values you hold and where you think these values came from, particularly focusing on your home environment.

Example Journal Prompts:

1. Think about the values your parents have taught you. How do these values influence how you act today?
2. Describe a time when you learned a lesson at home that helped you make a good decision later on.
3. What are some family traditions that have shaped your beliefs about kindness, respect, or hard work?
4. How does your home make you feel strong and confident? What beliefs or values help you when things get tough?
5. What role does your family play in your understanding of fairness and equality?
6. Reflect on how your family's views about education have influenced your beliefs about learning and growth.
7. Think about a time when your family showed patience. How did that teach you the importance of staying calm?
8. How has your home encouraged you to be responsible for your actions? What do you think responsibility means?
9. Do you feel that your home supports you when you face challenges? How do the values in your home help you face difficulties?
10. How do the values taught at home guide your interactions with people outside of your family?"
11. In what ways do your home and family help you understand the importance of honesty?"

12. Describe how your family's beliefs about love and loyalty shape your personal relationships."

Exercise 31: Create a collective class tree that represents the values and beliefs you associate with home.

Instructions:

On a large piece of paper or whiteboard, draw a tree. Each cadet will add a "leaf" (either written or drawn) to the tree that represents a value or belief you've learned from your home. Each leaf will be a personal reflection of how home influences your personal strength and character.

Example:

1. Kindness – I learned from my home that being kind makes the world a better place.

Exercise 32: Role-play different scenarios where you apply the values and beliefs you've learned at home to help you overcome challenges.

1. Scenario 1: You face a tough decision at the Institute — should you cheat on a test or tell the truth? Remember, your family's belief is in honesty.

2. Scenario 2: You have a disagreement with a friend and feel upset. Remember the value of respect and how your parents taught you to listen.

3. Scenario 3: You are feeling overwhelmed by your homework and want to give up. Remember the value of hard work that your family instilled in you.

4. Scenario 4: You are nervous about speaking in front of the class. Think about how your family encouraged you to face fears with courage.

5. Scenario 5: You are tempted to lie about breaking something at home but remember your family's value is honesty and decide to tell the truth.



Situational task: Try yourself as an expert in design and find the obvious mistakes that designers have made in the design of your home. Suggest home improvement options for comfort.

Theme №5. L/t: Man and his health
G/t: Look or look like?

The lexical theme focuses on expanding the cadets' vocabulary related to physical and mental health, with an emphasis on developing a deeper understanding of both preventive and restorative aspects of well-being. Cadets will explore various subthemes that help connect daily life to health practices. First, the theme introduces feelings and emotional states such as happiness, sadness, tiredness, and sickness, helping them recognize how these emotions can impact overall health. The theme focuses on words that describe physical sensations, such as aches, pain, and fatigue, to better express cadets' well-being.

The grammar theme "Look or Look Like?" revolves around the difference between the verb "*look*" when used by itself and the phrase "*look like*" which is used to indicate resemblance.

1. Look (as a linking verb): When we use "look" on its own, it connects the subject with an adjective or a noun that describes the subject's state or appearance.

2. Look Like: The phrase "look like" is used to compare the appearance of one thing or person to another. It focuses on similarities between appearances.

In short, "*look*" talks about how someone or something appears in a given moment, while "*look like*" is used when discussing resemblances between things or people.

Exercise 1: Fill in the blanks with the correct form of "*look*".

1. She _____ very tired after her long journey.
2. The children _____ so happy playing in the park.
3. This painting _____ amazing, doesn't it?
4. You _____ wonderful in that dress.
5. The sky _____ like it's going to rain soon.
6. He _____ like a professional singer when he performs.
7. She _____ a little confused about the instructions.
8. The cake _____ delicious; I can't wait to try it.
9. He _____ angry when he saw the mistake.
10. They _____ very excited about the concert tomorrow.
11. The restaurant _____ nice from the outside.
12. The movie _____ interesting, but I haven't seen it yet.

Exercise 2: Choose the correct form of "*look*" from the options to complete the sentences.

1. You _____ tired. Did you get enough sleep?
a) look
b) looks
2. The flowers _____ beautiful in the garden.
a) looks
b) look

3. This dish _____ amazing; I think it's going to be delicious.
a) looks
b) look
4. She _____ like she hasn't eaten anything all day.
a) looks
b) look
5. The new building _____ impressive from a distance.
a) look
b) looks
6. I _____ forward to the weekend.
a) look
b) looks
7. The dress you're wearing _____ stunning!
a) looks
b) look
8. This weather _____ perfect for a day at the beach.
a) look
b) looks
9. He _____ as though he's had a tough day.
a) looks
b) look
10. You _____ fantastic in those new shoes.
a) look
b) looks
11. The cake _____ delicious; I hope it tastes as good as it looks.
a) looks
b) look
12. I _____ like a different person with this new haircut.
a) looks
b) look

Exercise 3: Fill in the blanks with adjectives or nouns that follow "*look*" as a linking verb.

1. He _____ angry after hearing the news.
2. The teacher _____ very pleased with your project.
3. The sunset _____ breathtaking this evening.
4. She _____ like a model with her new hairstyle.
5. It _____ like we will need to cancel the meeting.
6. The house _____ very old and run-down.
7. You _____ amazing today in that suit!
8. The movie _____ fantastic, and I can't wait to watch it.
9. She _____ a little upset because of the argument.
10. The sky _____ like a painting with all the vibrant colors.
11. We _____ ready to leave soon.

12. The children _____ so adorable in their costumes.

Exercise 4: Rewrite the sentences by changing the subject and using "*look*" as a linking verb.

1. I feel so tired after the workout.
2. He seems confused about the directions.
3. She feels so elegant in that dress
4. They appear relaxed after their holiday.
5. You look like you're about to fall asleep.
6. The movie seems interesting.
7. We feel excited about the trip.
8. The flowers seem lovely in the garden.
9. He appears concerned about the situation.
10. She feels so happy in her new job.
11. The dress seems a little too tight.
12. They look like they had a long day.

Exercise 5: Correct the mistakes in the sentences.

1. The children look tired, but they look happy.
2. She look like a supermodel in that dress.
3. We looks forward to the weekend.
4. He look confused during the meeting.
5. The sky look clear today, perfect for a picnic.
6. I looks so different with this new haircut.
7. They look so relaxed after their vacation.
8. The food look great; I'm sure it's delicious.
9. She looks like she's lost weight.
10. We looks like we're ready for the exam.
11. He look excited about his promotion.
12. You look so good in your new outfit!

Exercise 6: Complete the sentences by choosing the correct form of "*look*" and the appropriate complement.

1. The cake _____ delicious.
a) looks/chocolate and creamy
b) look/chocolate and creamy
2. He _____ confused about the instructions.
a) look
b) looks
3. She _____ like a queen in that outfit.
a) looks
b) look
4. The movie _____ interesting; I can't wait to watch it.
a) looks

- b) look
5. We _____ forward to our holiday next month.
- a) look
- b) looks
6. The park _____ so beautiful during the fall.
- a) looks
- b) look
7. They _____ like they have been waiting for hours.
- a) looks
- b) look
8. This book _____ like a great read.
- a) look
- b) looks
9. You _____ so happy with your new job.
- a) looks
- b) look
10. The restaurant _____ empty at this hour.
- a) looks
- b) look
11. I _____ forward to the weekend.
- a) looks
- b) look
12. The view from the mountain _____ incredible.
- a) looks
- b) look

Exercise 7: Write a short reflection about how taking care of your emotional health can improve your physical health. Think of specific examples from your own experiences or from what you know.

Exercise 8: Create a mind map with the central idea being *"Positive Thinking and Mental Health"*. Branch out into different sections about how positive thoughts impact mental health and emotional well-being.

Example Mind Map Sections:

- Reducing Stress: "When I focus on positive thoughts, I feel less anxious and more in control."
- Improving Self-Esteem: "Positive thinking helps me believe in myself, which boosts my confidence."
- Better Relationships: "When I think positively, I'm kinder to others, which makes my relationships stronger."
- Resilience in Challenges: "Staying positive helps me bounce back more quickly from setbacks."
- Feeling Happier: "By focusing on good things, I feel happier even during tough times."

- **Physical Benefits:** "Positive thinking lowers my stress levels, which leads to better sleep and overall health."
- **Motivation:** "Positive thoughts help me stay motivated to reach my goals."
- **Gratitude:** "Being grateful and thinking about things I appreciate helps me feel emotionally stronger."
- **Calmness:** "When I focus on what's going well, I feel calmer and more at peace."
- **Stress Relief Techniques:** "Thinking positively and practicing mindfulness help me manage stress."
- **Inspiration:** "Positive thinking inspires me to keep going, even when things are difficult."
- **Self-Reflection:** "By reflecting on my positive thoughts, I can improve my emotional well-being."

Exercise 9: List and describe various coping strategies or tools you can use when you are feeling emotionally overwhelmed. Include how these activities help you maintain mental well-being.

Example Sentences:

1. "When I feel upset, I write in my journal. It helps me organize my thoughts and release emotions."
2. "I listen to my favorite music because it makes me feel relaxed and happy."
3. "Talking to my friend helps me calm down when I'm feeling anxious."
4. "I take a walk in the park to clear my head and feel refreshed."
5. "Meditation helps me focus on the present and calm my mind."
6. "I practice deep breathing exercises when I'm feeling stressed out to bring myself back to a calm state."
7. "I use positive affirmations to remind myself of my strengths when I feel unsure about myself."
8. "Drawing or painting helps me express my emotions and feel more peaceful."
9. "Spending time with my pets makes me feel loved and less lonely."
10. "I talk to my parents about my feelings, and they help me find solutions."
11. "I exercise, like doing yoga, to release any built-up tension in my body."
12. "I try to get enough sleep, as rest is important for both my body and mind."

Exercise 10: Create a chart with various emotions and fill in the chart with activities, situations, or thoughts that make you feel each emotion. Describe how the emotion impacts your mental health and well-being.

Example Chart Entries:

Emotion	What makes me feel this emotion	How this emotion affects my mental health
Happy	"Spending time with friends and family"	"Makes me feel energized and connected with others."
Sad	"Not getting a good grade or a friend being upset with me"	"Makes me feel down, but I try to talk about it and feel better."
Anxious	"Thinking about a big test or important event"	"Makes it hard to focus, but I practice deep breathing to calm myself."
Calm	"Spending time alone with a good book"	"Helps me feel peaceful and in control."
Excited	"Looking forward to a fun trip or event"	"Makes me feel motivated and positive."
Frustrated	"When things don't go as planned or I don't get what I want"	"Can make me feel overwhelmed, but I try to take a break and reset."
Grateful	"Thinking about all the good things in my life"	"Makes me feel appreciative and mentally strong."
Lonely	"When I don't see my friends for a while"	"Can make me feel disconnected, but I try to reach out to others."
Confident	"When I succeed in something I've worked hard for"	"Makes me feel proud and ready to tackle new challenges."
Nervous	"Before an important presentation or speech"	"Makes me feel jittery, but I use positive self-talk to calm myself."
Relieved	"After finishing an important task or solving a problem"	"Makes me feel at ease and proud of what I've accomplished."
Hopeful	"Thinking about the future and the possibilities it holds"	"Makes me feel optimistic and ready to work towards my goals."

Exercise 11: Write down a short daily routine where you check in with your emotional and mental health. The routine should include time to reflect on how you feel and how to address any emotional concerns. Add activities that can boost your mood and mental health.

Exercise 12: Write about or present your mental health heroes. These heroes can be famous individuals, fictional characters, or people in your lives who have inspired you to prioritize mental health and emotional well-being.

Exercise 13: Complete the sentences with "look like" and the appropriate word(s).

1. She _____ her mother with that smile.
2. You _____ you've just woken up!

3. This painting _____ a famous artwork by Picasso.
4. He _____ his father when he was young.
5. They _____ they are twins, even though they're not.
6. The dog _____ a wolf with its large, pointed ears.
7. She _____ a famous actress from Hollywood.
8. The building _____ a castle from the Middle Ages.
9. My sister _____ me when we were younger, but now we look different.
10. The clouds _____ cotton candy in the sky.
11. He _____ a celebrity I saw on TV last night.
12. That tree _____ the one in my grandmother's garden.

Exercise 14: Choose the correct form of "look like" to complete the sentences.

1. They _____ twins, but they are actually cousins.
a) look like
b) looks like
2. The baby _____ her mother in the way she smiles.
a) looks like
b) look like
3. That actor _____ the one who starred in the movie "Titanic."
a) looks like
b) look like
4. You _____ someone I met at the party last year.
a) looks like
b) look like
5. The mountain _____ a giant pyramid in the distance.
a) looks like
b) look like
6. He _____ his uncle with those glasses and his beard.
a) looks like
b) look like
7. This house _____ the one we lived in when I was a child.
a) looks like
b) look like
8. They _____ a famous pop group when they perform.
a) looks like
b) look like
9. The chair _____ one I saw at the antique shop.
a) looks like
b) look like
10. The landscape _____ something out of a dream.
a) looks like
b) look like

11. You _____ a famous scientist with that lab coat on.
a) looks like
b) look like
12. This photo _____ a scene from an old movie.
a) looks like
b) look like

Exercise 15: Correct the mistakes in these sentences using *"look like"*.

1. She look like her sister when she was younger.
2. They looks like they've been friends for years.
3. That car looks like a sports car, but it isn't.
4. The sky look like it's about to rain soon.
5. The movie looks like an action-packed thriller.
6. I look like I've forgotten something important.
7. He looks like he's in a rush this morning.
8. The flower looks like it came straight from a painting.
9. The cake look like it was made professionally.
10. You look like someone I used to know.
11. The tree looks like a giant umbrella in the park.
12. She looks like she just got off a fashion magazine cover.

Exercise 16: Describe how two people or things resemble each other using *"look like"*. For each pair, write one sentence.

Example: My brother looks like my dad because they both have the same blue eyes.

1. Your friend and your sister.
2. The car you drive and a sports car.
3. The sky at sunset and a painting.
4. Two celebrities you know.
5. A cat and a tiger.
6. Your favorite teacher and a famous actor.
7. The chair in your room and the one in your office.
8. The city you live in and another city you visited.
9. A new TV show and an old one.
10. A tree in your yard and one in a forest.
11. The weather today and the weather last week.
12. The mountains near your town and the mountains in a famous movie.

Exercise 17: Match the people or things that resemble each other using *"look like."*

1. The dog and a wolf
2. That building and a castle
3. Your sister and your mom
4. The child and their father

5. The clouds and cotton candy
6. The picture and a famous painting
7. Your friend and a famous actor
8. The dress and one from a fashion show
9. A park bench and one from a movie
10. The sunset and a beautiful painting
11. Your grandfather and you
12. The landscape and a postcard

Exercise 18: Fill in the blanks using *"look like"* with the correct comparison.

1. He _____ his father when he was young, especially with his beard.
2. She _____ a famous singer when she wears those sunglasses.
3. The sky _____ a painting, all those beautiful colors!
4. You _____ someone I met at a party last week.
5. That dog _____ a lion with its big mane.
6. The building _____ a modern version of a palace.
7. The lake _____ a mirror, so calm and still.
8. He _____ an old friend from high school.
9. The dress you're wearing _____ something a model would wear.
10. The tree _____ a giant umbrella shading the garden.
11. The beach _____ a paradise in the tropical islands.
12. That cake _____ something you would see in a bakery window.

Exercise 19: Create a daily or weekly routine that promotes physical health. Include activities that contribute to good physical health and describe how these activities affect your sensations or well-being.

Exercise 20: Describe any physical sensations (e.g., pain, tiredness, energy) and connect them to what you were doing or how you were feeling at the time.

Example Sentences:

1. "This morning, I felt a headache after working on my project for a few hours without taking breaks."
2. "Yesterday, I had a lot of energy after my morning workout, and it lasted all day."
3. "I felt really stiff after sitting for a long time at my desk, so I got up and stretched."
4. "After eating lunch, I felt full and satisfied, which made me happy."
5. "I had a sore throat after singing for an hour, so I drank some warm tea to soothe it."
6. "I felt lightheaded after standing up too quickly, so I sat down for a moment."
7. "After a busy day at school, I was exhausted and had to take a short nap."
8. "I felt strong and proud after finishing a 5K run, despite being tired afterward."

9. "My muscles were sore after lifting weights at the gym, but I felt accomplished."

10. "I had a stomachache after eating too much junk food, and I promised to eat healthier next time."

11. "I felt great after doing yoga; my body was relaxed, and my mind was clear."

12. "I was feeling fine until I ran for too long, and my knees started to hurt."

Exercise 21: Make a dialogue giving advice on how to stay physically healthy. Ask about a health concern, and provide advice using physical health vocabulary.

Exercise 22: Create a bingo card with different physical health-related activities in each square (e.g., drink 8 cups of water, walk for 30 minutes, eat 5 servings of fruits and vegetables). Complete each activity and mark it off.

Sample Bingo Activities:

1. Drink at least 8 cups of water today.
2. Go for a 30-minute walk.
3. Eat at least one serving of fruit.

Exercise 23: Write a short story about an experience where your physical health or sensations played a key role. Describe the actions you took to maintain or improve your physical health.

Example Sentences:

1. "After running in the park, I felt my heart racing, and my muscles were sore, but I felt accomplished."

2. "I woke up with a headache, so I drank water and rested for a few minutes before getting up."

3. "During my gym class, I felt a sharp pain in my ankle, so I stopped exercising and used an ice pack to reduce the swelling."

Exercise 24: Choose the correct option ("*look*" or "*look like*") to complete the sentences.

1. She _____ really happy today.

- a) looks
- b) look like

2. That car _____ a sports car, but it's actually just a regular sedan.

- a) looks
- b) look like

3. You _____ you've been running for hours!

- a) look
- b) look like

4. His new haircut _____ his brother's.

- a) looks

- b) look like
5. This soup _____ delicious!
- a) looks
b) look like
6. They _____ they are twins, but they are actually cousins.
- a) look
b) look like
7. The sky _____ it's going to rain soon.
- a) looks
b) look like
8. She _____ a famous actress in that dress.
- a) looks
b) look like
9. I _____ you've just woken up; are you okay?
- a) look
b) look like
10. The painting _____ something out of a dream.
- a) looks
b) look like
11. The restaurant _____ my favorite place back home.
- a) looks
b) look like
12. This dog _____ a lion with its big mane.
- a) looks
b) look like

Exercise 25: Correct the mistakes in the sentences.

1. She looks like very tired after the trip.
2. That cake looks like it's made professionally.
3. You look like your mother when she was younger.
4. He looks like a doctor in that white coat.
5. The trees look like beautiful in the park.
6. The sky looks like dark and cloudy this morning.
7. I look like I've lost my keys.
8. The view from the mountain looks like amazing!
9. The child looks like happy playing outside.
10. The landscape looks like something from a painting.
11. This chair looks like very comfortable.
12. You look like you've been crying.

Exercise 26: Fill in the blanks with either "look" or "look like" (as appropriate).

1. You _____ great in that outfit!
2. That movie _____ so interesting; I want to watch it!

3. The clouds _____ they're going to bring a storm soon.
4. She _____ her mother when she smiles.
5. I _____ I'm getting a cold.
6. The dog _____ a wolf with its large ears.
7. This cake _____ it was made by a professional baker.
8. The house _____ a mansion from the outside.
9. He _____ a famous actor with that hairstyle.
10. The trees _____ they have been here for centuries.
11. They _____ twins, but they aren't.
12. The building _____ a castle from the Middle Ages.

Exercise 27: Match the sentences to the correct explanation.

1. You look tired.
2. That painting looks like a work of art.
3. She looks happy in that picture.
4. The sky looks like it's about to rain.
5. He looks like his brother when they were younger.
6. The new movie looks exciting.
7. They look like they have been waiting for hours.
8. I look like I forgot something important.

Explanations:

- a) "*Look*" describes a state or condition.
- b) "*Look like*" compares one thing to another.
- c) "*Look*" is used to describe the appearance of something or someone.
- d) "*Look like*" is used to express resemblance.

Exercise 28: Complete the sentences with the correct form ("*look*" or "*look like*") and appropriate words.

1. You _____ like someone I met last week.
2. The cake _____ delicious, but I haven't tried it yet.
3. The clouds _____ a giant pillow in the sky.
4. The children _____ they're having a great time at the party.
5. He _____ very excited about his new job.
6. The car _____ a race car, but it's just a regular vehicle.
7. They _____ best friends with how often they hang out together.
8. She _____ a famous singer when she wears those glasses.
9. I _____ I've lost my keys; I can't find them anywhere!
10. The sunset _____ a painting, so beautiful.
11. You _____ you've been working all day.
12. The landscape _____ something from a dream.

Exercise 29: Write 6 sentences, 3 with "*look*" and 3 with "*look like*".

Exercise 30: Create a daily or weekly routine with healthy habits. Include

physical, mental, and emotional activities that promote well-being and restorative practices.

Example Sentences:

1. "I start my day by drinking a glass of water to hydrate my body and wake up my senses."
2. "Every morning, I do 15 minutes of stretching or yoga to loosen my muscles and improve flexibility."
3. "After school, I go for a 30-minute walk to refresh my mind and get some fresh air."
4. "I make sure to eat balanced meals, with lots of fruits, vegetables, and lean proteins."
5. "I take short breaks every hour while studying to avoid eye strain and stay focused."
6. "In the evenings, I meditate for 10 minutes to relax and clear my mind."
7. "Before bed, I avoid screen time to help my brain relax and prepare for a good night's sleep."
8. "I drink herbal tea in the evening to soothe my stomach and calm my nerves."
9. "I make sure to get at least 8 hours of sleep every night to give my body and mind time to rest."
10. "I practice gratitude before bed, thinking of three positive things that happened during the day."
11. "Once a week, I take a break from social media to focus on real-life connections and feel more grounded."
12. "I spend time outside in nature every weekend to reconnect with the environment and refresh my mind."

Exercise 31: Create a list of restorative practices (such as relaxation techniques, mindfulness, or hobbies) and describe how you help maintain your mental and physical health.

Example Sentences:

1. "I find that taking a warm bath with essential oils helps to relax my muscles and calm my mind."
2. "Listening to calming music before bed allows me to unwind and improves the quality of my sleep."
3. "I practice deep breathing for 5 minutes whenever I feel stressed to lower my heart rate and regain focus."

Exercise 32: Create a bingo card with different health-related habits and restorative practices (e.g., eating vegetables, exercising, stretching). Complete each activity to mark off a square.

Sample Bingo Activities:

1. Eat 3 servings of vegetables.
2. Exercise for 30 minutes.

3. Take 5 deep breaths to relax.
4. Take a 15-minute walk outside.

Exercise 33: Create a checklist of healthy habits you are currently practicing and identify habits you want to improve or introduce. You should explain why these habits are important for maintaining physical and mental health.

Exercise 34: Reflect on how rest and sleep affect your physical health, emotional well-being, and mental clarity. You should write about the benefits you personally experience when you get enough rest and engage in restorative practices.

Exercise 35: Write a journal entry about a specific restorative practice you use, such as meditation, yoga, or mindfulness, and how it helps them maintain physical and emotional health.



Situational task: PPT on the topic "Tasty, healthy and not expensive: the perfect menu for a cadet".

Theme №6. L/t: Sports in human life G/t: Gerund or Infinitive?

The theme "Sports in Human Life" explores the significant role that sports play in maintaining a healthy lifestyle, promoting well-being, and fostering social connections. This theme focuses on understanding the benefits of engaging in physical activities and sports from both a physical and mental perspective.

1. Physical Health Benefits: Cadets will explore how sports contribute to improving overall fitness, building strength, increasing endurance, and maintaining a healthy weight. They will learn key vocabulary related to different types of sports.

2. Mental Health and Social Benefits: Sports also play a crucial role in enhancing mental health by reducing stress, anxiety, and depression. The theme will highlight the positive impact of teamwork, competition, and sportsmanship on an individual's social skills and confidence.

3. The Importance of Sports for Teenagers and Adults: The theme will emphasize the role of sports at different stages of life, discussing how sports can benefit teenagers by improving coordination and social interaction, while for adults, it helps in maintaining a balanced and active lifestyle.

The grammar theme "Gerund or Infinitive?" focuses on using the gerund form and the infinitive form of verbs.

1. Gerund: A gerund is the *-ing* form of a verb that functions as a noun. It is used when the action is being talked about in general or as an activity or concept. Gerunds are often used after certain verbs, prepositions, and adjectives.

2. Infinitive: An infinitive is the base form of the verb preceded by "to". It is used when talking about specific actions or to express purpose, intention, or future actions. Infinitives follow certain verbs, adjectives, and nouns.

Exercise 1: Complete the sentences with the gerund form of the verb in parentheses.

1. I enjoy _____ (read) books in the evening.
2. She suggested _____ (go) to the cinema instead of staying at home.
3. They discussed _____ (travel) to Japan for their next vacation.
4. We missed _____ (see) you at the party last week.
5. He admitted _____ (make) a mistake during the presentation.
6. I can't stand _____ (wait) for hours at the airport.
7. She's really good at _____ (dance).
8. They avoided _____ (talk) about the issue to prevent a conflict.
9. We look forward to _____ (meet) you next week.
10. He kept _____ (interrupt) the conversation with irrelevant comments.
11. I don't mind _____ (help) you with your homework.
12. He denied _____ (steal) the money from the safe.

Exercise 2: Choose the correct gerund form for each verb.

1. He enjoys _____ in the park every morning.
a) run
b) running
2. I regret _____ that decision.
a) make
b) making
3. She's considering _____ abroad next year.
a) live
b) living
4. They're thinking about _____ to Paris for the summer.
a) go
b) going
5. We're looking forward to _____ the new movie this weekend.
a) see
b) seeing
6. He stopped _____ after he got tired.
a) run
b) running
7. I love _____ in the morning when the air is fresh.
a) walk
b) walking
8. We enjoy _____ books in the evenings.
a) read
b) reading
9. They can't stand _____ early in the morning.
a) wake up
b) waking up
10. She is considering _____ a new job.
a) get
b) getting
11. He admitted _____ the meeting late.
a) be
b) being
12. I don't mind _____ the dishes tonight.
a) do
b) doing

Exercise 3: Fill in the blanks with the correct form of the verb (gerund or infinitive).

1. She suggested _____ (go) to the park for a walk.
2. I can't stand _____ (hear) that song over and over.
3. He enjoys _____ (play) soccer with his friends on weekends.
4. We decided _____ (stay) at home instead of going out.

5. I regret _____ (not study) harder for the exam.
6. She finished _____ (read) the book yesterday.
7. I'm looking forward to _____ (see) you soon.
8. They considered _____ (move) to a different city.
9. He admitted _____ (forget) to call me last night.
10. They can't stand _____ (wait) in long lines.
11. I miss _____ (spend) time with my family.
12. We enjoy _____ (walk) along the beach at sunset.

Exercise 4: Correct the mistakes in these sentences.

1. She suggested to go shopping after work.
2. I enjoy to listen to music while I work.
3. They regret not to attend the meeting last week.
4. He admitted stealing the money from the cash register.
5. She is considering to travel to Europe next summer.
6. I don't mind to help you with your project.
7. We missed to see you at the party last night.
8. He can't stand wait for hours in the waiting room.
9. They love to swim in the ocean during their vacations.
10. She denied to make the mistake on the test.
11. We're looking forward to meet you tomorrow.
12. I'm not used to wake up so early in the morning.

Exercise 5: Write sentences using the following verbs and their gerund forms.

1. Enjoy – (read)
2. Consider – (move)
3. Regret – (not study)
4. Miss – (spend)
5. Stop – (eat)
6. Finish – (write)
7. Suggest – (go)
8. Look forward to – (see)
9. Admit – (make)
10. Avoid – (talk)
11. Can't stand – (wait)
12. Love – (watch)

Exercise 6: Fill in the blanks with the appropriate verb form (gerund or infinitive).

1. I enjoy _____ (bake) cookies on the weekends.
2. She finished _____ (decorate) the room before the guests arrived.
3. We suggested _____ (go) for a walk after dinner.
4. He regretted _____ (not call) me sooner.

5. They are thinking about _____ (buy) a new house next year.
6. I can't stand _____ (argue) with people over small things.
7. He loves _____ (play) the guitar in his free time.
8. They admitted _____ (forget) to bring the tickets.
9. We avoided _____ (talk) about the issue at the meeting.
10. She denied _____ (steal) the money from the drawer.
11. I look forward to _____ (see) the results of the project.
12. I miss _____ (travel) to new places.

Exercise 7: Write the sport with the country or region where it is most popular. Afterward, discuss why these sports are important in those regions.

Example Sports and Countries:

- Baseball – USA, Japan
- Cricket – India, Australia
- Rugby – New Zealand, South Africa

Exercise 8: Write a short paragraph (8-12 sentences) about your favorite sport.

Exercise 9: Create your own sports challenge and explain the rules. Create a completely new game or adapt an existing one. The challenge should be something you could try at home or in the Institute. You should explain the following:

- The name of the sport or challenge
- The equipment needed
- The rules of the game
- How many people can play
- Why this challenge is fun and good for health

Exercise 10: Interpret what the quote means and how it relates to your own experience or knowledge of sports. Afterward, share your thoughts with other cadets.

1. "The more difficult the victory, the greater the happiness in winning." – Pele (Soccer)
2. "It's not whether you get knocked down, it's whether you get up." – Vince Lombardi (American Football)
3. "Success is no accident. It is hard work, perseverance, learning, studying, sacrifice, and most of all, love of what you are doing or learning to do." – Pelé (Soccer)

Exercise 11: Create your own sports team. You need to decide on:

- The name of the team
- The sport they play
- The team uniform (color and design)
- The team's goal or motto

- The position of each player and what role they play

Exercise 12: Prepare several statements about sports, some true and some false.

Example Statements:

1. "Basketball was invented by a doctor in 1891."
2. "The longest tennis match ever played was 11 hours long."
3. "Soccer is the only sport played in all countries around the world."

Exercise 13: Fill in the blanks with the correct infinitive form of the verb.

1. I'm going to the store _____ (buy) some groceries.
2. She studied hard _____ (pass) the exam.
3. They left early _____ (catch) the first train.
4. He went to the gym _____ (get) in better shape.
5. We need _____ (talk) about the project before the meeting.
6. She went to the bakery _____ (buy) fresh bread.
7. I called you _____ (ask) about the new project.
8. They moved to the city _____ (find) better job opportunities.
9. He took the day off _____ (rest) after the long week.
10. I enrolled in the course _____ (learn) how to cook.
11. She brought her umbrella _____ (not get) wet.
12. We are going to the museum _____ (see) the new exhibition.

Exercise 14: Choose the correct infinitive to complete the sentence.

1. She went to the park _____ her dog.
a) to walk
b) walk
2. They are meeting tomorrow _____ about the upcoming event.
a) to talk
b) talk
3. He is studying hard _____ the test next week.
a) to pass
b) passing
4. I went to the office early _____ some work done.
a) to get
b) getting
5. We are saving money _____ a new car.
a) to buy
b) buy
6. She took the bus _____ in time for the meeting.
a) to arrive
b) arriving
7. He is learning Spanish _____ a job in Spain.
a) to get

- b) get
- 8. They traveled to New York _____ the Broadway show.
- a) to see
- b) see
- 9. I'll call you later _____ you the details.
- a) to give
- b) give
- 10. They left early _____ the traffic.
- a) to avoid
- b) avoiding
- 11. She started a new hobby _____ stress.
- a) to reduce
- b) reducing
- 12. We are visiting her tomorrow _____ her birthday.
- a) to celebrate
- b) celebrating

Exercise 15: Correct the mistakes in these sentences.

1. He went to the park to playing soccer.
2. I will study hard to passing the exam.
3. She is going to the library to read books for her research.
4. They left early to arrive on time for the flight.
5. He started a new job to gain more experience.
6. We traveled to Paris to see the Eiffel Tower.
7. She brought her laptop to working from home.
8. I called you to asking about your plans for the weekend.
9. They are saving money to buy a new car next year.
10. I am going to the store to buy to some food for dinner.
11. She took a walk to relax from the stress of the day.
12. We moved to the city to find better opportunities for our children.

Exercise 16: Complete the sentences using an infinitive to express purpose.

1. I took the day off _____ (rest) after a busy week.
2. She is working hard _____ (achieve) her goals.
3. They arrived early _____ (get) good seats for the concert.
4. I called him _____ (ask) for his opinion on the matter.
5. He moved to the new house _____ (start) fresh.
6. We need _____ (plan) our next vacation.
7. She studied hard _____ (improve) her skills.
8. They went to the store _____ (buy) some milk and bread.
9. I bought a new phone _____ (replace) the broken one.
10. He is saving money _____ (go) on a trip around the world.
11. I'll visit you _____ (bring) the documents you requested.
12. They woke up early _____ (watch) the sunrise.

Exercise 17: Write your own sentences using the infinitive to express purpose or intention.

1. Go (to the library)
2. Study (for the exam)
3. Take (a break)
4. Call (a friend)
5. Leave (early)
6. Start (a new hobby)
7. Visit (a museum)
8. Join (a class)
9. Save money (for a trip)
10. Help (someone)
11. Work hard (for a promotion)
12. Travel (abroad)

Exercise 18: Fill in the blanks with the correct infinitive form of the verb.

1. We are planning _____ (attend) the conference next month.
2. She asked me _____ (give) her a call when I arrived.
3. They decided _____ (take) a break after the long meeting.
4. He is studying _____ (improve) his English skills.
5. I plan _____ (visit) my grandparents next weekend.
6. She moved to the city _____ (find) a better job.
7. I want _____ (learn) how to play the guitar.
8. We took the children to the park _____ (have) some fun.
9. He joined the team _____ (gain) more experience.
10. They went to the beach _____ (relax) after a stressful week.
11. She made a plan _____ (finish) the project before the deadline.
12. We saved money _____ (buy) a new house.

Exercise 19: Match the health benefit with the correct explanation.

List of Benefits:

1. Improved cardiovascular health
2. Enhanced mental well-being
3. Stronger muscles and bones
4. Increased flexibility
5. Better weight management
6. Boosted immune system

List of Explanations:

A. Participating in activities like running, swimming, or cycling helps strengthen your heart and improve blood circulation.

B. Regular physical activity can reduce stress and anxiety, leading to better mood and emotional stability.

C. Strength-training exercises like weightlifting or push-ups help to make your muscles and bones stronger.

D. Stretching exercises like yoga improve flexibility and help to prevent injury.

E. Engaging in sports helps burn calories, which can contribute to a healthier body weight.

F. Sports help activate and strengthen your immune system, reducing the risk of illnesses.

Exercise 20: Practice speaking and express the health benefits of different sports.

Instructions:

In pairs, one cadet will act as a doctor and the other as a patient. The doctor will ask the patient about his/her lifestyle and recommend a sport that could improve his/her health. The patient should explain his/her preferences and ask questions about the benefits of the sport.

Exercise 21: Read a passage describing the health benefits of sports. Fill in the blanks with the correct words from a list of options.

Passage: Sports are important because they have many health benefits. They help improve our _____ (1) health by making our hearts stronger and our blood circulate better. Regular exercise also helps our _____ (2) to grow stronger, and it keeps our muscles and bones healthy. Sports like yoga and stretching can improve _____ (3), which helps prevent injuries. One of the most important benefits of sports is mental well-being. Exercise reduces _____ (4) and makes us feel happier. Playing sports regularly can also help us maintain a healthy _____ (5), as it burns calories and improves metabolism.

Word List: mental, weight, flexibility, stress, cardiovascular.

Exercise 22: Create a poster showing different sports and their health benefits. You can draw or find pictures of sports, and then write short explanations of how each sport benefits physical and mental health.

Exercise 23: Discuss the following questions:

1. What sports do you think help with stress relief? Why?
2. How do you feel after playing a sport or doing exercise?
3. Do you think sports can help with feelings of anxiety or sadness? How?
4. Can playing sports improve your mood? Can you explain why or why not?
5. How does regular physical activity affect sleep and energy levels?

After the discussion, each group will share their conclusions with the class.

Exercise 24: Read out a series of statements about the health benefits of sports. Decide whether each statement is True or False.

1. Playing sports regularly can help you sleep better at night.

2. Running is bad for your knees and should be avoided.
3. Playing team sports like football can improve both physical fitness and social skills.
4. Swimming only helps with muscle strength and doesn't improve cardiovascular health.
5. True/False: Playing sports can reduce feelings of anxiety and depression.

Exercise 25: Discuss the statement below.

1. Regular sports activity improves physical fitness and mental well-being.
2. Sports help build teamwork and discipline.
3. Exercise through sports can reduce stress, anxiety, and depression.
4. Walking, gardening, or cycling can also provide health benefits.
5. Not everyone has the time or resources to play sports regularly.
6. Other activities, such as dancing or yoga, can be just as effective for mental and physical health.

Exercise 26: Answer the questions.

1. Which of the following is a benefit of playing soccer?
A) Improved flexibility
B) Better cardiovascular health
C) Increased stress
2. Which sport helps to improve both muscle strength and endurance?
A) Swimming
B) Tennis
C) Golf
3. True or False: Regular physical activity can reduce the risk of chronic diseases like diabetes and heart disease.
4. How does playing basketball improve health?

Exercise 27: Create a daily or weekly schedule that includes different types of sports or physical activities. Write about how each activity benefits your physical and mental health.

Exercise 28: Choose the correct form (gerund or infinitive) to complete the sentences.

1. I enjoy _____ (read) books in my free time.
2. She promised _____ (help) me with the project.
3. They stopped _____ (have) lunch before continuing the meeting.
4. I can't afford _____ (buy) a new car right now.
5. He suggested _____ (go) for a walk after dinner.
6. We decided _____ (leave) early to avoid the traffic.
7. I don't mind _____ (wait) for a few minutes.
8. He forgot _____ (bring) his umbrella this morning.
9. We plan _____ (visit) the museum on Saturday.

10. They love _____ (travel) to new places.
11. I hope _____ (see) you at the party tomorrow.
12. She is used to _____ (wake) up early for work.

Exercise 29: Fill in the blanks with the correct form of the verb in parentheses.

1. I'm looking forward to _____ (meet) you soon.
2. She promised _____ (call) me when she arrives.
3. He finished _____ (work) on the project.
4. They're interested in _____ (learn) more about the topic.
5. I can't help _____ (laugh) at his jokes.
6. We decided _____ (stay) at home instead of going out.
7. She avoided _____ (make) any mistakes during the presentation.
8. He denied _____ (cheat) on the test.
9. They agreed _____ (organize) the event together.
10. I really hope _____ (pass) the exam next week.
11. I can't stand _____ (listen) to loud music for too long.
12. I miss _____ (travel) to new cities.

Exercise 30: Choose the correct expression for each sentence.

1. She was happy _____ her goals.
a) to achieve
b) achieving
2. I can't imagine _____ in a big city.
a) live
b) living
3. They are interested _____ new cultures.
a) in learning
b) to learn
4. I forgot _____ my keys at home this morning.
a) to bring
b) bringing
5. She enjoys _____ at the beach during the summer.
a) swimming
b) to swim
6. He promised _____ me when he arrived at the hotel.
a) to call
b) calling
7. I'm thinking about _____ a new hobby.
a) start
b) starting
8. We decided _____ the project earlier than planned.
a) to finish
b) finishing

9. She can't help _____ when she watches funny videos.
a) laughing
b) to laugh
10. He is afraid _____ the wrong decision.
a) of making
b) to make
11. They suggested _____ a different route to avoid traffic.
a) take
b) taking
12. I would love _____ to the concert tomorrow.
a) to go
b) going

Exercise 31: Correct the mistakes in these sentences.

1. She forgot calling her friend this morning.
2. I hope to see you at the meeting next week.
3. They love to swim in the lake during the summer.
4. He stopped to smoke because of the rain.
5. We are looking forward to see you tomorrow.
6. She can't stand to wait for hours.
7. I regret to tell you that your application was not accepted.
8. He suggested to take a walk after lunch.
9. I miss to travel to new countries.
10. They promised to helping me with the project.
11. I'm used to wake up early every day.
12. She decided learning how to play the piano.

Exercise 32: Complete the sentences with the correct form.

1. She has a habit _____ (wake) up early every day.
2. I regret _____ (not go) to the concert last night.
3. We decided _____ (move) to a bigger apartment.
4. He can't stand _____ (work) in a noisy environment.
5. I love _____ (read) books before bed.
6. They are excited _____ (travel) to Japan next year.
7. She is used to _____ (get) up early in the morning.
8. We agreed _____ (finish) the project by next week.
9. I enjoy _____ (watch) movies on weekends.
10. They promised _____ (help) us with the task.
11. He is planning _____ (buy) a new car soon.
12. I would prefer _____ (stay) home tonight.

Exercise 33: Write sentences using the correct form.

1. I hope _____ (visit) my parents next month.
2. She's interested in _____ (learn) how to cook.

3. We decided _____ (stay) at home during the holidays.
4. He can't help _____ (laugh) at his jokes.
5. I'm looking forward to _____ (meet) your friends.
6. She promised _____ (give) me a call when she's free.
7. They suggested _____ (go) hiking this weekend.
8. I miss _____ (see) my old friends.
9. He's afraid _____ (fail) the exam.
10. We are thinking about _____ (adopt) a pet.
11. I love _____ (watch) the sunset by the beach.
12. They agreed _____ (work) on the project together.

Exercise 34: Match the mental health terms to their definitions based on their use in sports.

1. Resilience
2. Burnout
3. Depression
4. Motivation
5. Self-esteem
6. Stress management
7. Focus
8. Mindfulness
9. Cognitive behavioral therapy (CBT)
10. Overtraining syndrome
11. Performance anxiety
12. Anxiety

A. A feeling of worry or fear that affects performance, especially in high-stakes sports situations.

B. A state of physical and emotional exhaustion that athletes experience after prolonged stress or pressure.

C. The ability to bounce back after failure or injury, maintaining a positive mindset and focus.

D. A condition that may impact an athlete's motivation and energy levels, often caused by chronic stress or lack of support.

E. The internal drive that keeps athletes training and competing, often linked to positive mental health.

F. How athletes view their own worth, which can fluctuate depending on performance, mental health, and external validation.

G. Techniques used by athletes to deal with pressure, such as relaxation exercises or mindfulness practices.

H. The ability to concentrate during performance, which can be impacted by mental health conditions like anxiety.

I. A mental health practice involving being fully present in the moment, often used by athletes to reduce stress.

J. A therapeutic technique used by athletes to manage negative thoughts

and improve mental focus.

K. A mental health condition resulting from excessive physical training without enough recovery, leading to fatigue and burnout.

L. A type of anxiety that affects an athlete's ability to perform under pressure, often occurring before big events.

Exercise 35: Make a dialogue: Athlete and Coach conversation on mental health

Exercise 36: Discuss the positive and negative effects of mental health on an athlete's performance.

Discussion Points:

1. "How can performance anxiety influence an athlete's focus and decision-making on the field?"

2. "In what ways does burnout affect not just physical performance but mental resilience as well?"

3. "What strategies can athletes use to improve their self-esteem and stay motivated, even during tough seasons?"

4. "How does stress from external pressures (e.g., media attention, sponsorships) impact an athlete's mental well-being?"

5. "What are some common signs of overtraining syndrome, and how can athletes prevent it from affecting their mental health?"

6. "Do you think mental health is discussed openly enough in the sports world? Why or why not?"

7. "How can mindfulness techniques help athletes improve their mental clarity and reduce anxiety before a big event?"

8. "How do coaches and teammates play a role in supporting an athlete's mental health during tough times?"

9. "What role does resilience play in an athlete's ability to bounce back from setbacks?"

10. "Do you think athletes should take regular mental health breaks, like they do with physical rest days?"

11. "What are some signs that an athlete might need professional mental health support?"

12. "How can improving mental health lead to better overall performance and success in sports?"

Exercise 37: Read a short case study about an athlete facing mental health difficulties. Afterward, discuss the athlete's challenges and suggest strategies they can use to improve their well-being and performance.

Emily is a professional swimmer who has been struggling with anxiety before major competitions. Recently, she experienced burnout from her rigorous training schedule and has been feeling emotionally drained. Her performance has decreased, and she is questioning whether she should continue competing.

Discussion Prompts:

1. What mental health issues is Emily facing? (e.g., anxiety, burnout, lack of motivation)
2. How might Emily's anxiety affect her physical performance in the pool?
3. What could Emily do to manage her anxiety before competitions?
4. How can Emily recognize when she is approaching burnout and take action to prevent it?
5. What role does self-care play in maintaining mental health for athletes?
6. Should Emily consider seeking professional help, such as seeing a therapist? Why or why not?
7. How can Emily's coach support her through this difficult period?
8. Could mindfulness or relaxation techniques help Emily regain focus?
9. What changes could Emily make to her training routine to reduce the risk of burnout?
10. How might Emily's performance improve if she focuses on her mental health?
11. How can Emily rebuild her self-esteem after experiencing setbacks in her sport?
12. What message does this case study send about the importance of mental health in sports?

Exercise 38: Discuss the statements below:

1. "Mental health is just as important as physical health in sports, as it affects an athlete's performance and long-term success."
2. "Ignoring mental health can lead to burnout, anxiety, and even depression, which can derail an athlete's career."
3. "Mental resilience is key to an athlete's ability to recover from setbacks and keep performing at a high level."
4. "Studies show that athletes with strong mental health are more focused and motivated, which leads to better results."
5. "Athletes are human, and their mental well-being should be nurtured to ensure they are in a positive mindset for performance."
6. "The main focus in sports should be physical training and performance; mental health can be dealt with separately."
7. "There is already too much pressure on athletes to perform, adding a mental health focus could overcomplicate training."
8. "Mental health issues are personal and should not necessarily be integrated into team training schedules."
9. "While mental health is important, prioritizing it may shift focus away from the physical demands of the sport."
10. "Athletes should learn to cope with mental challenges on their own, as it is part of their personal development."

Exercise 39: Discuss the importance of mental health for athletes and the

support systems available to them.

1. Do you believe mental health is discussed enough in the sports world? (Yes/No)

2. How important do you think mental health is for an athlete's success? (1-10 scale)

3. Have you ever experienced anxiety or stress related to sports performance? (Yes/No)

4. Do you think coaches should be trained to recognize mental health challenges in their athletes? (Yes/No)

5. Would you feel comfortable seeking professional mental health support as an athlete? (Yes/No)

6. What do you think is the best way to prevent burnout in athletes? (Open-ended)

7. How can teammates support each other's mental health? (Open-ended)

8. Should athletes take regular mental health breaks? (Yes/No)

9. How can mindfulness techniques benefit an athlete's performance? (Open-ended)

10. What are some signs that an athlete might need mental health support? (Open-ended)

11. Should schools and universities provide mental health resources for cadet-athletes? (Yes/No)

12. How can society change its view on mental health in sports? (Open-ended)



Situational task: Life hacks for cadets about a healthy lifestyle.

Theme №7. L/t: Leisure
G/t: Present Continuous Tense

The theme "Leisure" focuses on the various ways people spend their free time and engage in activities for relaxation, entertainment, or personal enjoyment. Understanding leisure is key to recognizing how important it is for maintaining a balanced and healthy lifestyle.

1. Types of Leisure Activities: Cadets will explore different leisure activities such as reading, watching movies, traveling, gardening, painting, and playing sports.

2. Leisure and Social Interaction: Cadets will also explore how people use their leisure time to interact with friends and family, whether through group activities like playing sports, attending events, or simply spending time together at home.

3. Leisure Around the World: The theme can broaden to include global perspectives on leisure, examining how different cultures value and approach leisure. For example, cadets might compare leisure habits in different countries, such as outdoor activities in Scandinavian countries or social dining traditions in Mediterranean cultures.

The grammar theme focuses on how to use the "Present Continuous Tense" to describe actions that are happening right now, around the current moment, or temporary actions.

1. Forming the Present Continuous:

- The present continuous Tense is formed using the verb to be (am, is, are) + the base verb + -ing.

2. Usage:

- Actions happening right now: We use the present continuous to describe actions happening at the moment of speaking.

- Temporary actions or situations: The present continuous can also describe actions or situations that are temporary.

- Future arrangements: The present continuous is often used to describe planned actions or events in the near future.

3. Key Signal Words: Some time expressions commonly appear with the Present Continuous Tense, such as *"now"*, *"at the moment"*, *"right now"*, and *"this week"*.

Exercise 1: Fill in the blanks with the correct form of the verb in Present Continuous.

1. I _____ (read) a really interesting book right now.
2. She _____ (study) for her final exam this week.
3. They _____ (play) football in the park at the moment.
4. We _____ (work) on a new project at the office today.
5. He _____ (watch) TV in the living room right now.
6. The children _____ (listen) to music in their room.

7. I _____ (not understand) this math problem.
8. My friends _____ (wait) for me at the bus stop.
9. We _____ (have) a great time at the party.
10. She _____ (speak) with her boss at the moment.
11. You _____ (look) for your keys?
12. I _____ (write) an email to my friend.

Exercise 2: Choose the correct form (am, are, is) and complete the sentence.

1. I _____ reading a book right now.
2. They _____ working in the garden today.
3. She _____ practicing the piano at the moment.
4. We _____ cooking dinner at home.
5. He _____ walking to the store right now.
6. You _____ studying for your test, aren't you?
7. The kids _____ playing in the yard.
8. I _____ waiting for the bus.
9. She _____ wearing a red dress today.
10. We _____ meeting them at the café in 10 minutes.

Exercise 3: Correct the mistakes in the sentences.

1. She is go to the supermarket right now.
2. I are studying for my exam.
3. They is having dinner at the moment.
4. We are listen to music right now.
5. He am working on a new project.
6. I is watching a movie with my friends.
7. She are practicing for the concert.
8. We am playing tennis right now.

Exercise 4: Write questions in the Present Continuous.

1. (you/study) _____ for the test right now?
2. (they/eat) _____ lunch at the moment?
3. (she/work) _____ on a new project this week?
4. (I/talk) _____ too much?
5. (he/play) _____ a game right now?
6. (we/plan) _____ our vacation this year?
7. (they/wait) _____ for the bus at this moment?
8. (you/listen) _____ to music right now?

Exercise 5: Answer the following questions in full sentences using the Present Continuous.

1. What are you doing right now?
2. Where are your friends going at the moment?
3. What is your sister doing at this time?

4. Are you reading any interesting books these days?
5. What are they talking about in the meeting?
6. What are you wearing today?
7. Are you eating anything right now?
8. What is your family doing this weekend?

Exercise 6: Fill in the blanks with the Present Continuous form of the verbs.

1. They _____ (have) a party at the moment.
2. I _____ (look) for my keys.
3. She _____ (write) a letter to her grandmother.
4. We _____ (not play) basketball today.
5. He _____ (make) lunch right now.
6. I _____ (not feel) well today.
7. You _____ (seem) tired. Are you okay?
8. My parents _____ (not travel) this year.

Exercise 7: Read and translate leisure activities with descriptions.

1. Reading - The act of enjoying books, magazines, or articles for relaxation or learning.
2. Hiking - An outdoor activity involving walking through natural environments, often in mountains or forests.
3. Gardening - The practice of growing and maintaining plants, flowers, and vegetables in one's garden.
4. Playing Video Games - Engaging in interactive electronic games, often for fun or competition.
5. Swimming - The activity of moving through water using arms and legs, often in pools, lakes, or oceans.
6. Cycling - Riding a bicycle for leisure, exercise, or exploration of outdoor areas.
7. Watching Movies - The activity of viewing films in theaters, at home, or on digital platforms.
8. Cooking - The process of preparing food for enjoyment, creativity, or social events.
9. Dancing - Moving rhythmically to music, often as a form of self-expression or social interaction.
10. Camping - Staying in tents or temporary shelters in the outdoors, often as part of a recreational activity.
11. Photography - The practice of capturing images using a camera, often for personal enjoyment or artistic expression.
12. Fishing - An activity involving catching fish, typically in natural water bodies like rivers, lakes, or oceans.

Exercise 8: Role-play a dialogue:

Person A: "I'm feeling really stressed out lately, and I need something fun to

do over the weekend. Any suggestions?"

Person B: "You could go for a hike in the mountains. It's great for clearing your mind and getting some fresh air."

Person A: "I like the idea, but I've never hiked before. Are there any easier options?"

Person B: "Sure! How about a movie marathon at home? You can relax, watch some films, and just unwind."

Person A: "Hmm, I like that too, but I want something a bit more active."

Person B: "Okay, what about going swimming? You can go to the pool or even try open water swimming if you're feeling adventurous."

Person A: "That sounds fun! But, I also love trying new foods. What do you think about cooking together?"

Person B: "Cooking can be a great way to relax and bond, plus you get to eat something delicious afterward!"

Person A: "I'm in! Maybe we can also try a dance class sometime. I've always wanted to learn salsa."

Person B: "That's a great idea! It's a fun way to stay active, and you get to meet new people."

Person A: "I'll book the dance class, and you find us a fun recipe to cook!"

Person B: "Deal! Let's make it a fun weekend full of new activities!"

Exercise 9: Discuss the leisure activities that are popular in different parts of the world, using vocabulary words from the lesson.

Discussion Points:

1. "In some countries, hiking is one of the most popular activities. What are the benefits of hiking, and why do you think it's so widespread?"

2. "Fishing is a popular leisure activity in many coastal regions. How does it differ from fishing in lakes or rivers?"

3. "In countries like Japan, tea ceremonies are a common form of relaxation. What are some leisure activities in your culture that involve relaxation or mindfulness?"

4. "Cycling is very common in countries with flat landscapes, like the Netherlands. What types of cycling routes do you have in your area?"

5. "In the U.S., watching sports games is a popular leisure activity. Do you enjoy watching any sports, and what makes it fun for you?"

6. "Dancing in many Latin American countries is an essential part of social life. How does dancing play a role in your social interactions or celebrations?"

7. "In many Mediterranean countries, outdoor cooking and grilling are an important part of social gatherings. How do food-related leisure activities differ in your culture?"

8. "Video gaming is a global pastime, but how do gaming habits vary across different regions? Do you think it's a good form of leisure?"

9. "How does swimming as a leisure activity vary between people who live near the coast and those who live inland?"

10. "What role does community or social interaction play in the leisure activities people enjoy? Do you prefer group activities or individual ones?"

11. "What are some leisure activities that have become more popular with technology, like streaming movies or online gaming?"

12. "Do you think leisure activities should be more about relaxation or productivity? How do different cultures view this balance?"

Exercise 10: Discuss the questions:

1. What is your favorite leisure activity? (Multiple choice: Reading, Hiking, Cooking, Swimming, Dancing, Video Gaming, etc.)

2. How often do you engage in this activity? (Daily, Weekly, Monthly, Rarely)

3. Do you prefer indoor or outdoor leisure activities? (Indoor, Outdoor, Both)

4. Are you more interested in individual or group activities? (Individual, Group, Both)

5. Do you think leisure activities should be physically active or more relaxing? (Active, Relaxing, Both)

6. Which of these activities do you think is the best for reducing stress? (Open-ended)

7. How important is it for you to try new leisure activities? (Very Important, Somewhat Important, Not Important)

8. What new leisure activity would you like to try in the future? (Open-ended)

9. How do you usually find new leisure activities to do? (Friends, Online, Magazines, TV, etc.)

10. Would you be interested in trying a new leisure activity from a different culture? (Yes/No)

11. Do you engage in more leisure activities during holidays or weekends? (Holidays, Weekends, Both)

12. How do leisure activities impact your overall well-being? (Open-ended)

Exercise 11: Write a short story or description about an ideal day spent enjoying leisure activities. Include at least five different types of activities in the narrative.

Exercise 12: Debate: Is Technology Improving or Reducing Leisure Activities?

Proponents' Arguments (Technology Enhances Leisure):

1. "Technology has made it easier to access movies, TV shows, and games from the comfort of home, providing entertainment at any time."

2. "Online platforms allow people to try new hobbies, from learning to cook through videos to participating in virtual yoga classes."

3. "Video gaming has become a social activity where people can interact

with friends across the globe."

4. "Streaming services provide a variety of leisure content, making it possible to discover new films, documentaries, and TV series."

5. "Technology allows people to explore new leisure activities from home, such as virtual tours of museums or online cooking classes."

Opponents' Arguments (Technology Reduces Quality of Leisure):

1. "Spending too much time on screens can lead to physical inactivity, affecting people's health and well-being."

2. "Technology often isolates people, reducing face-to-face social interactions during leisure time."

3. "With so many options available online, people may struggle to focus on one activity, leading to a lack of true relaxation."

4. "Social media can increase stress and reduce the quality of downtime, as people compare their leisure activities to others."

5. "Reliance on technology may discourage outdoor activities like hiking or swimming, which are more beneficial for physical health."

Exercise 13: Fill in the blanks with the correct form of the verb in Present Continuous (for actions happening now).

1. I _____ (listen) to music at the moment.
2. She _____ (cook) dinner right now.
3. We _____ (wait) for the bus.
4. He _____ (write) an email at this time.
5. They _____ (watch) a movie right now.
6. I _____ (read) a new book.
7. She _____ (talk) on the phone with her friend.
8. We _____ (play) a game in the living room.
9. He _____ (eat) lunch right now.
10. You _____ (look) at the computer screen too much.
11. The children _____ (draw) pictures in the classroom.
12. My parents _____ (watch) TV in the living room.

Exercise 14: Choose the correct form (am, is, are) and fill in the blank.

1. I _____ going to the store right now.
2. She _____ working on her project right now.
3. They _____ playing video games at the moment.
4. We _____ waiting for the train.
5. He _____ reading a book in the corner.
6. You _____ talking too much during the meeting.
7. The dog _____ barking loudly outside.
8. I _____ looking for my keys.
9. She _____ cleaning the kitchen right now.
10. We _____ practicing for the school play.

Exercise 15: Correct the mistakes in these sentences.

1. I am study English right now.
2. She are cooking dinner at the moment.
3. They is playing soccer at the park.
4. He am reading a new book now.
5. We is talking about our plans.
6. I are waiting for my friend to arrive.
7. She am doing her homework right now.
8. They is eating breakfast at the moment.

Exercise 16: Answer the following questions using Present Continuous.

1. What are you doing right now?
2. Is your friend doing their homework at the moment?
3. What are your parents doing right now?
4. Are you watching TV right now?
5. Are your classmates studying for an exam today?
6. Where is your sister going right now?
7. Are you listening to music at the moment?
8. What is your teacher explaining in class right now?

Exercise 17: Write questions using the Present Continuous to ask about the actions happening right now.

1. (he/play) _____ soccer?
2. (you/read) _____ a book at the moment?
3. (they/cook) _____ dinner right now?
4. (she/study) _____ for the test?
5. (we/wait) _____ for the bus?
6. (I/talk) _____ too loud right now?
7. (you/work) _____ on your project?
8. (the children/watch) _____ TV at the moment?

Exercise 18: Complete the sentences with the correct Present Continuous form.

1. I _____ (watch) a movie with my family right now.
2. We _____ (have) lunch at the moment.
3. She _____ (study) for her final exams this week.
4. He _____ (write) a report for work right now.
5. They _____ (plan) their trip to Europe next summer.
6. The dog _____ (run) around the yard.
7. I _____ (not work) today, I'm on vacation.
8. You _____ (look) at your phone too much.
9. They _____ (play) chess in the living room.
10. She _____ (talk) to her friend on the phone right now.

Exercise 19: Read and translate leisure activity with the type of social interaction it involves.

1. Board Games – Playing games like Monopoly or Scrabble with friends or family, encouraging conversation, teamwork, and competition.
2. Picnics – Spending time outdoors with a group of friends or family, sharing food, and enjoying conversation.
3. Team Sports – Participating in sports like football or basketball, where cooperation and communication are essential.
4. Book Clubs – Reading the same book as a group and discussing it together, fostering intellectual conversation and social bonding.
5. Concerts – Attending a live music event with friends or strangers, often involving shared enjoyment and collective experience.
6. Volunteering – Working together with others to help a cause, which encourages teamwork and connecting with people from different backgrounds.
7. Cooking Classes – Learning how to cook with others, providing opportunities for conversation and shared experiences.
8. Social Media – Engaging with others online through posts, comments, and messages, allowing interaction with people globally.
9. Dance Classes – Learning dance steps with a partner or in a group, promoting physical connection and communication.
10. Outdoor Adventures – Activities like hiking or camping with friends, creating opportunities for bonding over shared challenges.
11. Watch Parties – Watching movies or TV shows together, providing common ground for conversation and sharing opinions.
12. Public Speaking Events – Attending seminars or talks, where people share their thoughts and listen to others, encouraging intellectual interaction.

Exercise 20: Role-play a dialogue:

Person A: "Hey, would you like to join me for a movie night this weekend? We could watch that new comedy everyone's talking about!"

Person B: "That sounds fun, but I've already seen the movie. How about we go for a hike instead?"

Person A: "A hike? I haven't been in a while. What trail are you thinking of?"

Person B: "There's a beautiful nature reserve just outside the city. It's perfect for a relaxing walk, and we can grab lunch afterward."

Person A: "That sounds great! I haven't gone hiking in ages. Who else is coming?"

Person B: "I thought it could just be the two of us, but we could invite a few more friends if you want."

Person A: "I think it'd be nice to keep it small. I'd love to catch up with you one-on-one."

Person B: "Great! I'll send you the details, and we'll plan to leave early to avoid the heat."

Person A: "Awesome, I'm looking forward to it! Should I bring anything?"

Person B: "Maybe some snacks or drinks for the hike. I'll bring a blanket so we can relax after."

Person A: "Perfect! It'll be a good way to unwind and enjoy nature."

Person B: "Agreed! It'll be a nice change from the usual weekend routine."

Exercise 21: Answer the questions:

1. "How does sharing a meal with friends during a picnic affect the enjoyment of the activity?"
2. "What role does communication play in team sports, and how does it affect the success of the activity?"
3. "Do you enjoy attending concerts or events with friends? How does the presence of others influence your experience?"
4. "Why do some people prefer solo leisure activities, like reading or painting, rather than group-based activities?"
5. "What is the impact of social media on your social interactions during leisure time?"
6. "How does volunteering with a group differ from participating in an individual hobby?"
7. "What are the benefits of participating in group dance classes, compared to practicing alone?"
8. "How does discussing books in a book club differ from reading alone?"
9. "In what ways do outdoor adventures, like hiking or camping, promote bonding between participants?"
10. "Do you think group leisure activities help build stronger relationships? Why or why not?"
11. "What are some examples of leisure activities that encourage interaction between people from different cultures or backgrounds?"
12. "How important is it to balance social interaction with personal space in your leisure activities?"

Exercise 22: Answer the questions:

1. How often do you engage in group leisure activities? (Daily, Weekly, Monthly, Rarely)
2. Do you prefer participating in leisure activities alone or with others? (Alone, With Others, Both)
3. What type of leisure activity do you find most enjoyable when shared with friends or family? (Open-ended)
4. How do you feel about attending social events like parties or concerts? (Enjoyable, Neutral, Uncomfortable)
5. Do you prefer active or passive social leisure activities? (Active, Passive, Both)
6. How often do you spend leisure time using social media or online platforms to interact with others? (Frequently, Occasionally, Never)

7. Do you think engaging in group activities strengthens your friendships? (Yes/No)

8. How important is face-to-face interaction in your leisure activities? (Very Important, Somewhat Important, Not Important)

9. What activity would you like to try that involves more social interaction? (Open-ended)

10. Do you feel more relaxed after spending time with others during leisure activities? (Yes/No)

11. Have you ever tried a new activity because a friend invited you? (Yes/No)

12. What are the challenges you face in balancing alone time and social interaction in your leisure activities? (Open-ended)

Exercise 23: Write a short story or description about a day spent engaging in social leisure activities, emphasizing the connections and interactions with others.

Exercise 24: Debate: Does technology enhance or hinder social interaction in leisure activities?

Proponents' Argument (Technology Enhances Social Interaction):

1. "Technology allows us to connect with people from all over the world through online gaming, social media, and video calls."

2. "Streaming services like Netflix or YouTube create shared experiences, allowing people to watch and discuss content together."

3. "Virtual reality (VR) allows people to engage in interactive and immersive leisure activities, even if they are not physically together."

4. "Social platforms enable people to discover new leisure activities and join communities with similar interests."

5. "Apps for fitness or cooking allow people to interact with others while pursuing their hobbies or goals."

Opponents' Argument (Technology Hinders Social Interaction):

1. "Spending too much time on devices can lead to isolation, as people focus more on screens than on face-to-face communication."

2. "Social media often promotes superficial connections, reducing the depth of personal interactions."

3. "In-person activities like hiking or sports provide more meaningful opportunities for bonding than online activities."

4. "Overreliance on technology for leisure can decrease physical activity, which is essential for both mental and physical health."

5. "Technology sometimes distracts from real-world experiences, as people may be more focused on their devices than on the people around them."

After the debate, discuss the various ways technology influences social interaction and how it can be used to complement or replace traditional social activities.

Exercise 25: Fill in the blanks with the correct form of the verb in the Present Continuous.

1. I _____ (take) an online course this month.
2. They _____ (visit) their grandparents next weekend.
3. She _____ (work) in a new office this year.
4. We _____ (have) dinner at a new restaurant tonight.
5. He _____ (attend) a conference next week.
6. They _____ (stay) in a hotel for the next two weeks.
7. I _____ (not work) this week, I'm on vacation.
8. He _____ (travel) to Japan next month.
9. We _____ (move) to a new apartment next week.
10. I _____ (see) my dentist tomorrow.
11. She _____ (study) French this semester.
12. We _____ (decorate) the house for the party this evening.

Exercise 26: Choose the correct form (am, is, are) and complete the sentence.

1. I _____ staying with my cousin for a few weeks.
2. They _____ meeting us at 7 PM.
3. He _____ working on a temporary project right now.
4. She _____ teaching at a local school this summer.
5. We _____ not traveling to Spain this year.
6. I _____ meeting my friends at the café tomorrow.
7. He _____ flying to New York next week.
8. They _____ going to the gym every day this month.
9. We _____ hosting a party on Friday.
10. I _____ taking a short break after work today.

Exercise 27: Correct the mistakes in these sentences.

1. I am live in a hotel for a few weeks.
2. They are meeting their friends at the park right now.
3. He are staying in Paris for the summer.
4. She is work in a temporary job this month.
5. We are having lunch with them tomorrow.
6. They are not travel to the conference next week.
7. I am see the doctor on Monday.
8. She are studying for her exams this semester.
9. We is planning a trip for next summer.
10. I am visit my grandparents next weekend.

Exercise 28: Write questions in the Present Continuous for temporary actions or future arrangements.

1. (you/live) _____ with your friends for the summer?
2. (they/have) _____ a meeting tomorrow?

3. (we/go) _____ to the beach next weekend?
4. (she/study) _____ abroad this year?
5. (he/work) _____ at a new company this month?
6. (you/see) _____ your family this weekend?
7. (they/fly) _____ to Canada next month?
8. (I/stay) _____ at my cousin's house tonight?
9. (she/plan) _____ a trip to Italy next year?
10. (we/move) _____ to a new office next week?

Exercise 29: Choose the correct option for future arrangements.

1. I _____ (am meeting/am meet) my friends at 6 PM tomorrow.
2. We _____ (are visiting/are visit) our grandparents next week.
3. She _____ (is flying/is fly) to Paris next Thursday.
4. They _____ (are staying/are stay) in a hotel for the weekend.
5. I _____ (am seeing/am see) the dentist next Wednesday.
6. We _____ (are watching/are watch) the movie later tonight.
7. He _____ (is taking/is take) a flight to New York next month.
8. We _____ (are meeting/are meet) the new clients tomorrow.

Exercise 30: Answer the following questions about temporary actions and future arrangements.

1. What are you doing this week?
2. Are you working on any projects this month?
3. Are you seeing anyone special this weekend?
4. What are your friends doing this summer?
5. Are you traveling anywhere this year?
6. What are you having for dinner tonight?
7. Are you studying any new subjects this semester?
8. What are your plans for the next holiday?

Exercise 31: Read and translate leisure activity with the country where it is most popular.

1. Skiing – Popular in Switzerland, where the Alps provide ideal conditions for winter sports.

2. Sumo Wrestling – A traditional sport in Japan, where it is considered a national pastime and cultural symbol.

3. Football (Soccer) – Widely played in Brazil, which has produced many famous football players and is passionate about the sport.

4. Tea Drinking – Common in England, where the afternoon tea tradition is a key part of daily life.

5. Biking – Very popular in The Netherlands, a country known for its flat landscape and bike-friendly cities.

6. Kite Flying – A traditional activity in India, especially during festivals like Makar Sankranti, where people gather to fly kites.

7. Cycling Tours – Popular in France, especially during the Tour de France and in picturesque regions like Provence.

8. Sauna – A cultural pastime in Finland, where saunas are a central part of family life and relaxation.

9. Horseback Riding – Common in Argentina, especially on the vast pampas, where gauchos practice horsemanship.

10. Dancing (Salsa/Bachata) – Popular in Cuba and Dominican Republic, where salsa and bachata dancing are key aspects of the culture.

11. Ice Hockey – Very popular in Canada, where the sport is considered a national passion and has a strong competitive culture.

12. Swimming – Common in Australia, particularly in beach towns like Bondi Beach, where outdoor swimming is part of the lifestyle.

Exercise 32: Role-Play a dialogue:

1. Person A: "I'm visiting Japan next month! What are some fun things I should do while I'm there?"

2. Person B: "You could try watching a sumo wrestling match! It's a unique cultural experience and very popular there."

3. Person A: "Sounds exciting! What else should I try?"

4. Person B: "Definitely take a walk in a traditional Japanese garden. It's peaceful and gives you a taste of local culture."

5. Person A: "I love nature, but what about something more active?"

6. Person B: "You can go skiing in the Japanese Alps. It's one of the best spots for skiing in Asia."

7. Person A: "That sounds like a great adventure! Any food-related activities I should try?"

8. Person B: "Oh, you should definitely try a tea ceremony. It's a cultural activity that involves a lot of social interaction and tradition."

9. Person A: "I'm also planning a trip to Brazil next. What should I do there?"

10. Person B: "You must try football! It's not just a sport; it's a way of life in Brazil, and you can catch a match at a local stadium."

11. Person A: "I've heard Brazil is beautiful! Are there other activities for nature lovers?"

12. Person B: "Yes! You can go hiking in the Amazon Rainforest or enjoy the beaches along the Rio de Janeiro coastline."

Exercise 33: Answer the questions:

1. "Why do you think skiing is so popular in countries with cold, mountainous regions, like Switzerland?"

2. "In countries like Brazil, football (soccer) is not just a sport but a way of life. What factors contribute to the popularity of sports in certain cultures?"

3. "How does the warm weather in countries like Australia and Mexico influence leisure activities like beach outings and swimming?"

4. "Why do you think saunas are such an important part of Finnish culture?"
5. "Do you think leisure activities like tea ceremonies in China and Japan are more about relaxation or social bonding?"
6. "In countries with a rich artistic history like France and Italy, how do cultural activities like museum tours and galleries play a role in people's leisure time?"
7. "What is the role of family and friends in leisure activities? For example, how does a family picnic in India differ from similar activities in your country?"
8. "How do leisure activities like fishing or hunting shape the identity of a country, such as in Argentina?"
9. "How do modern technologies, like streaming services and online gaming, change how people engage in leisure activities globally?"
10. "In Spain, siesta time is a form of leisure that's deeply embedded in the culture. Do you think this tradition affects the work-life balance there?"
11. "How do cultural festivals, like Carnival in Brazil or Oktoberfest in Germany, influence social interactions and leisure in those countries?"
12. "What are some leisure activities that you think could become more popular in your country based on what you've learned about other cultures?"

Exercise 34: Create a map of the world (or a specific region) that highlights the most popular leisure activities in different countries.

Instructions:

1. Choose a continent (e.g., Europe, Asia, North America).
2. Mark different countries on the map and write the name of a popular leisure activity associated with each country.
3. For example, on a map of Europe:
 - Switzerland could have skiing marked.
 - Spain might have flamenco dancing.
 - France could feature wine tasting.
4. Once the map is complete, present one country and explain why that activity is so popular there, citing cultural or geographical factors.
5. Afterward, compare and discuss the variety of leisure activities in different regions and what they reveal about those societies.

Exercise 35: Write a story about a character who embarks on a day of leisure activities around the world, sampling the best each country has to offer.

Exercise 36: Debate: Globalization of leisure activities

Proponents' Argument (Globalization Helps):

1. "Globalization has made leisure activities like football and basketball accessible worldwide, bringing people from different countries together."
2. "Modern technologies allow people from different countries to share and enjoy leisure activities like streaming movies or online gaming across borders."
3. "Global events like the Olympics or World Cup showcase the best of

various cultures and leisure activities on a global stage."

4. "Global tourism encourages people to try new leisure activities from other cultures, such as surfing in Hawaii or yoga in India."

5. "Globalization can lead to more international collaboration in areas like arts festivals or food culture, enriching people's leisure experiences."

Opponents' Argument (Globalization Harms):

1. "As global trends spread, traditional leisure activities like tea ceremonies in China or sauna culture in Finland are being replaced by more modern, international alternatives."

2. "The rise of global entertainment companies has reduced the popularity of local leisure activities, such as local dance or art forms."

3. "The influence of global fast food chains has changed the way people spend leisure time, focusing on quick, unhealthy eating rather than cultural food experiences."

4. "Global tourism often leads to over-tourism, which can harm local leisure activities by making them commercialized or inaccessible to locals."

5. "Traditional, family-based leisure activities are sometimes overshadowed by individualistic, technology-driven pastimes, like gaming or social media."



Situational task: Study movie posters and events, the schedule of performances, concerts and exhibitions. Select the events you want to attend (work in pairs).

Theme №8. L/t: The world map G/t: Past Continuous Tense

The lexical theme focuses on understanding the geographical layout of the world. The lesson covers major countries and their capitals, helping cadets recognize key landmarks on a world map. Understanding the difference between political and physical maps will be important. Cadets will learn how to read map legends and scales, which help them interpret distances and features.

Learning how to use world maps for navigation and understanding global connections is another key aspect. The historical and cultural significance of different regions will be discussed.

The Past Continuous Tense theme focuses on how to describe actions that were happening at a specific point in the past or were ongoing. Cadets will study the structure and usage of the Past Continuous Tense, which is formed by combining the Past Tense of the verb *to be* (was/were) with the base verb + *-ing*. Cadets will learn to differentiate between actions that were happening in the past and those that were completed.

1. Formation of the Past Continuous Tense using "was/were" and the verb in the *-ing* form.
2. Describing actions happening at a specific time in the past.
3. Simultaneous actions: how to use the Tense to express two actions occurring at the same time.

Exercise 1: Fill in the blanks with the correct form of the verb in Past Continuous.

1. I _____ (watch) TV when the power went out.
2. She _____ (study) for her exams all afternoon yesterday.
3. They _____ (play) football when it started raining.
4. We _____ (drive) to the beach when we saw the accident.
5. He _____ (read) a book when I called him.
6. I _____ (not feel) well last night.
7. We _____ (have) dinner at 7 PM when they arrived.
8. The kids _____ (sleep) when the phone rang.
9. She _____ (work) on her project all day yesterday.
10. They _____ (wait) for the bus when it started to snow.
11. I _____ (not understand) the lesson during class.
12. We _____ (talk) about our plans for the weekend when she came in.

Exercise 2: Choose the correct form of "was" or "were" and complete the sentence.

1. I _____ reading a book when you called me.
2. He _____ watching a movie when his friends arrived.
3. They _____ playing in the park when it started to rain.
4. We _____ talking about the party last night.

5. She _____ writing an email when I interrupted her.
6. You _____ studying at midnight last night.
7. He _____ listening to music while doing his homework.
8. They _____ swimming in the pool when the thunderstorm started.

Exercise 3: Correct the mistakes in these sentences.

1. I were studying when she arrived.
2. They was playing soccer when I saw them.
3. He was read a book when I called him.
4. We was cooking dinner when the phone rang.
5. They were walk to the store when it started raining.
6. I were working all night yesterday.
7. She were sleeping when the alarm went off.
8. We was having lunch when they came to visit.

Exercise 4: Write questions in the Past Continuous Tense.

1. (you/watch) _____ TV when I called you last night?
2. (he/read) _____ a book when the lights went out?
3. (they/play) _____ soccer when it started raining?
4. (we/talk) _____ about the plan when you arrived?
5. (she/work) _____ on her project at 9 PM?
6. (you/eat) _____ dinner when I texted you?
7. (I/sleep) _____ when you called me this morning?
8. (they/wait) _____ for the bus when you saw them?

Exercise 5: Complete the sentences with the correct form of the verb in Past Continuous.

1. I _____ (read) when the phone rang.
2. They _____ (not do) their homework when I visited them.
3. He _____ (watch) a movie when I arrived at his house.
4. We _____ (wait) for the bus when it started raining.
5. I _____ (not understand) the lesson during class yesterday.
6. She _____ (work) on her laptop when the power went out.
7. You _____ (play) the guitar when I entered the room.
8. We _____ (have) a conversation when he interrupted us.

Exercise 6: Write sentences in the Past Continuous Tense based on the given situations.

1. You were talking to your friend at 7 PM last night.
2. They were walking in the park when it started raining.
3. She was studying for her exam at 10 PM yesterday.
4. We were eating dinner when the phone rang.
5. He was reading a book when I called him.
6. I was working on my computer when the power went off.

Exercise 7: Write the capital city of each country.

1. France –
2. Germany –
3. United States –
4. Australia –
5. Brazil –
6. Canada –
7. China –
8. Russia –
9. India –
10. Japan –
11. South Africa –
12. Italy –

Exercise 8: Geography quiz: Guess the capital

1. This country is the largest in South America, and it's famous for Carnival. The capital is home to the Christ the Redeemer statue.
2. This country is in Europe, and its capital is known for the Eiffel Tower and the Louvre Museum.
3. This country is the world's most populous, and its capital is Beijing.
4. This country is famous for its maple syrup and ice hockey. The capital is Ottawa.
5. It's an island nation in the Pacific Ocean, and its capital is Canberra.
6. This country is known for its ancient pyramids and the Nile River. The capital is Cairo.

Exercise 9: Answer the questions:

1. What is the capital of Germany?
2. Which European capital is famous for its canals and is often called 'The Venice of the North'?
3. The Colosseum is located in the capital city of which country?
4. In which capital city would you find the Big Ben and the London Eye?
5. Which Asian capital is known for the Great Wall of China?
6. What is the capital of South Africa?
7. The Sydney Opera House is located in the capital of which country?
8. Which capital city is home to the Eiffel Tower?
9. Which capital city is located at the foot of the Andes Mountains and is the largest city in Chile?
10. What is the capital city of Brazil, known for its modernist architecture?
11. Which African country's capital is Cairo, famous for its pyramids?
12. Which South American capital is located at the foot of the Andes and is famous for its wine?

Exercise 10: Choose one country and create a presentation or poster that

includes:

- The country's location on the world map.
- The capital city and some fun facts about it.
- Famous landmarks or tourist destinations in the capital.
- The country's most important industries or cultural contributions.
- A brief description of the language(s) spoken in the country.
- Any major historical events related to the country or capital.

Exercise 11: Unscramble the names of Capitals.

Example Scramble:

1. APIRS
2. MRBOELIN
3. CNOOWHIA, D.C.
4. CANAERBA
5. RIAQO
6. EDW NEHLI
7. KLYOSNE
8. SENJIK
9. ATTAOWA
10. PRISAL
11. MRROE
12. MOWOS

Exercise 12: Fill in the blanks with the correct form of the verb in Past Continuous.

1. At 6 PM, I _____ (cook) dinner.
2. He _____ (work) on his project when I saw him yesterday.
3. At 3 PM, they _____ (play) tennis in the park.
4. We _____ (watch) TV when the power went out at 8 PM.
5. She _____ (study) at 10 AM this morning.
6. At noon, I _____ (read) a book.
7. They _____ (have) lunch when I called them at 1 PM.
8. At 5 PM, I _____ (take) a walk in the neighborhood.
9. She _____ (write) emails at 4 PM yesterday.
10. We _____ (wait) for the bus at 9 AM when it started raining.
11. At 7 PM, they _____ (sit) in a café.
12. I _____ (listen) to music when you knocked on my door.

Exercise 13: Choose the correct form (was/were) and complete the sentences.

1. I _____ (was/were) reading a book when the doorbell rang.
2. They _____ (was/were) playing chess at 2 PM yesterday.
3. He _____ (was/were) studying for his exams at 7 PM last night.
4. We _____ (was/were) walking to the store at 5 PM yesterday.

5. She _____ (was/were) listening to a podcast when I entered the room.

6. I _____ (was/were) cooking dinner at 8 PM last night.

7. They _____ (was/were) waiting for the bus when I saw them.

8. We _____ (was/were) talking about our plans at 4 PM yesterday.

Exercise 14: Correct the mistakes in these sentences.

1. I was playing the piano at 9 AM yesterday.

2. He were studying when the phone rang.

3. They was walking in the park when it started raining.

4. I was read a book when you called me.

5. We were waiting for the bus at 7 PM last night.

6. She was cooking dinner at 3 PM yesterday morning.

7. They was playing tennis when I saw them.

8. He were talking on the phone at that time.

Exercise 15: Answer the following questions using Past Continuous.

1. What were you doing at 7 PM last night?

2. Were you working at 9 AM today?

3. What was your friend doing when you called them yesterday?

4. Were they playing football at 4 PM yesterday?

5. What were you eating for lunch at 12 PM today?

6. Was it raining at 10 AM this morning?

7. Were you watching TV at 8 PM yesterday?

8. Were they studying when you visited them yesterday?

Exercise 16: Write sentences in the Past Continuous based on the time given.

1. 10 AM yesterday — (read a book)

2. 5 PM last Friday — (play video games)

3. 3 PM today — (have coffee)

4. 9 AM last Sunday — (run in the park)

5. 7 PM yesterday — (write emails)

6. 6 PM last night — (listen to music)

Exercise 17: Write questions in the Past Continuous based on the situations below.

1. (you/sleep) _____ when I called at 10 PM yesterday?

2. (they/play) _____ soccer when it started raining?

3. (she/study) _____ at 7 PM last night?

4. (we/wait) _____ for the train at 9 AM yesterday?

5. (he/work) _____ on his computer at 3 PM yesterday?

6. (I/disturb) _____ you when you were reading?

7. (you/have) _____ dinner at 8 PM yesterday?

Exercise 18: Identify and label major countries and their capitals on the World Map.

Instructions:

1. Label the following countries: United States, France, Brazil, Russia, China, Australia, India, Japan, Mexico, Germany, Canada, and South Africa.
2. Color-code the continents to show regional differences.
3. Discuss the political divisions in specific regions, such as Europe's complex borders or Africa's colonial history.
4. Introduce the concept of sovereignty and international borders, discussing how countries are divided by political lines.
5. Discuss countries with disputed borders (e.g., Israel and Palestine, Kashmir).
6. Share which countries you find the most interesting and why based on their political boundaries.
7. Discuss the role of international organizations (e.g., United Nations) in managing political disputes between countries.
8. Emphasize how political maps focus on country borders, capitals, and sometimes cities.
9. Discuss countries that have multiple capitals, such as South Africa (with three capitals: Pretoria, Cape Town, and Bloemfontein).
10. Show examples of countries with unique border shapes, like Italy (a boot-shaped country) or Chile (long and narrow).

Exercise 19: Using a physical map of the world label major physical features such as mountains, rivers, and seas.

Instructions:

1. Identify and label the following major mountain ranges on the physical map:
 1. Himalayas (Asia)
 2. Andes (South America)
 3. Rocky Mountains (North America)
 4. Alps (Europe)
 5. Mountains of Eastern Africa (Great Rift Valley)
2. Label the Amazon River (South America) and the Nile River (Africa) on the map.
3. Show the Sahara Desert and Kalahari Desert in Africa.
4. Show the Gobi Desert (Asia) and the Mojave Desert (North America).
5. Show major seas and oceans, like the Mediterranean Sea, Caribbean Sea, and Pacific Ocean.
6. Identify and discuss the Great Barrier Reef off the coast of Australia.
7. Mark the Great Lakes (North America) and Lake Baikal (Russia).
8. Discuss the significance of the Tibetan Plateau as the "Roof of the World."

9. Show the location of volcanoes like Mount Vesuvius in Italy or Mount Fuji in Japan.

10. Observe the location of rivers that influence agricultural economies, like the Yangtze (China) and Mississippi (USA).

11. Discuss the Antarctic and Arctic regions, pointing out how climate and geography make these areas unique.

12. Think about how the distribution of physical features (mountains, rivers, seas) affects population distribution, economy, and settlement patterns in different regions.

Exercise 20: Answer the questions:

1. What is the capital of Canada?
2. Which mountain range forms the border between India and China?
3. Which river flows through Egypt and is one of the longest in the world?
4. What is the capital of Brazil?"
5. Which desert is the largest in the world and located in Africa?
6. Which mountain range runs through the western United States?
7. What is the capital of Russia?
8. Which ocean is to the east of Australia?
9. Which river is the longest in South America?
10. Which country is bordered by the Mediterranean Sea, the Aegean Sea, and the Black Sea?
11. What is the capital of India?
12. Which two continents are connected by the Suez Canal?

Exercise 21: Complete the sentences with the correct form of the verb in the Past Continuous.

1. While I _____ (study), my friends _____ (play) video games.
2. He _____ (read) a book while she _____ (watch) TV.
3. While we _____ (wait) for the bus, it _____ (rain).
4. They _____ (work) on their project when I _____ (call) them.
5. I _____ (cook) dinner while my brother _____ (clean) the house.
6. He _____ (write) an email when his friend _____ (arrive).
7. While she _____ (sleep), we _____ (prepare) breakfast.
8. They _____ (run) in the park when I _____ (see) them.
9. We _____ (talk) about our plans when the power _____ (go) out.
10. While I _____ (take) a shower, she _____ (get) ready for the party.
11. He _____ (walk) home when it _____ (snow).
12. I _____ (read) a book when you _____ (knock) on my door.

Exercise 22: Write sentences describing simultaneous actions in the past

using the Past Continuous Tense.

1. (you/cook/listen to music) _____
2. (he/work/they/play) _____
3. (we/wait/she/talk) _____
4. (she/read/he/study) _____
5. (I/clean/they/sing) _____
6. (we/talk/you/walk) _____

Exercise 23: Correct the mistakes in these sentences.

1. I was watching TV while you were sleep.
2. He were reading a book when she was playing piano.
3. While they were play football, I was study for the test.
4. I was making breakfast when you was calling.
5. We were talking when she were leave the office.
6. She were waiting for the bus while we were talking.

Exercise 24: Choose the correct form of the verb and complete the sentence.

1. While I _____ (was/were) walking to the store, I _____ (was/were) listening to music.
2. They _____ (was/were) playing basketball when we _____ (was/were) talking to them.
3. She _____ (was/were) studying while her friend _____ (was/were) cooking dinner.
4. I _____ (was/were) reading a book when they _____ (was/were) having a meeting.
5. We _____ (was/were) waiting at the station while the train _____ (was/were) delayed.

Exercise 25: Write questions about simultaneous actions in the past.

1. (you/study/your friends/play) _____?
2. (he/walk/they/talk) _____?
3. (we/have dinner/they/watch TV) _____?
4. (I/cook/you/clean) _____?
5. (she/read/he/write) _____?

Exercise 26: Answer the following questions using the Past Continuous Tense.

1. What were you doing when your phone rang yesterday?
2. Were your friends doing anything while you were studying last night?
3. What was happening while you were eating dinner last night?
4. Were you and your family doing something together when you heard the news?
5. What were you and your classmates doing during the break yesterday?

Exercise 27: Imagine how navigation might change in the future. Would we still use physical maps or GPS? Could virtual or augmented reality replace traditional navigation systems? Think about the role of technology, AI, and space exploration in shaping the future of global navigation.

Exercise 28: Choose a destination on the world map and explain why you would go there, how you would travel, and what you would want to experience. Discuss how that location connects to other parts of the world and how it influences global connectivity today.



Situational task: Make an ethnographic map of the world. List the main countries, briefly describing them.

Theme №9. L/t: Geographical location and boundaries
G/t: Future Continuous Tense

The lexical theme: Geographical Location and Boundaries:

- Location: Kazakhstan is located in Central Asia, bordered by Russia to the North, China to the East, Kyrgyzstan, Uzbekistan, and Turkmenistan to the South, and the Caspian Sea to the West.
- Size: It is the largest landlocked country in the world and the 9th largest country overall by area, spanning vast steppes, deserts, and mountain ranges.
- Capital: Astana is situated in the northern part of the country.
- Borders: Boundaries of Kazakhstan and how it shares land borders with several countries, making it an important link between Asia and Europe.

The grammar theme: The Future Continuous Tense is used to describe actions that will be happening at a specific point in the future. It is formed with will be + verb(-ing).

Usage:

1. Ongoing actions in the future: To talk about actions that will be in progress at a certain future time.
2. Simultaneous actions in the future: When two or more actions will be happening at the same time in the future.
3. Future plans: To talk about what you will be doing at a future time.

Exercise 1: Fill in the blanks with the correct form of the Future Continuous Tense.

1. At 8 PM tomorrow, I _____ (eat) dinner.
2. This time next year, we _____ (live) in a new city.
3. At 3 PM, she _____ (study) for her final exams.
4. They _____ (travel) to Paris next month.
5. We _____ (wait) for you at the restaurant at 7 PM tonight.
6. By this time next week, I _____ (work) on my project.
7. He _____ (not attend) the meeting tomorrow.
8. Tomorrow afternoon, I _____ (read) a book in the park.
9. She _____ (join) us for dinner at 6 PM.
10. We _____ (have) a meeting at 10 AM tomorrow.
11. I _____ (watch) a movie when you call me tonight.
12. They _____ (stay) in a hotel while on vacation next week.

Exercise 2: Choose the correct option to complete the sentence.

1. At this time tomorrow, I _____ (will be studying/will study) for my test.
2. By 5 PM, they _____ (will be working/will work) on the report.
3. We _____ (will be traveling/will travel) to Japan next summer.
4. This time next week, I _____ (will be relaxing/will relax) on the beach.

5. At 7 PM, she _____ (will be cooking/will cook) dinner.
6. By this time tomorrow, they _____ (will be driving/will drive) to the airport.
7. We _____ (will be waiting/will wait) for you at the station.
8. He _____ (will be reading/will read) a book when I see him tonight.

Exercise 3: Correct the mistakes in these sentences.

1. I will be study at 9 PM tomorrow.
2. They will traveling to the conference next week.
3. She will be worked all weekend on her project.
4. We will be wait for you at the airport.
5. They will be leave at 8 PM.
6. At this time next year, I will be work in a new city.
7. I will be driving to the office at 9 AM tomorrow.
8. He will be do his homework at 7 PM.

Exercise 4: Write questions in the Future Continuous Tense.

1. (you/attend) _____ the meeting at 10 AM tomorrow?
2. (he/work) _____ at 6 PM this evening?
3. (they/travel) _____ to London next summer?
4. (we/wait) _____ for you at the bus stop at 3 PM?
5. (she/read) _____ a book at 8 PM tomorrow?
6. (I/see) _____ you at the party tonight?
7. (they/work) _____ on the project this weekend?

Exercise 5: Complete the sentences with the correct form of the Future Continuous Tense.

1. I _____ (study) at 7 PM tomorrow.
2. We _____ (meet) our friends at the restaurant at 9 PM tonight.
3. By the time you arrive, they _____ (work) on the report for two hours.
4. This time tomorrow, I _____ (fly) to New York.
5. At 4 PM, I _____ (attend) a conference call.
6. He _____ (watch) a movie at 8 PM.
7. Next month, we _____ (move) to our new house.
8. At 10 AM, I _____ (take) an online course.

Exercise 6: Answer the following questions using the Future Continuous Tense.

1. What will you be doing at 7 PM tonight?
2. Will you be traveling next month?
3. What will they be doing at 3 PM tomorrow?
4. Will you be working next weekend?
5. What time will you be studying tomorrow?

Exercise 7: Kazakhstan's role in Central Asia's geopolitical landscape

1. Discuss how Kazakhstan's strategic location in Central Asia affects its relationships with neighboring countries like Russia, China, and Uzbekistan.
2. Debate the benefits and challenges of being a landlocked country for Kazakhstan's economic and political interests.
3. How do Kazakhstan's natural resources, such as oil, gas, and minerals, influence its relationships with major global powers like Russia and China?
4. Discuss the role of Kazakhstan in regional organizations like the Eurasian Economic Union (EAEU) and the Shanghai Cooperation Organization (SCO). How do these alliances shape the country's international relations?
5. Debate the influence of Kazakhstan's stability on the political climate of Central Asia and its role as a mediator in the region.

Exercise 8: The Impact of Kazakhstan's geography on its economy

1. Discuss the advantages and disadvantages of Kazakhstan's geographic features (such as vast steppe regions and mountain ranges) for agriculture, transportation, and industry.
2. How do Kazakhstan's large oil reserves and its geographic proximity to major global markets affect its economic development and foreign investments?
3. Discuss the importance of Kazakhstan's railways and land corridors for connecting China, Russia, and Europe for trade. How do these networks impact the global supply chain?
4. Explore how the Caspian Sea and lake Balkhash are key for Kazakhstan's shipping routes, fisheries, and oil exports.
5. Debate the future of Kazakhstan's energy sector as the world shifts towards renewable energy. How can Kazakhstan balance economic growth with environmental sustainability?
6. Examine the economic challenges Kazakhstan faces with the Aral Sea disaster and how the loss of this body of water has affected local livelihoods and industries like fishing and agriculture.

Exercise 9: Kazakhstan's cultural diversity: challenges and benefits

1. Discuss the cultural diversity in Kazakhstan, including the major ethnic groups (Kazakh, Russian, Uzbek, etc.), and how this affects the country's national identity.
2. Debate the challenges Kazakhstan faces in terms of language policies, particularly the balance between Kazakh (the national language) and Russian (widely spoken and understood).
3. How can Kazakhstan manage the integration of ethnic minorities while still preserving and promoting Kazakh cultural heritage?
4. How do Kazakhstan's traditional festivals (such as Nauryz) help preserve cultural heritage, while also encouraging national unity in such a diverse society?
5. Explore the role of Kazakh music, art, and literature in expressing the

country's cultural identity on the global stage. How can Kazakhstan promote its culture to the outside world?

Exercise 10: Write an essay discussing how Kazakhstan's diverse geography—ranging from vast steppe regions to mountainous areas—has influenced the culture, lifestyle, and economy of the country.

Guidelines:

1. Begin by providing an overview of Kazakhstan's geography, highlighting its steppe, mountains, deserts, and rivers.

2. Discuss how the steppe regions have shaped Kazakhstan's traditional nomadic lifestyle, including customs, food, and clothing.

3. Explain how Kazakhstan's mountainous regions influence its economy, particularly in the sectors of mining and tourism.

4. Describe how Kazakhstan's deserts, such as the Kyzylkum Desert, have impacted settlement patterns and agriculture.

5. Discuss the role of natural resources in Kazakhstan's development, and how the landscape contributes to the country's wealth in oil, gas, and minerals.

Exercise 11: Fill in the blanks with the correct form of the Future Continuous Tense.

1. While I _____ (work) on my presentation, she _____ (prepare) the meeting agenda.

2. We _____ (have) lunch while they _____ (discuss) the project.

3. At 10 AM tomorrow, I _____ (drive) to the airport while you _____ (take) a flight to New York.

4. They _____ (travel) to the beach while we _____ (arrive) at the hotel.

5. She _____ (wait) for the train while we _____ (take) a taxi to the station.

6. I _____ (watch) the match while you _____ (study) for your exam.

7. By 8 PM, we _____ (be) at the party while you _____ (cook) dinner.

Exercise 12: Choose the correct answer to complete the sentence.

1. While I _____ (will be studying/will study), my friends _____ (will be playing/will play) soccer.

2. He _____ (will be working/will work) on his project while I _____ (will be attending/will attend) the meeting.

3. They _____ (will be watching/will watch) a movie while we _____ (will be traveling/will travel) to the conference.

4. I _____ (will be writing/will write) my report while you _____ (will be preparing/will prepare) for your presentation.

5. We _____ (will be waiting/will wait) for the bus while you _____ (will be driving/will drive) to the airport.

Exercise 13: Correct the mistakes in these sentences.

1. I will be cook dinner while you will be studying for your exams.
2. They will be watching TV when I will be working on the project.
3. We will be running while you will be walking to the park.
4. At 5 PM, she will be singing while he will be playing the guitar.
5. I will be taking a break while you will be finishing the report.

Exercise 14: Write sentences describing simultaneous actions in the future.

1. (you/work/I/study) _____
2. (she/clean/he/make dinner) _____
3. (we/travel/they/stay) _____
4. (I/write an email/you/answer the phone) _____
5. (they/visit/we/take a tour) _____

Exercise 15: Answer the following questions using the Future Continuous Tense.

1. What will you be doing at 8 PM tonight?
2. Will you be traveling when your friends arrive in the city?
3. What will your parents be doing at 10 AM tomorrow?
4. Will they be studying while we are relaxing on the beach?
5. What will you be doing when I call you tomorrow?

Exercise 16: Complete the following sentences with the Future Continuous Tense.

1. While I _____ (drive) to work tomorrow, my friend _____ (take) the bus.
2. By 5 PM tomorrow, we _____ (finish) our tasks while the team _____ (present) their report.
3. I _____ (wait) for you at the station while you _____ (catch) the train.
4. At 3 PM, I _____ (read) my book while my family _____ (watch) a movie.
5. While you _____ (work) on the project, I _____ (help) with the presentation.

Exercise 17: Discuss how the large size of Kazakhstan influences various aspects of the country, from its economy to its lifestyle.

Discussion Points:

1. Kazakhstan is the ninth-largest country in the world by land area, covering over 2.7 million square kilometers. How do you think such a vast size affects the daily life of Kazakh people?

2. The country's sheer size results in a variety of climates across its regions. How does the continental climate influence the lifestyle and agriculture in the northern, central, and southern parts of Kazakhstan?

3. In what ways does Kazakhstan's size impact its transportation systems? How might the country deal with such vast distances between cities and regions?

4. How does the large land area of Kazakhstan contribute to its resource wealth, particularly in sectors like mining, energy, and agriculture?

5. Kazakhstan is known for its steppe regions, which cover a large part of the country. How might this terrain shape the culture of Kazakhstan, especially regarding its nomadic heritage?

6. Discuss how the different natural landscapes (steppe, desert, mountains) offer diverse opportunities for tourism and cultural exchanges.

7. Do you think Kazakhstan's large size leads to more environmental concerns such as pollution, desertification, or over-exploitation of resources?

Exercise 18: Write an essay about Kazakhstan's diverse terrain and how its various landscapes impact the country's development, from agriculture to urbanization.

Exercise 19: Prepare a short oral presentation on Kazakhstan's terrain and the benefits and challenges it presents to the country.

Exercise 20: Answer the questions.

1. How large is Kazakhstan in comparison to other countries? What makes its size significant in terms of global geography?

2. What are the main geographical features of Kazakhstan's terrain? How do the steppe, desert, mountain, and river regions differ from one another?

3. How does the vast size of Kazakhstan influence the country's climate? How do the different climates affect the population and lifestyle in different regions of the country?

Exercise 21: Fill in the blanks with the correct form of the verb in the Future Continuous Tense.

1. At 8 PM tonight, I _____ (watch) a movie.

2. This time tomorrow, we _____ (travel) to Paris.

3. Next year, I _____ (study) at a new university.

4. At 9 AM tomorrow, they _____ (work) on their project.

5. By this time next month, she _____ (move) to a new house.

6. We _____ (wait) for you at the station at 6 PM.

7. At 7 PM tomorrow, I _____ (have) dinner with my friends.

8. By the time you arrive, I _____ (finish) my presentation.

9. They _____ (attend) the conference next week.

10. Tomorrow morning, she _____ (drive) to work.

11. This time next month, I _____ (live) in a different city.

12. I _____ (take) a flight to Tokyo at noon tomorrow.

Exercise 22: Choose the correct form and complete the sentences.

1. I _____ (will be/will) working at 5 PM tomorrow.
2. They _____ (will be/will) studying when you arrive.
3. He _____ (will be/will) playing tennis at 3 PM tomorrow.
4. This time next week, I _____ (will be/will) reading a book on the beach.
5. We _____ (will be/will) having a meeting at 10 AM.
6. By this time next year, they _____ (will be/will) living in a new city.
7. She _____ (will be/will) cooking dinner when you arrive.
8. Tomorrow at noon, I _____ (will be/will) taking a break from work.

Exercise 23: Correct the mistakes in these sentences.

1. I will be play tennis at 3 PM tomorrow.
2. They will be travel to Paris next summer.
3. He will studying at 7 PM tonight.
4. At 6 PM, we will be have a meeting.
5. She will be working when you will be arriving.
6. By next year, they will be moving to a new house.
7. This time tomorrow, I will be studying at home.
8. By 10 PM, I will be to sleep.

Exercise 24: Write questions in the Future Continuous Tense.

1. (you/work) _____ at 7 PM tomorrow?
2. (they/travel) _____ to New York next month?
3. (she/study) _____ for the exam tomorrow evening?
4. (we/have) _____ dinner at 8 PM tonight?
5. (he/play) _____ soccer at this time tomorrow?
6. (you/work) _____ on your project this weekend?
7. (they/attend) _____ the meeting at 3 PM tomorrow?

Exercise 25: Answer the following questions using the Future Continuous Tense.

1. What will you be doing at 9 AM tomorrow?
2. Will they be attending the meeting tomorrow afternoon?
3. What will she be doing at 7 PM tonight?
4. Where will you be traveling next summer?
5. Will you be studying this weekend?

Exercise 26: Complete the sentences with the correct form of the Future Continuous Tense.

1. By 10 AM tomorrow, I _____ (work) on the report for two hours.

2. This time next month, they _____ (enjoy) their vacation.
3. We _____ (wait) for you at the airport when your plane arrives.
4. At 5 PM tomorrow, she _____ (attend) a seminar.
5. They _____ (celebrate) their anniversary next weekend.

Exercise 27: Answer the questions:

1. Why do you think Kazakhstan moved its capital from Almaty to Astana? What factors related to geography, such as location and climate, might have influenced this decision?

2. How does the location of Astana, in the north-central part of the country, impact its accessibility and political significance in Kazakhstan?

3. Discuss the geopolitical reasons for choosing Astana as the capital. How does it serve as a bridge between the eastern and western parts of Kazakhstan and its neighbors?

4. How does Astana's location affect the economy? Do you think the capital's location plays a role in its role as a hub for government and business activities?

5. Astana is known for its modern architecture. How does the city's development reflect Kazakhstan's aspirations to be a progressive, forward-thinking nation?

6. What are some major landmarks in Astana that symbolize the country's growth and future?

7. Do you think Astana will continue to grow as a global city, attracting international businesses, diplomats, and tourists? What could be some challenges moving forward?

Exercise 28: Write an essay discussing Kazakhstan's borders with neighboring countries and their geopolitical importance.

Exercise 29: Prepare and deliver a short oral presentation on Kazakhstan's capital and borders, focusing on their geographical and geopolitical significance.

Instructions:

1. Introduction: Begin your presentation by briefly introducing Kazakhstan, its location in Central Asia, and its status as the world's largest landlocked country.

2. Capital: Describe Astana as the capital of Kazakhstan. Mention its location in the north-central region and how it serves as a political, economic, and cultural center.

3. Discuss the reasons for choosing Astana as the capital over Almaty, including factors such as geopolitical positioning, climate, and accessibility.

4. Discuss the borders of Kazakhstan and its neighborhood. Talk about the countries it shares borders with, including Russia, China, Kyrgyzstan, Uzbekistan, and Turkmenistan.

5. Highlight the geopolitical importance of Kazakhstan's borders. How does its position between Europe and Asia influence its foreign policy?

6. Conclude by mentioning the strategic importance of Kazakhstan's borders, how they affect security, regional cooperation, and international diplomacy.

7. End with your thoughts on how Kazakhstan will continue to leverage its borders and capital for economic growth and regional leadership.

Exercise 30: Answer a set of detailed questions to test your understanding of Kazakhstan's capital and borders.

1. Where is Kazakhstan's capital located? Why is its position significant in terms of both geography and politics?

2. What are the main reasons for moving the capital from Almaty to Astana in 1997?

3. How does the climate of Astana affect its architecture, urban planning, and daily life?

4. Kazakhstan shares borders with five countries. Name these countries and describe the importance of these borders.

5. Discuss the significance of Kazakhstan's border with China. What role does trade play in their relationship?



Situational task: Name the most important features of the geographical position of Kazakhstan (the country of the target language) and prove that they determine the main features of the nature of the country's territory.

Theme №10. L/t: Tourist attractions of the city
G/t: Active Voice

The lexical theme focuses on:

- Famous Landmarks. Tourist attractions in a specific city: iconic monuments, historical sites, museums, parks, or famous streets.
- Types of Attractions: different types of tourist spots such as cultural, natural, entertainment, and modern landmarks.
- How to Describe Attractions: describing different locations, talking about what visitors can do there, and highlighting unique features of each site.

The grammar theme focuses on:

- Grammatical structure in which the subject of the sentence performs the action of the verb. In other words, the subject "acts" directly.
- Using the Active Voice to describe actions happening in the present or past. For example, describing what tourists are doing at different locations or what is being offered in specific places.

Exercise 1: Fill in the blanks with the correct form of the verb in the Active Voice.

1. She _____ (work) at the library every afternoon.
2. I _____ (eat) lunch right now.
3. They _____ (play) football every Sunday.
4. We _____ (watch) a movie when you called us.
5. He _____ (finish) his homework by 6 PM.
6. They _____ (attend) the meeting tomorrow afternoon.
7. I _____ (read) a great book these days.
8. By this time next year, she _____ (graduate) from university.
9. The children _____ (play) in the park when it started raining.
10. He _____ (study) for his exams at this moment.
11. She _____ (not like) the movie we watched last week.
12. We _____ (travel) to Italy next month.

Exercise 2: Choose the correct verb form to complete each sentence.

1. We _____ (walk) to school every day.
2. He _____ (watch) TV when I called him.
3. By the time we arrive, they _____ (finish) the work.
4. She _____ (be) so tired after the long trip.
5. I _____ (meet) my friends at the cafe later.
6. He _____ (study) for the test yesterday.
7. They _____ (not go) to the concert last weekend.
8. I _____ (help) you with your homework tomorrow.
9. The kids _____ (play) outside when it started raining.
10. I _____ (write) an email to my friend right now.
11. We _____ (celebrate) our anniversary next month.

12. She _____ (read) a novel yesterday.

Exercise 3: Correct the mistakes in the sentences.

1. She will be cooking dinner when you arrive.
2. They goes to the gym every morning.
3. I was eating dinner when she was arriving.
4. He read the book at this moment.
5. We had met at the park last week.
6. By the time you arrive, they have finished their homework.
7. I am studying for my exam tomorrow.
8. She finished the project already.
9. The children are playing at the park when I will see them.
10. I will be traveling to Japan next summer.
11. They was watching a movie at the time.
12. He runs every day since he was a child.

Exercise 4: Write sentences in the correct Active Voice.

1. (I/go) _____ to the store every day.
2. (He/not/work) _____ on weekends.
3. (They/play) _____ football next weekend.
4. (She/read) _____ a book right now.
5. (We/meet) _____ our friends tomorrow evening.
6. (I/write) _____ an email at the moment.
7. (You/eat) _____ lunch now?
8. (He/not/like) _____ horror movies.
9. (We/travel) _____ to Paris next month.
10. (They/help) _____ us later.
11. (I/watch) _____ the game yesterday.
12. (She/take) _____ the bus to work every day.

Exercise 5: Identify the Tense of each sentence and rewrite it in the Active Voice.

1. The project has been completed.
2. She is reading a book.
3. We will travel to London next week.
4. I was watching a movie when you called.
5. They had finished their homework before they went to bed.
6. He is going to start a new job tomorrow.
7. I have visited this museum several times.
8. They were playing soccer at the park.
9. By next year, I will have graduated.
10. The children were studying when I called.

11. We are going to watch a movie tonight.
12. I will help you with your homework later.

Exercise 6: Make questions using the correct form of the verb in the Active Voice.

1. (you/play/soccer) _____ tomorrow?
2. (they/read) _____ a book right now?
3. (he/finish/the project) _____ by the end of the week?
4. (I/call) _____ you later this evening?
5. (she/work) _____ on her project this afternoon?
6. (we/travel) _____ to Paris next month?
7. (you/see) _____ the new movie yet?
8. (they/come) _____ to the party tonight?
9. (he/help) _____ us tomorrow?
10. (she/cook) _____ dinner when I arrive?
11. (we/study) _____ for the exam tonight?
12. (you/meet) _____ our friends at the cafe tomorrow?

Exercise 7: Discuss famous landmarks and tourist attractions from different countries and analyze their significance for tourism.

1. What are the most famous landmarks in your country or the country you live in? Why are these landmarks popular?
2. Choose a famous landmark from another country. Describe it in detail. What makes it a popular tourist destination?
3. How does tourism to famous landmarks contribute to a country's economy? Can tourism be a positive or negative factor for the preservation of these landmarks?
4. Do you think some landmarks are becoming too commercialized? Should the number of visitors be limited?
5. How do local cultures and traditions influence the development of tourist attractions? Can you give an example?
6. What role does advertising play in attracting tourists to famous landmarks?
7. What landmarks would you like to visit in the future and why? Describe your reasons and what you hope to experience.
8. What are some cultural or ethical considerations when visiting famous landmarks, especially in foreign countries? How can tourists be respectful?

Exercise 8: Write a travel guide describing a famous landmark, including practical details, historical context, and visitor tips.

Exercise 9: Give a presentation about a famous landmark or tourist attraction as a tourist guide.

Exercise 10: Match famous landmarks to the countries they are located in, and describe each landmark in a short paragraph.

Eiffel Tower	Italy
Great Wall of China	Peru
Colosseum	France
Machu Picchu	Australia
Sydney Opera House	India
Taj Mahal	China

Exercise 11: Create a travel brochure for a famous landmark that highlights key aspects such as history, visiting tips, and interesting facts.

Instructions:

1. Divide into small groups and assign each group a famous.
2. In the brochure, include:
 - A catchy introduction about the landmark.
 - The history and cultural significance of the landmark.
 - Practical information for visitors: how to get there, best time to visit, entrance fees, opening hours, etc.
 - A map or images of the landmark.
 - Interesting facts that tourists may not know.
 - A tourist activity or experience related to the landmark.
3. Once the brochure is complete, present your brochure to cadets, explaining the content you included and why the landmark is worth visiting.
4. After the presentations, cadets should vote on which brochure was the most informative and engaging.

Exercise 12: Prepare a quiz with a mix of multiple-choice, true/false, and short-answer questions about famous landmarks around the world.

Exercise 13: Fill in the blanks with the correct form of the verb in the Present Simple or Present Continuous Tense.

1. She _____ (eat) breakfast right now.
2. I _____ (study) for my exams every night.
3. They _____ (play) soccer at the moment.
4. We _____ (go) to the gym on Mondays.
5. He _____ (read) a book at this time.
6. My parents _____ (visit) us this weekend.

7. I _____ (work) on a new project right now.
8. They _____ (not like) horror movies.
9. We _____ (meet) our friends tomorrow.
10. She _____ (watch) TV in the evening.
11. They _____ (attend) a conference this week.
12. I _____ (not understand) the problem.

Exercise 14: Change the sentences from Present Simple to Present Continuous.

1. She plays the piano every day.
2. I read books before bed.
3. We go to the park every weekend.
4. They watch TV every night.
5. He works in a hospital.
6. They drink coffee in the morning.
7. I write emails at work.
8. He teaches English at the university.
9. We travel to the mountains every summer.
10. She cleans the house every Saturday.
11. My brother works at a bank.
12. We go shopping every Saturday.

Exercise 15: Write 12 sentences using the Present Simple and Present Continuous.

Exercise 16: Write the correct form of verb to complete each sentence.

1. I _____ (go) to the gym every morning.
2. She _____ (work) on a new project right now.
3. They _____ (not like) to eat vegetables.
4. We _____ (study) for the test this week.
5. He _____ (read) a novel at the moment.
6. I _____ (take) my dog for a walk every evening.
7. They _____ (not attend) the meeting today.
8. She _____ (watch) a movie at the moment.
9. We _____ (travel) to Italy next summer.
10. He _____ (play) the piano right now.
11. They _____ (visit) their grandmother this weekend.
12. I _____ (help) my friend with his homework now.

Exercise 17: Make questions using the correct form of the verb in Present Simple or Present Continuous.

1. (you/work) _____ today?
2. (she/study) _____ for the test right now?
3. (they/play) _____ soccer at the moment?

4. (you/go) _____ to the gym every day?
5. (he/read) _____ a book now?
6. (we/attend) _____ the meeting tomorrow?
7. (they/like) _____ to watch movies on weekends?
8. (I/write) _____ my essay right now?
9. (she/visit) _____ her parents this weekend?
10. (you/understand) _____ this lesson?
11. (they/have) _____ lunch right now?
12. (we/meet) _____ at the cafe tomorrow?

Exercise 18: Correct the mistakes in the following sentences.

1. She are playing tennis right now.
2. I am go to work every day.
3. We travels to the mountains every summer.
4. They doesn't like to eat vegetables.
5. I am reading books every day.
6. He play soccer every weekend.
7. They is watching a movie at the moment.
8. I am not understand the question.
9. We go to school by bus every day.
10. She am studying for the exam now.
11. I goes to the park every Saturday.
12. They are drinks coffee every morning.

Exercise 19: Answer the questions

1. What types of attractions do you prefer when traveling—natural or man-made? Why?
2. Do you think cultural attractions are more important than modern attractions like shopping malls and theme parks? Why?
3. What are the most popular types of attractions in your country or city? Describe one in detail.
4. Nature lovers often enjoy visiting national parks and scenic viewpoints. Can you name some of the most famous natural attractions in the world?
5. Discuss the rise in popularity of adventure tourism. What are some examples of adventure-based attractions?
6. Which types of attractions do you think attract the most visitors—historical sites, cultural festivals, or modern theme parks? Why?
7. How do religious attractions differ from secular tourist sites in terms of significance and visitor experience?
8. In your opinion, what makes an attraction memorable for a visitor? Is it the scenic beauty, the historical importance, or the activities offered?
9. How can local traditions influence the development of tourist attractions in certain regions?

10. Do you think some attractions, like theme parks, are becoming too commercialized? How can this affect the visitor experience?

11. What are some innovative or unique attractions that you've heard of or would like to visit?

12. Are there any unusual or lesser-known attractions in your country or around the world that you think more people should visit? Why?

Exercise 20: Write a brochure describing a local attraction, highlighting its features, significance, and appeal to visitors.

Guidelines:

1. Choose a local attraction (this can be a natural landmark, museum, theme park, or any other type of attraction near you).

2. In the brochure, include:

- A catchy introduction: What makes the attraction unique and worth visiting?

- Details of the attraction: Describe what the attraction is.

- Visitor information: Provide details like the location, admission fees, hours of operation, and best time to visit.

- Activities available: What can visitors do? For example, if it's a theme park, what rides or shows are there? If it's a historical site, what exhibits are there to explore?

- Practical tips: What should tourists bring? Are there nearby accommodations or restaurants?

- Fun facts: Share a few interesting or lesser-known facts about the attraction to engage readers.

- Conclusion: Why should tourists visit this attraction? What makes it special compared to others?

Exercise 21: Match different types of tourist attractions with their descriptions and characteristics.

1. Types of Attractions:

- Cultural attractions

- Historical sites

- Natural wonders

- Amusement parks

- Religious sites

- Adventure tourism spots

2. Descriptions:

- A place where you can explore ancient ruins, famous monuments, or UNESCO World Heritage Sites.

- National parks, mountains, and beaches where visitors can enjoy the beauty of nature.

- Theme parks that feature thrilling rides, entertainment shows, and characters from movies.

- Famous sites of worship, like temples or churches, often associated with pilgrimages.
- A destination for travelers looking for outdoor adventures like hiking, zip-lining, or rafting.
- Sites that showcase a country's culture, such as museums, art galleries, and traditional festivals.

Exercise 22: Create a tourism campaign for a new attraction (real or imaginary).

Instructions:

1. Divide into small groups and design a new tourist attraction. It could be based on nature, culture, or even a futuristic theme.
2. The group must include:
 - What makes it special? Is it a natural wonder, a modern entertainment complex, or a cultural site?
 - Who would be interested in visiting this attraction? Families, adventure seekers, history buffs, etc.?
 - Design a poster, video (or storyboard), or social media campaign to advertise the attraction.
 - What do tourists need to know (location, prices, activities, etc.)?
 - What activities will visitors be able to do? Will there be guided tours, immersive experiences, or interactive exhibits?

Exercise 23: Create a quiz with a mix of multiple-choice, true/false, and short-answer questions about various types of attractions.

Exercise 24: Fill in the blanks with the correct form of the verb in the Past Tense (Simple, Continuous, Perfect, or Perfect Continuous).

1. They _____ (watch) a movie when I called them.
2. I _____ (finish) my homework before I went out.
3. She _____ (study) for the test when I arrived.
4. We _____ (go) to the beach last weekend.
5. He _____ (work) on the project all day yesterday.
6. They _____ (eat) dinner when we arrived.
7. I _____ (read) a book when you called me.
8. She _____ (not attend) the meeting yesterday.
9. We _____ (take) the train to Paris last summer.
10. He _____ (never/visit) this place before last year.
11. I _____ (wait) for the bus when I saw her.
12. They _____ (move) to a new house when we met.

Exercise 25: Choose the correct form of the verb to complete the sentences.

1. I _____ (go) to the cinema last night.
2. She _____ (finish) her project before the deadline.

3. They _____ (play) soccer at 4 PM yesterday.
4. We _____ (work) on the project when the power went out.
5. By the time I arrived, he _____ (leave).
6. I _____ (not/see) him at the party last night.
7. They _____ (be) in the meeting when I called them.
8. She _____ (wait) for an hour before the bus arrived.
9. I _____ (study) for my exams when you texted me.
10. We _____ (travel) to Paris last summer.
11. He _____ (not/like) the movie we watched.
12. She _____ (be) at home when I called her yesterday.

Exercise 26: Write sentences in the Past Simple, Past Continuous, Past Perfect, and Past Perfect Continuous using the given verbs.

1. (arrive) _____
2. (eat) _____
3. (study) _____
4. (finish) _____
5. (watch) _____
6. (wait) _____
7. (go) _____
8. (play) _____
9. (call) _____
10. (move) _____
11. (run) _____
12. (read) _____

Exercise 27: Correct the mistakes in the following sentences.

1. She was studied for the exam when I called her.
2. I had met him before he had moved to London.
3. They was playing football at 4 PM yesterday.
4. We had been gone to the park before it started raining.
5. He had eating dinner when we arrived.
6. I was reading a book when she had called me.
7. They had played soccer when I was calling them.
8. I had waited for two hours before she arrived.
9. She was worked all day yesterday.
10. He have been studying for three hours when I called him.
11. They moved to a new house when I have visited them.
12. I had been cleaned the house when they arrived.

Exercise 28: Make questions using the correct form of the verb in the Past Tense (Simple, Continuous, Perfect, or Perfect Continuous).

1. (you/see) _____ him at the party last night?
2. (she/study) _____ for the test when you

called her?

3. (they/leave) _____ when you arrived?

4. (we/travel) _____ to Paris last year?

5. (he/finish) _____ the project before the meeting?

6. (you/wait) _____ for me when I arrived?

7. (they/play) _____ soccer when it started to rain?

8. (I/read) _____ that book before you told me about it?

9. (she/call) _____ you yesterday?

10. (we/meet) _____ them at the cafe last week?

11. (he/work) _____ on the report when you visited him?

12. (they/be) _____ at the party last night?

Exercise 29: Rewrite the sentences in the correct Past Tense form.

1. I go to the park yesterday.
2. She was writing an email when you called.
3. They play soccer last weekend.
4. We have a great time at the party last night.
5. He not like the food at the restaurant.
6. I wait for you for an hour yesterday.
7. She study for three hours last night.
8. We be in the office all day yesterday.
9. They move to a new house last month.
10. I finish my work before I left.
11. He never be to Paris before his trip last summer.
12. We have lunch when they arrived.

Exercise 30: Practice describing a variety of attractions using descriptive language, focusing on both the physical features and the experiences they offer.

Discussion Points:

1. What are some of the most important things you would mention when describing a tourist attraction to a friend who is visiting for the first time?
2. How would you describe a historical landmark to someone who has never heard of it?
3. When talking about natural attractions, what kinds of adjectives can you use to describe the scenery?
4. How would you describe the atmosphere of an amusement park or theme park? What words can help convey excitement or adventure?
5. If you were describing a museum or art gallery, how would you talk about the exhibits? What words or phrases would you use to make the place sound

appealing?

6. What words would you use to describe the architectural features of famous buildings or monuments?

7. When describing a beach or a mountain, what are some key details you would mention about the landscape and views?

8. How would you explain the activities available at a particular attraction?

9. How important are local cultures and traditions when describing an attraction? Can you give examples where cultural experiences are a key part of the attraction?

10. What are some adjectives you can use to describe a modern attraction like a skyscraper or shopping mall?

Exercise 31: Write a detailed description of a famous tourist attraction, focusing on both physical features and personal impressions.

Instructions:

1. Choose a famous attraction.

2. Write a descriptive paragraph about this attraction. Include:

- Introduction: What is the attraction and where is it located?

- Physical description: How does the attraction look? What are its most striking features?

- Atmosphere: What is the atmosphere like? Is it peaceful, energetic, crowded, serene?

- Visitor experience: What do people do there? Are there guided tours, photo opportunities, or interactive experiences?

- Personal recommendation: Would you recommend visiting? Why or why not?

3. Review and edit your writing to ensure it is clear, engaging, and full of descriptive vocabulary.

Exercise 32: Practice speaking skills by describing an attraction.

Instructions:

1. Choose a famous or local attraction that you have visited or would like to visit.

2. Take turns with a partner in describing the attraction:

- Describe the attraction's location and what it is known for.

- Use descriptive language to explain the physical features and architecture.

- Share any interesting facts or historical significance of the attraction.

- Explain the activities available at the attraction.

Exercise 33: Match specific descriptive words to types of attractions they are most likely to apply to.

Majestic, towering	Ruins or Historical landmarks
Lively, exciting	Beach or Garden

Historical, ancient	Amusement park
Peaceful, serene	Museum or Temple
Impressive, monumental	Mountain
Cultural, traditional	Skyscraper or Monument

Exercise 34: Create a guidebook for an attraction

A guidebook page includes:

- Title: Name of the attraction and location.
- Introduction: A brief paragraph introducing the attraction and why it's famous.
- Physical description: Describe the size, appearance, and features of the attraction.
- Activities: What can visitors do at the attraction? Are there any special experiences or interactive features?
- Practical information: Best time to visit, tips for tourists, hours of operation, admission fees, and any other useful info.
- Why it's worth visiting: A conclusion that highlights the reasons people should visit this attraction.

Exercise 35: Read descriptions and identify famous attractions.

1. This ancient structure is located in Egypt and was built as a tomb for Pharaohs. It has four massive stone statues guarding the entrance.
2. This building in Paris is known for its iron lattice tower and is one of the most famous landmarks in the world.
3. A series of cliffs and large waterfalls, located between Canada and the United States, known for its incredible natural beauty.
4. A temple complex in Cambodia famous for its carvings, originally built as a Hindu temple and later used for Buddhist worship.



Situational task: Prepare a guide to the native land "Welcome to our city!" Make a selection of the most interesting places in the city.

**Theme №11. L/t: Traditions and customs of the Republic of Kazakhstan
and the country of the target language
G/t: Passive Voice**

Kazakh Traditions and Customs:

1. Nauryz (Kazakh New Year): Celebrated every spring, Nauryz is a major holiday in Kazakhstan, symbolizing renewal and the arrival of spring. Traditional foods like *Nauryz kozhe* are made, and families gather to celebrate with music, dancing, and other cultural activities.

2. Hospitality: Kazakh people are known for their extreme hospitality. It's customary to offer guests traditional drinks like *kumis* and food such as *beshbarmak*.

3. Yurt Culture: The yurt, a traditional nomadic tent, is an important symbol of Kazakhstan's heritage. It represents the nomadic lifestyle of Kazakh ancestors and continues to be used during festivals and celebrations.

4. Weddings and Family Traditions: Weddings in Kazakhstan are grand celebrations, often lasting several days.

British Traditions and Customs:

1. Afternoon Tea: A beloved British tradition, afternoon tea includes tea, sandwiches, scones with jam and cream, and cakes. It's an opportunity to socialize and relax in the afternoon.

2. The Changing of the Guard: A famous British tradition where soldiers at Buckingham Palace change shifts in a ceremonial fashion. It is an iconic event, watched by many tourists each year.

The grammar theme:

1. Passive Voice is used when the subject of the sentence is the receiver of the action, rather than the doer. It emphasizes the action itself rather than who is performing it.

2. Usage of Passive Voice:

- Describing actions or events that are typically done in a specific culture, where the focus is on the tradition rather than the person doing the action.

3. Comparison of Active and Passive Voice.

Exercise 1: Convert the sentences from Active Voice to Passive Voice.

1. They make delicious cakes every day.
2. She is reading a book right now.
3. People speak English all over the world.
4. The teacher is explaining the lesson at the moment.
5. They deliver the packages to my house every week.
6. He is repairing the car in the garage.
7. We clean the house every Saturday.
8. The cadets are writing their essays.
9. The company sells products worldwide.
10. They are designing a new website.

11. I take my dog for a walk every morning.
12. She is making a cake for the party.

Exercise 2: Convert the sentences from Active to Passive Voice.

1. The chef cooked a delicious meal last night.
2. They built the bridge in 2000.
3. She wrote a letter to her friend yesterday.
4. We watched a great movie last weekend.
5. They finished the report on time.
6. The children played the game all afternoon.
7. He repaired my car yesterday.
8. The manager called me in for a meeting.
9. I visited my grandparents last week.
10. They painted the house last summer.
11. The company launched a new product last year.
12. They cleaned the house yesterday.

Exercise 3: Fill in the blanks with the correct form of the verb in the Passive Voice.

1. The letter _____ (send) yesterday.
2. The work _____ (finish) by the team last week.
3. The book _____ (read) by many people.
4. The new software _____ (develop) by a small team.
5. The presentation _____ (prepare) by the assistant.
6. The meeting _____ (schedule) for 3 PM.
7. The house _____ (build) in 1990.
8. The report _____ (write) by the manager.
9. The cake _____ (bake) by my grandmother.
10. The painting _____ (create) by a famous artist.
11. The songs _____ (play) on the radio every day.
12. The documents _____ (sign) by the CEO yesterday.

Exercise 4: Change the following Active sentences to Passive, using the correct Tense.

1. They are solving the problem right now.
2. She has completed the project.
3. I ate the last cookie.
4. They had finished the work before I arrived.
5. People will celebrate the festival next year.
6. They have already prepared the food.
7. We will announce the winner tomorrow.
8. He is designing a new product.
9. They built this house in 1950.
10. She is writing a report for the meeting.

11. They have been repairing the road all week.
12. I will send the email later today.

Exercise 5: Identify the passive voice sentences and correct the mistakes.

1. The books are read by millions of people every year.
2. The cake was baked by her right now.
3. The phone is repaired last week.
4. The letter will be sent tomorrow.
5. The report was written by him when you called.
6. The windows were being cleaned when we arrived.
7. A new product will be launched by the company next month.
8. The cake is being made by me at the moment.
9. The decision has been made already.
10. The house had been built last year.
11. The emails are being sent right now.
12. The homework was done by her when I arrived.

Exercise 6: Change the sentences from Passive Voice to Active Voice.

1. The letter is written by Jane every week.
2. The car was repaired by the mechanic yesterday.
3. The house will be painted next week.
4. The movie has been watched by millions of people.
5. The project is being completed by the team.
6. The books were read by the cadets during the summer.
7. The email was sent by me yesterday.
8. The cake will be baked by my mother tomorrow.
9. The report is being prepared by the manager.
10. The prize has been won by the athlete.
11. The dinner was cooked by my sister.
12. The decision will be made by the board tomorrow.

Exercise 7: Answer the questions

1. What are some well-known Kazakh traditions that are celebrated today?
2. How important is family in Kazakh culture? Discuss the role of extended families and respect for elders in everyday life.
3. What are some unique features of a Kazakh wedding ceremony? How do they differ from weddings in other cultures?
4. Can you describe some Kazakh customs related to food? How are meals typically served, and what special dishes are part of Kazakh celebrations?
5. What is the significance of horses in Kazakh culture, and how do traditions like kokpar or horse racing play a role in the culture?
6. Kazakh music and dance are an essential part of their traditions. How do they express Kazakh identity? What instruments are commonly used?
7. What is Nauryz, and how is it celebrated in Kazakhstan? Why is it

important culturally and socially?

8. Kazakh hospitality is often considered extraordinary. Can you describe some examples of how guests are treated in Kazakh homes?

9. How do Kazakh people celebrate religious holidays? Discuss the role of Islam in Kazakh traditions.

10. What traditional clothing is still worn for celebrations or special occasions? Can you describe some of the fabrics or designs used?

11. What role do oral traditions play in Kazakh culture? Discuss the significance of storytelling, poetry, and legends like Ablai Khan or Kerey and Zhanibek.

12. How have Kazakh customs changed in modern times, especially with the influence of globalization?

Exercise 8: Write a detailed description of a Kazakh wedding tradition, using specific vocabulary and cultural details.

Exercise 9: Present one aspect of Kazakh culture, explaining its history and significance.

Exercise 10: Read and translate Kazakh traditions and customs with their descriptions to reinforce understanding of the cultural significance.

1. Nauryz: A celebration of the Kazakh New Year, held in March, celebrating the arrival of spring.

2. Aruz: A wedding tradition where the groom's family presents gifts and a bride price to the bride's family.

3. Kokpar: A traditional Kazakh sport where teams compete to carry a goat carcass to a goal using horseback.

4. Tugan Kün: A Kazakh birthday celebration, usually involving traditional songs and dance.

5. Shashu: A Kazakh hospitality custom, where guests are welcomed with special foods, tea, and gifts.

Exercise 11: In small groups, design your own Kazakh cultural celebration, using elements of Kazakh traditions.

Exercise 12: Prepare a quiz with multiple-choice, True/False, and short-answer questions about Kazakh traditions.

Exercise 13: Convert the sentences from Active Voice to Passive Voice.

1. Kazakh families prepare shashu during weddings and important events.

2. The British people celebrate Bonfire Night with fireworks every November 5th.

3. Traditional Kazakh carpets are woven by skilled artisans.

4. The Queen's Speech is delivered every Christmas Day by the monarch.

5. People watch the Changing of the Guard ceremony at Buckingham Palace.

6. The dombra is played by musicians during national celebrations in Kazakhstan.

7. Kazakh children play kokpar during national festivals.

8. Afternoon tea is enjoyed by many people in the UK at 4 PM.

9. The English celebrate Christmas with family gatherings and feasts.

10. The British hold Remembrance Day on November 11th to honor fallen soldiers.

11. Kymyz, the fermented horse milk, is drunk by Kazakhs during special occasions.

12. Pantomimes are performed in the UK during the Christmas season.

Exercise 14: Fill in the blanks with the correct form of the verb in the Passive Voice.

1. The Tower of London _____ (visit) by millions of tourists every year.

2. Traditional Kazakh dishes _____ (serve) during family gatherings and celebrations.

3. The royal wedding _____ (watch) by a global audience.

4. Afternoon tea _____ (serve) in many British homes and hotels.

5. Bonfire Night _____ (celebrate) with bonfires and fireworks in the UK.

6. Kazakh music _____ (play) at national festivals.

7. The famous English breakfast _____ (prepare) every morning in many homes across the UK.

8. Traditional Kazakh dances _____ (perform) during important events.

9. The London Eye _____ (ride) by tourists for a panoramic view of the city.

10. Christmas carols _____ (sing) in the UK during the festive season.

11. The Scottish Highlands _____ (explore) by tourists who enjoy hiking.

12. The Edinburgh Festival _____ (attend) by visitors from all over the world.

Exercise 15: Identify whether the sentence is in the Passive or Active Voice. Write "Active" or "Passive" next to each sentence.

1. Traditional Kazakh food is prepared by families for special occasions.

2. Pantomimes are performed in theatres across the UK during Christmas.

3. The Royal Guards perform the ceremony at Buckingham Palace every day.

4. Kazakh yurts are set up during national festivals.

5. English afternoon tea is often served at 4 PM.

6. The famous London Eye is visited by millions of tourists every year.

7. People watch the Changing of the Guard at Buckingham Palace.

8. The Scottish bagpipes are played during many cultural festivals.

9. Fish and chips are served at seaside restaurants in the UK.

10. People enjoy the Hogmanay celebrations in Scotland at New Year's Eve.

11. Shashu is performed to welcome guests in Kazakh culture.

12. Kazakh yurts are designed by expert craftsmen using traditional techniques.

Exercise 16: Rewrite the sentences in Passive Voice.

1. People celebrated Nauryz festival in Kazakhstan last year.
2. The British celebrated Bonfire Night with fireworks last November.
3. Kazakh musicians played the dombra during the wedding.
4. The Queen delivered her Christmas speech last December.
5. The family prepared a big Christmas dinner last year.
6. People attended the Edinburgh Festival last summer.
7. The Kazakh traditional drink kymyz was served at the ceremony.
8. The Royal Guard performed the ceremony in the morning.
9. People ate traditional English puddings during Christmas dinner.
10. Kazakh dancers performed traditional dances during the national holiday.
11. The famous London landmarks were visited by many tourists last summer.
12. The Changing of the Guard was watched by thousands of people at Buckingham Palace.

Exercise 17: Complete the sentences with the correct form of the verb in Passive Voice.

1. The Kazakh national anthem _____ (sing) at the beginning of every major public event.
2. Afternoon tea _____ (serve) in British homes during special occasions.
3. The Remembrance Day ceremony _____ (hold) annually to honor the soldiers.
4. The Hogmanay celebrations _____ (celebrate) across Scotland on New Year's Eve.
5. The British royal family _____ (invite) to many important national events.
6. Traditional British Christmas dinners _____ (eat) with family and friends.
7. The London Eye _____ (ride) by tourists for a view of the capital.
8. The Kazakh horse games _____ (play) every year during national holidays.
9. The Pantomimes _____ (perform) in theatres all over the UK.
10. The Kazakh handicrafts _____ (admire) by people from all over the world.
11. The dances _____ (teach) in Kazakh schools to preserve cultural heritage.
12. The Scots _____ (celebrate) New Year with fireworks and traditional songs.

Exercise 18: Choose the correct form of the verb to complete the passive voice sentence.

1. The famous Kazakh _____ (perform/is performed/were performed) at the festival.
2. Bonfire Night _____ (is celebrated/was celebrated/will be celebrated) with fireworks in the UK every year.
3. The Queen's Speech _____ (is broadcast/was broadcast/will be broadcast) every Christmas.
4. The Royal Guard ceremony _____ (is held/was held/will be held) every day at Buckingham Palace.
5. The Kazakh national sport kokpar _____ (is played/was played/will be played) at national festivals.
6. The Pantomimes _____ (are performed/were performed/will be performed) during Christmas in the UK.
7. Traditional Kazakh songs _____ (are sung/were sung/will be sung) during national celebrations.
8. The Edinburgh Festival _____ (is attended/was attended/will be attended) by thousands of people each year.
9. The traditional Kazakh yurt _____ (is set up/was set up/will be set up) for celebrations.
10. Afternoon tea _____ (is served/was served/will be served) with scones and cakes.
11. Hogmanay celebrations _____ (are held/were held/will be held) in Scotland every New Year's Eve.
12. Traditional British Christmas meals _____ (are eaten/were eaten/will be eaten) during the holiday season.

Exercise 19: Answer the questions.

1. What does hospitality mean in Kazakh culture? How is it different from hospitality in other cultures?
2. How are guests welcomed in Kazakh homes? What are some common practices when hosting guests?
3. What is the role of food in Kazakh hospitality? What are some traditional dishes served to guests?
4. What is "Shashu" and why is it an important part of Kazakh hospitality?
5. Why is it important for Kazakhs to show respect to elders and guests? How does this hospitality reflect the values of Kazakh society?
6. How do Kazakh people show generosity? Is it customary to offer gifts to visitors? What types of gifts are typically given?
7. Do you think hospitality practices in Kazakhstan have changed over time, especially in urban areas? How have modern lifestyles influenced traditional hospitality?
8. What role does tea play in Kazakh hospitality? How is it typically served?

to guests?

9. What is the significance of a guest being offered the best seat in a Kazakh home or at a special gathering?

10. How would you describe the atmosphere in a traditional Kazakh home when guests arrive?

11. What other aspects of Kazakh life are influenced by the concept of hospitality?

12. Why do you think Kazakh hospitality is considered legendary among travelers and visitors to the country?

Exercise 20: Write a detailed description of a traditional Kazakh yurt, explaining its significance in hospitality.

Exercise 21: Practice speaking skills by explaining Kazakh hospitality practices and their cultural importance.

Instructions:

1. Choose a Kazakh hospitality.
2. Prepare an oral presentation to describe:
 - What the tradition is: Explain the ritual or practice in detail.
 - Why it is important in Kazakh culture: How does it reflect the values of the people?
 - When it takes place: Is it practiced during certain holidays, special occasions, or daily life?
 - How it is performed: Describe any specific actions or phrases involved in the tradition.

Exercise 22: In groups, design a traditional Kazakh hospitality event and create a plan to showcase Kazakh culture.

Exercise 23: Create a quiz with multiple-choice, True/False, and short-answer questions based on Kazakh hospitality and yurt culture.

Exercise 24: Change the following sentences from Active Voice to Passive Voice.

1. The teacher explains the lesson every day.
2. The chef cooks a delicious meal.
3. The government will announce the results tomorrow.
4. They decorated the room for the party.
5. People speak English all over the world.
6. The workers built a new bridge last year.
7. The company will launch a new product next month.
8. The children played soccer in the park.
9. The cadets read the book during the class.
10. The musician performed a beautiful song at the concert.
11. The manager signed the document yesterday.

12. The government has passed a new law.

Exercise 25: Change the following sentences from Passive Voice to Active Voice.

1. The book was read by millions of people.
2. The house is being cleaned by the workers.
3. A new movie has been released by the studio.
4. The cake was baked by my grandmother.
5. The invitation was sent by Sarah last week.
6. The results will be announced by the committee tomorrow.
7. The letter was written by James yesterday.
8. The building is being constructed by a team of workers.
9. The song was sung by the choir at the concert.
10. The homework was completed by the cadets.
11. The game will be played by the teams next week.
12. The room is cleaned every day by the staff.

Exercise 26: Read the following sentences and identify whether they are in Active or Passive voice. Write "Active" or "Passive" next to each sentence.

1. The cake is being decorated by the baker.
2. They built the house last year.
3. The book was published in 1990.
4. The children are watching a movie.
5. The new product will be launched by the company next week.
6. The message was received by the manager.
7. She teaches English at the school.
8. The film was directed by a famous filmmaker.
9. The game is played every Saturday.
10. The car was repaired by the mechanic.
11. The government passed a new law last month.
12. The windows are being cleaned by the janitor.

Exercise 27: Choose the correct form to complete the sentence.

1. The letter _____ by John last night. (was written/wrote)
2. The new restaurant _____ next week. (will be opened/will open)
3. The teacher _____ the cadets every Monday. (examines/is examined)
4. The cake _____ by my mother yesterday. (was baked/baked)
5. The report _____ by the manager at the meeting. (was presented/presented)
6. The play _____ by the actors last night. (was performed/performed)
7. The room _____ every day by the staff. (is cleaned/cleans)
8. The decision _____ by the board next week. (will be made/will make)

9. The game _____ by the children in the park. (is played/plays)
10. The book _____ by the famous author last year. (was written/wrote)
11. The concert _____ by thousands of fans. (was attended/attended)
12. The homework _____ by the cadets yesterday. (was done/did)

Exercise 28: Some of the following sentences are incorrect. Identify and correct the mistakes in the sentences.

1. The book is read by her every day.
2. The cake baked by my grandmother yesterday.
3. A new bridge is built by workers last year.
4. The movie was watched by them at the theater.
5. She is writing a letter by the manager.
6. The report was submitted by him last week.
7. We plays tennis every weekend.
8. The documents have been signed by me yesterday.
9. The decision was made by them next week. The office is cleaned by staff every morning.
10. The letter written by her.
11. The children are reading the books by the teacher.

Exercise 29: Change the following sentences from Active Voice to Passive Voice.

1. The workers built a new school last year.
2. The chef is preparing a delicious meal.
3. They will announce the results tomorrow.
4. The company released the new product last month.
5. The teacher teaches the class every morning.
6. The author wrote a famous book in 1990.

Exercise 30: Answer the questions.

1. What are some well-known British traditions celebrated today?
2. How is Christmas celebrated in Britain? Are there any unique traditions related to Christmas, like Christmas crackers or Boxing Day?
3. What is the significance of the British monarchy in British traditions? How do royal events, like weddings and jubilees, affect national celebrations?
4. What role does food play in British traditions? Discuss typical British meals for holidays.
5. What is the tradition of afternoon tea, and how has it evolved over time?
6. How does the celebration of the New Year differ in Britain compared to other countries?
7. What is the importance of the "pub culture" in Britain? How do British people gather socially, and what does it mean for British identity?
8. What is Bonfire Night and why is it celebrated in Britain?

9. What are some traditional British sports that have become famous worldwide, such as cricket or football?

10. Do you think British traditions are still relevant today? How are they changing in the modern era with the influence of globalization?

11. How do British weddings differ from weddings in your own culture?

12. What traditional British festivals do you know of, and what customs are associated with them?

Exercise 31: Writing Task: Describe a traditional British festival.

Exercise 32: Practice speaking skills by presenting a British tradition.

Exercise 33: Read and translate British Traditions and Their Descriptions

1. Afternoon Tea: A meal that includes tea, sandwiches, scones, and cakes, typically served between 3-5 pm.

2. Guy Fawkes Night: A night where people celebrate the failure of the Gunpowder Plot with bonfires and fireworks.

3. The Changing of the Guard: A ceremonial event at Buckingham Palace where the soldiers guarding the palace are replaced by new ones.

4. Boxing Day: A holiday celebrated the day after Christmas, where people give gifts to the less fortunate and enjoy leftovers.

5. The Queen's Speech: A traditional speech delivered by the British monarch on Christmas Day, outlining the nation's achievements and hopes for the future.

6. Morris Dancing: A traditional English folk dance often performed in the spring, with dancers wearing bells and waving handkerchiefs.

Exercise 34: Plan and present a British cultural event, using traditional British customs and practices.

Exercise 35: Prepare a quiz with multiple-choice, True/False, and short-answer questions based on British traditions.



Situational task: The project "Traditions and customs associated with the birth and upbringing of a child in the Republic of Kazakhstan and the country of the target language".

Theme №12. L/t: Cultural and national holidays
G/t: Zero Conditional sentences

The lexical theme focuses on the rich traditions and significant holidays celebrated in Kazakhstan. The focus will be on major national holidays such as *Nauryz Meyrami*, *Kazakhstan Independence Day*. The focus will be on historical and cultural significance of these holidays, the customs and rituals associated with each celebration, and how they reflect Kazakhstan's diverse cultural heritage.

Additionally, the theme covers regional and local holidays that may vary across different parts of Kazakhstan, showcasing the country's multiculturalism and its blend of traditions from various ethnic groups.

The grammar theme focuses on forming and using Zero Conditional sentences. These sentences express facts, general truths, or habitual actions that are always true in certain conditions. For example, "If it is *Nauryz*, people celebrate with traditional foods." The focus will be on understanding the structure: If + present simple, + present simple, and applying this structure to describe predictable or universally accepted facts about holidays or customs.

Exercise 1: Fill in the blanks with the correct form of the verb in Present Simple.

1. If you heat water to 100°C, it _____ (boil).
2. If it _____ (rain), the ground gets wet.
3. If you _____ (mix) red and blue, you get purple.
4. If I _____ (eat) too much sugar, I feel sick.
5. If you _____ (add) salt to water, it will boil faster.
6. If you _____ (touch) a flame, it burns.
7. If the sun _____ (set), it gets dark.
8. If you _____ (put) ice in the sun, it melts.
9. If they _____ (work) hard, they finish early.
10. If you _____ (eat) healthy food, you stay fit.
11. If we _____ (exercise), we feel good.
12. If the clock _____ (tick), time passes.

Exercise 2: Choose the correct verb form to complete the sentences in the Zero Conditional.

1. If you _____ (heat/heated) ice, it melts.
2. If he _____ (add/added) sugar to the coffee, it tastes better.
3. If you _____ (mix/mixed) red and yellow, you get orange.
4. If the alarm _____ (goes/went) off, I wake up.
5. If she _____ (exercise/exercised) regularly, she stays healthy.
6. If you _____ (drop/dropped) a glass, it breaks.
7. If we _____ (work/worked) together, we finish faster.
8. If they _____ (touch/touched) the plant, it wilts.
9. If I _____ (study/studied) every day, I pass my exams.

10. If the weather _____ (is/was) nice, we go for a walk.
11. If we _____ (have/had) breakfast early, we feel more energetic.
12. If you _____ (sit/sat) under a tree, it provides shade.

Exercise 3: Make Zero Conditional Sentences

1. If/water/freeze/it/turn/to ice
2. If/you/mix/yellow/blue/green/get
3. If/you/put/metal/fire/it/get hot
4. If/plants/not/get/water/they/die
5. If/you/press/a button/machine/start
6. If/you/touch/the hot stove/it/burn
7. If/the weather/be/cold/snow
8. If/people/drink/too much coffee/they/feel jittery
9. If/the sun/shine/the flowers/bloom
10. If/we/eat/too much sugar/we/get sick
11. If/you/wash/hands/you/stay healthy
12. If/I/study/I/get good grades

Exercise 4: Some of the following sentences contain mistakes in the Zero Conditional form. Identify and correct them.

1. If you press the button, the machine will start.
2. If you mix red and blue, you gets purple.
3. If I eat too much sugar, I feel sick.
4. If they works hard, they finish early.
5. If it rains, the plants grow.
6. If you heat ice, it melted.
7. If I study every day, I pass my exams.
8. If the sun shines, the flowers bloomed.
9. If you touch a flame, it burn you.
10. If water freezes, it turn into ice.
11. If the weather is nice, we goes for a walk.
12. If you drink too much coffee, you get jittery.

Exercise 5: Match the first part of the sentence (Column A) with the correct second part (Column B) to form Zero Conditional sentences.

Column A	Column B
1. If water boils at 100°C,	a) the flowers bloom.
2. If you mix red and yellow,	b) it turns to steam.
3. If you touch the hot stove,	c) the ground gets wet.
4. If you heat chocolate,	d) it melts.
5. If it rains,	e) you get orange.
6. If the sun sets,	f) you get hot water.
7. If plants don't get water,	g) it burns.

8. If we eat too much,	h) they die.
9. If the weather is cold,	i) it gets dark.
10. If you eat healthy food,	j) we feel tired.
11. If the alarm rings,	k) you stay fit.
12. If the sun shines,	l) the room gets brighter.

Exercise 6: Fill in the Blanks with the Correct Verb in Zero Conditional

1. If you _____ (mix) blue and yellow, you _____ (get) green.
2. If she _____ (study), she _____ (pass) the exam.
3. If it _____ (rain), the plants _____ (grow).
4. If we _____ (eat) too much sugar, we _____ (feel) sick.
5. If the phone _____ (ring), I _____ (answer) it.
6. If you _____ (touch) a cactus, it _____ (hurt).
7. If the coffee _____ (cool) down, I _____ (drink) it.
8. If they _____ (work) late, they _____ (finish) the project early.
9. If we _____ (have) enough time, we _____ (visit) the museum.
10. If she _____ (exercise) regularly, she _____ (stay) healthy.
11. If you _____ (add) sugar to tea, it _____ (taste) better.
12. If the car _____ (break) down, we _____ (call) for help.

Exercise 7: Choose a national or cultural holiday in Kazakhstan and describe it in detail. They should include the following points:

1. The name of the holiday.
2. When it is celebrated and for how long.
3. The historical or cultural significance of the holiday.
4. Traditional foods and activities associated with the holiday.
5. Personal experiences or how they or their families celebrate the holiday.

Exercise 8: Answer the questions.

1. What makes national holidays in Kazakhstan special for Kazakh people?
2. How do national holidays strengthen the sense of national identity?
3. What role do holidays like Nauryz play in promoting traditional Kazakh culture?
4. How do holidays help in uniting families and communities?
5. Do you think people in Kazakhstan celebrate holidays differently today compared to the past?
6. How important are national holidays in preserving Kazakhstan's cultural heritage?

Exercise 9: Write a letter to a friend explaining what Nauryz is, how it is celebrated, and why it is important in Kazakhstan. You can also share your personal experiences and memories from celebrating this holiday.

Exercise 10: Design a poster promoting the Nauryz Festival in Kazakhstan. The poster should include important details such as the date, location, activities, and why people should attend. You can add drawings, symbols, or images related to the holiday.

Exercise 11: Write an essay comparing Nauryz to another national holiday from your own culture or another country. Focus on the similarities and differences in terms of history, traditions, foods, and significance.

Exercise 12: Create your own national holiday for Kazakhstan. Think about what it will celebrate, how it will be celebrated, and what traditions or activities will be associated with it. Write a proposal for your holiday.

Exercise 13: Complete the following sentences with the correct verb form in the Zero Conditional.

1. If you _____ (boil) water, it _____ (evaporate).
2. If you _____ (heat) ice, it _____ (melt).
3. If the sun _____ (set), it _____ (get) dark.
4. If plants _____ (not get) enough sunlight, they _____ (wilt).
5. If you _____ (drop) an object, it _____ (fall) to the ground.
6. If you _____ (add) sugar to tea, it _____ (taste) sweeter.
7. If you _____ (mix) red and blue, you _____ (get) purple.
8. If it _____ (rain), the ground _____ (get) wet.
9. If you _____ (touch) fire, it _____ (burn).
10. If animals _____ (not have) food, they _____ (starve).
11. If you _____ (freeze) water, it _____ (turn) into ice.
12. If the temperature _____ (reach) 0°C, water _____ (freeze).

Exercise 14: Read the following statements. Determine whether they are True or False based on general truths or scientific facts. If the sentence is false, rewrite it correctly using the Zero Conditional.

1. If you mix yellow and blue, you get red.
2. If you heat water to 100°C, it boils.
3. If you touch a cactus, it doesn't hurt.
4. If it rains, the sky becomes clear.
5. If you add salt to boiling water, it will make the water freeze faster.
6. If you eat too much sugar, it makes you lose weight.
7. If you drop something, it floats in the air.
8. If you expose a plant to sunlight, it grows.

Exercise 15: Complete the following sentences using general truths or facts that are always true, in the Zero Conditional.

1. If you mix red and yellow, you _____ (get) _____.

2. If water _____ (reach) 0°C, it _____ (freeze).
3. If you _____ (add) oil to water, it _____ (not mix).
4. If you _____ (place) metal in fire, it _____ (get) hot.
5. If you _____ (heat) ice, it _____ (melt).
6. If plants _____ (not get) enough water, they _____ (die).
7. If the wind _____ (blow), the leaves _____ (move).
8. If you _____ (put) sugar in tea, it _____ (taste) sweet.
9. If you _____ (expose) metal to oxygen, it _____ (rust).
10. If you _____ (study) regularly, you _____ (improve) your knowledge.
11. If the Earth _____ (move) around the Sun, we _____ (experience) day and night.
12. If the temperature _____ (drop), the water _____ (freeze).

Exercise 16: Match the first part of each sentence with the correct second part to form Zero Conditional sentences that explain general truths or facts.

Column A	Column B
1. If you mix yellow and blue,	a) the ice melts.
2. If you freeze water,	b) it tastes sweet.
3. If you touch a flame,	c) it will rust.
4. If you add sugar to coffee,	d) you get green.
5. If you expose iron to moisture,	e) it freezes.
6. If you heat ice,	f) it burns you.
7. If you add salt to boiling water,	g) it boils.
8. If you mix red and blue,	h) the plants will grow.
9. If you water the plants,	i) the color turns purple.
10. If you go outside without sunscreen,	j) you get a sunburn.
11. If you study hard,	k) they die.
12. If water reaches 0°C,	l) you learn faster.

Exercise 17: Some of the following sentences contain mistakes in the Zero Conditional form. Identify and correct them.

1. If you touch a flame, it will burn.
2. If you freeze water, it turn to ice.
3. If plants don't have enough water, they die.
4. If you mix blue and yellow, you gets green.
5. If it rains, the grass grow.
6. If you add sugar to tea, it is sweeter.
7. If you mix red and yellow, you get purple.
8. If you don't water the plants, it dies.
9. If metal rusts, it don't look good.

10. If you heat water, it boils.
11. If the temperature falls below freezing, water turns to ice.
12. If the sun rises, it gets hot.

Exercise 18: Choose the correct verb form in the Zero Conditional to complete the sentences. These sentences describe general truths or facts.

1. If the sun _____ (shine), the temperature _____ (rise).
2. If you _____ (mix) red and blue, you _____ (get) purple.
3. If you _____ (drop) an egg, it _____ (break).
4. If people _____ (not water) plants, they _____ (wilt).
5. If it _____ (rain), the streets _____ (get) wet.
6. If you _____ (put) metal in the fire, it _____ (get) hot.
7. If you _____ (freeze) water, it _____ (turn) to ice.
8. If you _____ (expose) iron to air, it _____ (rust).
9. If you _____ (add) salt to water, it _____ (boil) faster.
10. If you _____ (mix) yellow and blue, you _____ (get) green.
11. If you _____ (touch) a cactus, it _____ (hurt).
12. If you _____ (exercise), you _____ (stay) healthy.

Exercise 19: Choose a regional holiday that is celebrated in a specific part of Kazakhstan and describe it in detail. Talk about when it occurs, how it is celebrated, and its significance in the region.

Exercise 20: Answer the questions.

1. How do regional holidays like *Almaty Day* help build local pride and identity?
2. Why do you think different regions in Kazakhstan celebrate their own holidays?
3. How can regional holidays bring together people from various backgrounds in a local area?
4. Do you think local holidays help preserve traditional customs? How?
5. How do regional holidays differ in terms of celebration and activities compared to national holidays like *Nauryz*?
6. What role do regional holidays play in promoting tourism and showcasing local culture?
7. How can these holidays help younger generations connect with their local history and traditions?
8. Are there any regional holidays in your area that you think should be celebrated more widely?

Exercise 21: Write a paragraph or essay about a regional holiday that is celebrated in your area or in another part of Kazakhstan. Include the date, traditions, and significance of the holiday.

Exercise 22: Imagine a new regional holiday for your area. Create a proposal that includes the holiday's name, when it will be celebrated, what traditions will be involved, and what it will celebrate.

Exercise 23: Write an essay comparing two regional holidays in Kazakhstan. Focus on their similarities and differences in terms of cultural significance, activities, and celebrations.

Exercise 24: Create a visual poster promoting a regional holiday in Kazakhstan. The poster should include the date, location, activities, and other key elements of the holiday. You can add images or symbols related to the holiday.

Exercise 25: Fill in the blanks with the correct verb in the Zero Conditional.

1. If you _____ (visit) a Kazakh family, they _____ (offer) you tea.
2. If a Kazakh person _____ (have) guests, they _____ (serve) traditional dishes like beshbarmak.
3. If you _____ (attend) a Kazakh wedding, you _____ (see) a lot of singing and dancing.
4. If you _____ (greet) an elder in Kazakhstan, you _____ (bow) as a sign of respect.
5. If the weather _____ (be) nice in summer, people _____ (go) to the steppe for picnics.
6. If you _____ (attend) a Kazakh feast, you _____ (eat) a lot of meat and bread.
7. If a Kazakh family _____ (have) a new baby, they _____ (celebrate) with a big ceremony.
8. If you _____ (travel) to a rural area in Kazakhstan, you _____ (see) yurts set up for nomadic families.
9. If Kazakhs _____ (celebrate) Nauryz, they _____ (gather) with family and friends.
10. If you _____ (visit) a Kazakh village, people _____ (greet) you warmly.
11. If Kazakhs _____ (see) a guest, they _____ (offer) them kumis (fermented mare's milk).
12. If you _____ (attend) a Kazakh tusau kesu ceremony, you _____ (witness) a traditional blessing for a child.

Exercise 26: Read the statements about Kazakh traditions and decide if they are True or False. If the sentence is false, rewrite it correctly using the Zero Conditional.

1. If you greet a person in Kazakhstan, you shake hands firmly.
2. If a Kazakh family has guests, they always serve beshbarmak and kumis.
3. If you visit Kazakhstan in the winter, people usually go to the beach.

4. If you celebrate Nauryz, you enjoy traditional dances and foods.
5. If a child's first steps are taken, there is a ceremony called tusau kesu.
6. If you meet an elder, you are expected to bow.
7. If a Kazakh family has a wedding, they don't sing traditional songs.
8. If you go to a Kazakh festival, you will find many people wearing modern clothing.

Exercise 27: Make Zero Conditional sentences about kazakh traditions

1. If/a Kazakh family/invite/guests/they/serve/kumis
2. If/people/celebrate/Nauryz/they/cook/traditional dishes
3. If/you/travel/in Kazakhstan/you/see/yurts
4. If/a child/take/their first steps/people/perform/tusau kesu
5. If/a Kazakh wedding/happen/there/be/traditional singing and dancing
6. If/you/visit/Kazakhstan/people/greet/you/warmly
7. If/you/attend/a traditional Kazakh feast/you/eat/beshbarmak
8. If/the weather/be/warm/people/go/to the steppe for picnics
9. If/a guest/arrive/they/offer/tea/and/food
10. If/you/meet/an elder/in Kazakhstan/you/show/respect
11. If/a Kazakh family/have/a new baby/they/celebrate/with a big feast
12. If/people/visit/a Kazakh village/they/see/nomads

Exercise 28: Match the first part of the sentence (Column A) with the correct second part (Column B) to form Zero Conditional sentences about Kazakh traditions.

Column A	Column B
1. If Kazakh families have guests,	a) they serve beshbarmak and kumis.
2. If people celebrate Nauryz,	b) they prepare special foods like samsa.
3. If the weather is warm in Kazakhstan,	c) they sing traditional songs.
4. If you meet an elder in Kazakhstan,	d) you bow as a sign of respect.
5. If you attend a Kazakh wedding,	e) people go to the steppe for picnics.
6. If a Kazakh family has a new baby,	f) they celebrate with a tusau kesu ceremony.
7. If Kazakhs have a big feast,	g) they serve kumis (fermented mare's milk).
8. If you travel to Kazakhstan,	h) you can see people riding horses.
9. If you visit a Kazakh village,	i) they perform traditional dances.
10. If you see a guest in Kazakhstan,	j) you are greeted warmly with hospitality.
11. If you attend Nauryz,	k) people gather with family and friends.
12. If you touch a Kazakh yurt,	l) it represents the nomadic lifestyle.

Exercise 29: Some of the following sentences contain mistakes in the Zero Conditional. Identify and correct them.

1. If you visit a Kazakh village, they offer you tea.
2. If a Kazakh family celebrates Nauryz, they eat traditional food.
3. If people meet an elder, they greet them by shaking hands firmly.
4. If Kazakh families have a guest, they serve beshbarmak and sushi.
5. If you attend a Kazakh wedding, you see modern dances and traditional music.
6. If you touch a yurt in Kazakhstan, it's very big and beautiful.
7. If people travel to the steppe in the winter, they wear summer clothes.
8. If Kazakhs have a wedding, they don't celebrate it with dancing.

Exercise 30: Complete the following sentences about Kazakh traditions using the correct verb form in the Zero Conditional.

1. If you greet an elder in Kazakhstan, you _____ (bow) to show respect.
2. If Kazakhs _____ (celebrate) Nauryz, they _____ (prepare) traditional foods.
3. If a Kazakh family _____ (have) guests, they _____ (serve) kumis.
4. If you _____ (attend) a Kazakh wedding, you _____ (see) a lot of traditional dancing.
5. If you _____ (visit) a Kazakh village, you _____ (meet) people riding horses.
6. If the weather _____ (be) nice, Kazakhs _____ (go) to the steppe for picnics.
7. If you _____ (travel) in Kazakhstan, you _____ (see) yurts.
8. If you _____ (drop) something at a Kazakh ceremony, it _____ (be) considered bad luck.
9. If you _____ (see) a guest in Kazakhstan, you _____ (offer) them tea immediately.
10. If Kazakhs _____ (have) a new baby, they _____ (celebrate) with a tusau kesu ceremony.
11. If a Kazakh family _____ (have) a big feast, they _____ (serve) beshbarmak.
12. If you _____ (meet) a Kazakh person, they _____ (greet) you with respect.

Exercise 31: Talk about the traditional customs and rituals associated with Nauryz in Kazakhstan. Include details about food, clothing, activities, and special events.

Exercise 32: Discuss with a partner or in a group how traditional rituals during Kazakh holidays contribute to the preservation of national identity and cultural heritage.

Exercise 33: Write a descriptive essay about a specific ritual you participate in during a Kazakh holiday. Explain the importance of the ritual and how it connects to the overall holiday.

Exercise 34: Imagine you have the opportunity to create a new ritual for a Kazakh holiday. What would this ritual involve? How would it contribute to the meaning of the holiday?

Exercise 35: Compare and contrast two distinct holiday rituals in Kazakhstan, such as those from *Nauryz* and *Kurban Ait*. Focus on their cultural significance and the activities involved.

Exercise 36: Write a short story that features a traditional Kazakh holiday ritual. Include the main character's feelings about the holiday and the customs they participate in.



Situational task: Ask the interlocutor about the traditions of celebrating various events, national holidays in his country.

Theme №13. L/t: My education
G/t: First Conditional sentences

The lexical theme focuses on the discussion cadets' personal educational experiences and future learning goals. They will reflect on their education, the subjects they enjoy, and the challenges they've faced. The lesson will also explore different aspects of education, such as the role of teachers, the importance of education in personal development, and how education can shape future careers. Cadets will talk about the importance of setting goals for their academic success, and how education opens up opportunities for growth and advancement.

The grammar theme focuses on the use of First Conditional sentences, which express possible future events or actions that are likely to happen if a certain condition is met. For example, "If I study hard, I will pass the exam." The lesson will emphasize the structure of the First Conditional: If + present simple, + will + base verb. Cadets will practice using the First Conditional to talk about their future educational plans.

Exercise 1: Complete the Sentences with the Correct Verb

1. If it _____ (rain) tomorrow, we _____ (stay) at home.
2. If you _____ (study) hard, you _____ (pass) the exam.
3. If I _____ (have) time this evening, I _____ (watch) a movie.
4. If you _____ (call) me, I _____ (answer).
5. If they _____ (arrive) early, we _____ (have) enough time to prepare.
6. If we _____ (not leave) now, we _____ (be) late.
7. If I _____ (feel) better tomorrow, I _____ (go) to work.
8. If he _____ (not hurry), he _____ (miss) the train.
9. If we _____ (take) the bus, we _____ (arrive) on time.
10. If you _____ (not study), you _____ (fail) the test.
11. If she _____ (not eat) lunch, she _____ (feel) hungry later.
12. If they _____ (win) the match, they _____ (celebrate) at a party.

Exercise 2: Choose the Correct Option

1. If he _____ (will come/comes) to the party, we _____ (will wait/wait) for him.
2. If we _____ (leave/will leave) now, we _____ (will arrive/arrive) on time.
3. If they _____ (study/will study) harder, they _____ (will pass/pass) the exam.
4. If you _____ (work/will work) late tonight, you _____ (feel/will feel) tired tomorrow.
5. If it _____ (rains/will rain) later, we _____ (will stay/stay) indoors.

6. If I _____ (buy/will buy) the tickets now, we _____ (get/will get) good seats.

7. If she _____ (not hurry/will not hurry), she _____ (miss/will miss) the train.

8. If I _____ (have/will have) some free time, I _____ (help/will help) you.

9. If we _____ (arrive/will arrive) early, we _____ (have/will have) time to relax.

10. If you _____ (not call/will not call) me, I _____ (not answer/will not answer) your questions.

11. If they _____ (come/will come) to the concert, they _____ (enjoy/will enjoy) the show.

12. If I _____ (finish/will finish) my work soon, I _____ (go/will go) for a walk.

Exercise 3: Use the following prompts to create First Conditional sentences.

1. If/I/study/I/pass/the exam
2. If/we/leave/now/we/catch/the bus
3. If/it/rain/tomorrow/we/stay/at home
4. If/he/not hurry/he/miss/the train
5. If/she/call/I/answer/the phone
6. If/they/arrive/early/we/have/breakfast together
7. If/you/buy/that dress/you/look/amazing
8. If/I/see/him/I/talk/to him
9. If/she/not go/to the party/she/miss/the fun
10. If/you/eat/too much/you/feel/sick
11. If/I/not be/busy/I/help/you
12. If/they/win/the match/they/celebrate/with friends

Exercise 4: Some of the following sentences are incorrect. Identify and correct the mistakes to form First Conditional sentences.

1. If you will eat too much, you will feel sick.
2. If he study hard, he will pass the exam.
3. If we not hurry, we miss the train.
4. If she will not go to the concert, she will miss the fun.
5. If they leave early, they arrive in time.
6. If I don't get enough sleep, I feel tired tomorrow.
7. If it will rain tomorrow, we stay indoors.
8. If you call me, I will answer your questions.
9. If she will be tired, she won't go to the party.
10. If I see him, I will talking to him.
11. If they eat too much, they will feel sick later.
12. If we will leave now, we will not be late.

Exercise 5: Choose the correct First Conditional sentence from the options.

1. A) If you study, you will pass the exam.
B) If you will study, you pass the exam.
C) If you study, pass the exam.
2. A) If we leave now, we will be on time.
B) If we will leave now, we be on time.
C) If we left now, we will be on time.
3. A) If they work hard, they will finish the project.
B) If they works hard, they will finish the project.
C) If they will work hard, they finish the project.
4. A) If it rains, we will stay inside.
B) If it rain, we will stay inside.
C) If it will rain, we stay inside.
5. A) If she calls me, I will answer the phone.
B) If she will call me, I answer the phone.
C) If she called me, I will answer the phone.
6. A) If you study hard, you will pass the test.
B) If you studies hard, you will pass the test.
C) If you will study hard, you pass the test.

Exercise 6: Complete the following First Conditional sentences with your own ideas.

1. If I wake up early, I _____ (exercise).
2. If we go to the park, we _____ (have) a picnic.
3. If you save enough money, you _____ (buy) a new car.
4. If it's sunny tomorrow, we _____ (go) for a walk.
5. If I finish my work early, I _____ (watch) a movie.
6. If we travel to the beach, we _____ (swim) in the ocean.
7. If you practice every day, you _____ (improve) your skills.
8. If I get a promotion, I _____ (celebrate) with my friends.
9. If you don't hurry, you _____ (miss) the bus.
10. If we leave now, we _____ (arrive) before lunch.

Exercise 7: Speak about your educational experiences in 10th and 11th grades. Discuss Subjects you enjoyed, challenges you faced, and memorable moments.

Exercise 8: Discussion Task: "What was the most important lesson you learned in high school?" Consider academic, personal, or life lessons.

Discussion Prompts:

1. What did you learn in 10th and 11th grade that you think was more valuable than anything you learned before?
2. Did you learn any skills during these grades that helped you later in life? What were they?

3. How did your experiences in high school shape your current approach to learning or life in general?

4. Did you learn anything important about time management or responsibility during these years?

5. Was there a subject or teacher who taught you a lesson that you still remember today?

6. How did the challenges you faced in these grades help you grow as a person?

7. How did you deal with the pressure of exams in 10th and 11th grade, and what did you learn from that experience?

Exercise 9: Write about the teachers you had in 10th and 11th grades. Describe how they influenced your learning and your personal growth.

Exercise 10: Write a letter to your 10th-grade self, offering advice, encouragement, and reflecting on what you've learned since then.

Exercise 11: Write a comparison of your experiences in the 10th and 11th grades. Focus on the differences in workload, subject choices, and the atmosphere in school.

Exercise 12: Write a short story imagining your high school reunion, focusing on how you and your classmates reflect on your experiences in 10th and 11th grades.

Exercise 13: Complete the following sentences using the First Conditional structure.

1. If I _____ (study) hard this semester, I _____ (pass) my final exams.

2. If we _____ (attend) the seminar, we _____ (learn) new teaching methods.

3. If she _____ (choose) the biology course, she _____ (become) a doctor.

4. If I _____ (take) advanced mathematics, I _____ (improve) my problem-solving skills.

5. If they _____ (complete) their assignments on time, they _____ (get) good grades.

6. If you _____ (join) the study group, you _____ (have) more chances to improve your understanding.

7. If we _____ (apply) for the scholarship, we _____ (increase) our chances of studying abroad.

8. If he _____ (enroll) in the language program, he _____ (speak) fluent Spanish.

9. If you _____ (take) the art history class, you _____ (develop)

a better appreciation for art.

10. If I _____ (attend) the career fair, I _____ (find) useful job opportunities.

11. If she _____ (get) the internship, she _____ (gain) valuable work experience.

12. If they _____ (not prepare) well for the test, they _____ (struggle) to pass it.

Exercise 14: Choose the correct verb form to complete the First Conditional sentences related to future educational plans.

1. If I _____ (study/will study) harder, I _____ (will pass/pass) the exam.

2. If we _____ (join/will join) the online course, we _____ (learn/will learn) new skills.

3. If they _____ (attend/will attend) the workshop, they _____ (get/will get) certificates.

4. If you _____ (not miss/will not miss) any classes, you _____ (understand/will understand) the subject better.

5. If he _____ (study/will study) abroad, he _____ (gain/will gain) international experience.

6. If I _____ (take/will take) the math course, I _____ (improve/will improve) my grades.

7. If you _____ (prepare/will prepare) for the interview, you _____ (increase/will increase) your chances of getting the job.

8. If they _____ (do/will do) their homework regularly, they _____ (get/will get) good results.

9. If she _____ (enroll/will enroll) in a summer program, she _____ (expand/will expand) her knowledge.

10. If you _____ (apply/will apply) for the exchange program, you _____ (experience/will experience) a different culture.

11. If he _____ (attend/will attend) the conference, he _____ (learn/will learn) from the experts.

12. If we _____ (participate/will participate) in the training, we _____ (improve/will improve) our skills.

Exercise 15: Match the first part of the sentence (Column A) with the correct second part (Column B) to complete the First Conditional sentences about educational plans.

Column A	Column B
1. If I attend the university open day,	a) I will finish my thesis on time.
2. If you take the online course,	b) you will improve your writing skills.
3. If they study abroad next year,	c) we will improve our teamwork abilities.

4. If we start the project early,	d) I will make new friends from different countries.
5. If I join the summer school,	e) I will get better grades in the subject.
6. If you enroll in the leadership program,	f) you will gain hands-on experience.
7. If she chooses the engineering major,	g) she will be able to work in a global company.
8. If you pass the exam,	h) we will meet some guest lecturers.
9. If I take the writing class,	i) I will gain more confidence in public speaking.
10. If we register for the seminar,	j) you will learn new programming languages.
11. If they focus on their studies,	k) they will graduate with honors.
12. If I attend the workshops,	l) we will have more time to finish the project.

Exercise 16: Some of the following sentences contain mistakes in the First Conditional. Identify and correct the mistakes.

1. If I will study harder, I pass the exam.
2. If we join the course, we will improve our writing skills.
3. If she attends the seminar, she will learns new techniques.
4. If I don't hurry, I will be late for the class.
5. If he study abroad, he will meet people from different cultures.
6. If we apply for the scholarship, we will increase our chances.
7. If you don't finish your homework, you won't get a good grade.
8. If you takes the class, you will improve your knowledge in the field.
9. If they not study, they will not pass the final exam.
10. If we will start the project soon, we finish it on time.
11. If I attend the career fair, I gain some useful contacts.
12. If she studies every day, she will passed the exam with ease.

Exercise 17: Use the following prompts to make First Conditional sentences about future educational plans.

1. If/I/study/I/improve/my grades
2. If/we/attend/the workshop/we/learn/new skills
3. If/she/take/the online course/she/get/a certificate
4. If/I/not study/I/fail/the exam
5. If/they/participate/in the summer school/they/meet/new people
6. If/you/attend/the university fair/you/get/useful information
7. If/I/join/the study group/I/understand/the topic better
8. If/you/take/the writing class/you/improve/your writing
9. If/I/work/hard/I/pass/the final test
10. If/he/attend/the conference/he/learn/about the latest trends
11. If/we/apply/for the internship/we/gain/practical experience

12. If/I/finish/my thesis/I/graduate/on time

Exercise 18: Complete the following sentences by filling in the blanks with your own ideas. Use the First Conditional structure to talk about future educational plans.

1. If I study every day, I _____ (improve) my knowledge.
2. If you attend the online course, you _____ (learn) useful skills for your career.
3. If I take the history class, I _____ (gain) a deeper understanding of the past.
4. If we finish the group project on time, we _____ (present) our work at the seminar.
5. If she works on her thesis, she _____ (complete) her degree in the next year.
6. If I join the university club, I _____ (meet) like-minded people.
7. If they participate in the research program, they _____ (publish) their findings.
8. If you take part in the writing competition, you _____ (improve) your writing skills.
9. If I enroll in the photography class, I _____ (learn) new techniques for capturing images.
10. If I prepare for the test, I _____ (get) a good score.
11. If we visit the university open day, we _____ (make) an informed decision.
12. If they attend the workshop on resume writing, they _____ (impress) potential employers.

Exercise 19: Discuss how teachers have shaped your personal development. Mention specific teachers and the subjects they taught and explain the impact they had on your growth.

Exercise 20: Discuss with a partner or group what qualities make a good teacher and how these qualities can influence a cadet's personal development.

Discussion Prompts:

1. What do you think are the most important qualities that make a teacher effective in helping cadets grow personally?
2. How does a teacher's approach to teaching influence a cadet's motivation and self-confidence?
3. How can a teacher's communication style impact a cadet's ability to learn and develop socially and emotionally?
4. In your opinion, is it more important for a teacher to be knowledgeable or to be supportive and understanding? Why?
5. Can you recall a teacher who helped you grow as a person? What did they

do to support your personal development?

6. How do teachers contribute to shaping the values and mindset of cadets, not just their academic skills?

7. Do you think teachers should act as mentors? How can mentorship affect a cadet's overall development?

Exercise 21: Write an essay discussing how education contributes to personal growth. Focus on specific experiences or subjects that influenced your development.

Exercise 22: Imagine you could design your ideal teacher. Create a detailed description of their qualities, teaching style, and how they would contribute to your personal development.

Exercise 23: Write an essay explaining how your education has shaped the values you hold today. Reflect on lessons, subjects, or experiences that influenced your core beliefs.

Exercise 24: Write a speech highlighting the importance of teachers in personal development. Focus on the ways teachers contribute to a cadet's academic and personal growth.

Exercise 25: Change the following First Conditional sentences into negative form.

1. If I study tonight, I will pass the test.
2. If we leave now, we will catch the bus.
3. If she works hard, she will succeed in the project.
4. If they join the program, they will improve their skills.
5. If I go to the conference, I will meet new people.
6. If you call me, I will answer.
7. If he applies for the job, he will get it.
8. If we practice every day, we will win the competition.
9. If she gets a promotion, she will feel more confident.
10. If you save enough money, you will buy a new phone.
11. If I have time, I will study more languages.
12. If they attend the seminar, they will gain new knowledge.

Exercise 26: Change the sentences from previous exercise into question form.

Exercise 27: Some of the following sentences in the First Conditional are incorrect in negative form. Find and correct the mistakes.

1. If I will not study hard, I will fail the exam.
2. If we will not leave now, we will miss the train.

3. If she will not work on the project, she will not finish it on time.
4. If they do not join the workshop, they will not learn anything new.
5. If I will not attend the meeting, I will not be updated on the progress.
6. If you will not practice your presentation, you will forget important points.

7. If he not help us, we will not finish the task.
8. If we not study the material, we will not pass the final exam.
9. If they don't start early, they will not complete the report on time.
10. If she not participate, she will not get any credit for the class.
11. If I do not understand the lesson, I will not ask questions.
12. If we will not follow the guidelines, we will lose marks.

Exercise 28: Use the prompts below to create First Conditional negative sentences.

1. If/I/not study/I/fail/the test
2. If/you/not hurry/you/miss/the train
3. If/she/not go/to the meeting/she/miss/the updates
4. If/they/not practice/they/not pass/the competition
5. If/we/not prepare/we/be/late
6. If/he/not call/I/not answer/the phone
7. If/you/not save/enough money/you/not buy/the car
8. If/I/not have/time/I/not finish/the project
9. If/she/not attend/the course/she/not get/a certificate
10. If/they/not submit/their applications/they/not get/the job
11. If/we/not leave/now/we/not arrive/on time
12. If/I/not wake up/early/I/be/late/for class

Exercise 29: Use the following prompts to create First Conditional question sentences.

1. If/I/study/I/pass/the test?
2. If/we/leave/now/we/catch/the bus?
3. If/they/not attend/the seminar/they/learn/anything new?
4. If/you/take/the course/you/improve/your skills?
5. If/she/go/to the party/she/meet/new people?
6. If/he/apply/for the job/he/get/it?
7. If/we/not hurry/we/miss/the flight?
8. If/I/not work/hard/I/fail/the exam?
9. If/you/practice/every day/you/get/better?
10. If/they/join/the study group/they/understand/the subject better?
11. If/she/get/the scholarship/she/go/abroad to study?
12. If/we/register/early/we/get/a discount?

Exercise 30: Fill in the blanks with the negative or question forms of the First Conditional.

1. If I _____ (not study) tonight, I _____ (fail) the test.
2. If you _____ (not hurry), we _____ (miss) the bus.
3. If he _____ (not apply) for the job, he _____ (not get) the position.
4. If they _____ (not attend) the seminar, _____ they _____ (learn) anything?
5. If I _____ (not finish) my work today, I _____ (not go) to the party.
6. If we _____ (not leave) soon, _____ we _____ (arrive) late?
7. If you _____ (study) harder, _____ you _____ (pass) the exam?
8. If she _____ (not attend) the course, she _____ (not get) the certificate.
9. If I _____ (not wake up) early, I _____ (be) late for class.
10. If we _____ (not practice) more, we _____ (not win) the competition.
11. If you _____ (call) me, _____ I _____ (answer) your questions?
12. If they _____ (not submit) their assignments on time, they _____ (lose) marks.

Exercise 31: Discuss your academic and career goals for the future. Explain what steps you plan to take to achieve them and why these goals are important to you.

Exercise 32: Discuss in a group or with a partner the importance of setting academic goals and how they help in preparing for future careers.

Discussion Prompts:

1. Why is it important to set academic goals while still in school?
2. How can setting specific goals help you stay motivated and focused on your studies?
3. Do you think having clear academic goals can lead to better career outcomes? Why or why not?
4. How can the subjects you choose to study in school impact your career options?
5. How do short-term academic goals (like improving grades in a specific subject) contribute to long-term career success?
6. Can setting personal goals outside of academics (like joining extracurricular activities or volunteering) also help you in your future career?
7. How do teachers and mentors play a role in helping cadets set and achieve academic and career goals?
8. Can academic goals evolve over time? How should you adapt your goals if you change your career interests?

Exercise 33: Write an essay explaining how you plan to prepare for your future career. Discuss the academic goals you need to achieve and the steps you need to take to reach your career aspirations.

Exercise 34: Create a detailed career plan for the next 5–10 years. Include specific academic goals, career milestones, and any other actions you need to take to achieve your career aspirations.

Exercise 35: Write an essay discussing the importance of setting career goals early in life. Reflect on how setting goals early can provide direction and motivation for your academic journey.

Exercise 36: Design a vision board that represents your future career. Include images, quotes, and any other visual elements that inspire you toward your career aspirations. Present your board to the class or write a brief description of it.



Situational task: Take the test "Determination of the type of future profession." What type of profession you are offered to achieve success in your future career. How much do you agree with the test result?

Theme №14. L/t: My Institute
G/t: Review

The lexical theme focuses on the institution where cadets study, discussing its structure, the courses offered, the facilities available, and their experiences there. They will describe the campus, including classrooms, libraries, and any other special areas like sports facilities or cafeterias. Cadets will also discuss the role of their institute in shaping their academic and personal growth, explaining how it supports their career goals, about the programs or degrees they are pursuing, the subjects they find most interesting, and how the institute helps them prepare for the future.

The lesson could also include conversations about the teachers and instructors, the academic environment, and the cultural or extracurricular activities that take place within the institute. Cadets will share their opinions on what they enjoy about their institute and what they think could be improved.

Exercise 1: Choose the right variant.

1. Which of the following sentences uses an adjective correctly to describe the institute?

- A) The institute has a large, modern library.
- B) The institute is beauty and quiet.
- C) The institute have many green tree.
- D) The institute is most important.

2. Choose the sentence that correctly uses an adjective phrase:

- A) The institute is full of large classrooms.
- B) The institute has a library large and modern.
- C) The institute is very modern and big.
- D) The institute provide good quality education.

3. Which of these sentences correctly describes the institute's facilities using adjectives?

- A) The campus is clean and have many computers.
- B) The campus is spacious, with a library, gym, and modern classrooms.
- C) The campus are old and not comfortable.
- D) The campus was modern but had a lot of books.

4. Select the sentence that describes the institute in a positive way:

- A) The institute has a small library and old buildings.
- B) The institute is spacious with bright, modern classrooms.
- C) The institute is loud and uncomfortable.
- D) The institute have few teachers and no computers.

5. "The institute's classrooms are _____ and well-equipped for all cadets."

- A) crowded
- B) spacious
- C) noisy

D) small

Question 6:

6. "The campus is _____, with a beautiful garden and a modern library."

A) very clean

B) very modern

C) large and bright

D) quiet and peaceful

7. "The library is _____, with plenty of space for studying."

A) modern

B) loud

C) old

D) uncomfortable

8. "The cadet dormitories are _____ and provide a comfortable living space."

A) spacious

B) dirty

C) dark

D) poorly maintained

9. Identify and correct the mistake in the sentence: "The classrooms is modern and very well lighted."

10. Find the error in this sentence: "The institute has good and friendly staff, and its library is very large and well-organized."

11. Correct the following sentence: "The building is old and needs many improvements."

12. Describe the facilities of the institute in two sentences using adjectives.

13. How would you describe the atmosphere of the institute using adjectives?

14. Choose the correct adjective phrase to complete the sentence: "The campus is _____, with plenty of space for sports activities."

A) small and dark

B) large and open

C) old and crowded

D) quiet and modern

15. Select the correct adjective phrase to complete the sentence: "The institute's library is _____, offering a wide variety of resources for research."

A) small and outdated

B) quiet and spacious

C) noisy and busy

D) dark and uncomfortable

Exercise 2: Fill in the blanks with appropriate adjectives to describe the Institute.

1. The Institute has a _____ (modern, old) building with state-of-the-

art facilities.

2. The teachers are _____ (experienced, young) and highly skilled in their respective fields.

3. The campus is _____ (large, small), with plenty of open spaces for cadets to relax.

4. The library is _____ (well-stocked, poorly-stocked) with a wide variety of books and online resources.

5. The Institute provides a _____ (safe, unsafe) learning environment for all cadets.

6. The classrooms are _____ (spacious, cramped) and equipped with the latest technology.

7. The academic programs offered are _____ (comprehensive, limited) and designed to meet the needs of different cadets.

8. The cadets are _____ (motivated, uninterested) and eager to succeed in their studies.

9. The Institute has a _____ (welcoming, intimidating) atmosphere for international cadets.

10. The campus facilities are _____ (modern, outdated) and include a gym, cafeteria, and study rooms.

11. The teaching methods used at the Institute are _____ (innovative, traditional) and focus on hands-on learning.

12. The campus is _____ (clean, messy) and well-maintained throughout the year.

Exercise 3: Describe the Institute using adjectives below.

Adjectives: modern, innovative, spacious, diverse, well-equipped, welcoming, excellent, large, prestigious, international, professional, friendly

1. The Institute is known for its _____ faculty and _____ research programs.

2. The campus is _____, with _____ classrooms that cater to all cadets.

3. The Institute has a _____ reputation for delivering _____ academic experiences.

4. Cadets from _____ backgrounds come together in a _____ and _____ environment.

5. The Institute offers _____ courses that are designed to meet the needs of the global workforce.

6. The learning environment is _____, making cadets feel comfortable and _____.

Exercise 4: Match the adjectives from Column A with the correct nouns from Column B to describe the Institute.

Column A	Column B
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1. Spacious	a) teaching methods
2. Modern	b) cadet community
3. Prestigious	c) campus
4. Well-equipped	d) library
5. Friendly	e) facilities
6. Diverse	f) atmosphere
7. Excellent	g) faculty
8. Innovative	h) programs
9. International	i) environment
10. Professional	j) research

Exercise 5: Imagine your ideal Institute and describe it using adjectives and phrases. Write at least 5 sentences.

Exercise 6: Answer the following questions using adjectives and descriptive phrases to describe the Institute.

1. What is the campus like at your Institute?
2. How would you describe the atmosphere at the Institute?
3. What are the Institute's facilities like?
4. How would you describe the teaching style at the Institute?
5. What makes the Institute a good place for cadets to study?

Exercise 7: Use the phrases below to describe an Institute. Combine them with adjectives and make complete sentences.

Phrases:

1. The Institute is known for...
2. The Institute offers...
3. The faculty members are...
4. The campus includes...
5. The learning environment is...
6. The academic programs are...
7. The facilities are...

Exercise 8: Choose the right variant:

1. Which of the following sentences expresses an opinion?
A) I prefer reading over watching movies.
B) I believe that reading is more beneficial than watching movies.
C) I like to read in my free time.
D) I read books every day.
2. Which of these sentences expresses a preference?
A) I think I should study more for the exam.
B) I prefer studying in the morning than at night.
C) I am studying for the exam today.
D) I would like to go for a walk after dinner.

3. Choose the correct sentence:

- A) I think she would prefers going to the park.
- B) In my opinion, he should to study harder.
- C) I would rather go to the cinema than watch it at home.
- D) I prefer to went to the beach last summer.

4. Which of the following sentences expresses a personal opinion?

- A) I like swimming better than jogging.
- B) I think that swimming is a good form of exercise.
- C) I would rather swim than jog.
- D) Swimming is more enjoyable than jogging.

5. Complete the sentence with the correct phrase: "In my opinion, we _____ spend more time in nature."

- A) should
- B) must
- C) might
- D) could

6. Fill in the blank with the correct form of the verb: "I _____ prefer tea over coffee, especially in the morning."

- A) would
- B) will
- C) might
- D) could

7. Choose the correct option to complete the sentence: "I _____ go for a run, but I don't have enough time."

- A) prefer
- B) would prefer
- C) would rather
- D) preferred

8. Complete the sentence: "I think the new law _____ be more effective if it includes stricter penalties."

- A) could
- B) should
- C) might
- D) would

9. True or False: The sentence "I believe that coffee is better than tea" expresses a preference.

10. True or False: The sentence "I would rather watch a movie than go to a party" expresses an opinion.

11. True or False: "In my opinion, working from home is more convenient" expresses a personal opinion.

12. True or False: "I think it would be better to start the meeting earlier" is an example of expressing a preference.

13. Find and correct the mistake in the sentence: "She would rather going to the museum than staying home."

14. Identify and correct the mistake: "I believe him prefer the new movie over the old one."

15. Correct the error in the sentence: "In my opinion, we should to invest more in education."

16. Answer: How would you express your preference for studying in the morning rather than at night?

17. Answer: Give an example of how to express your opinion about the importance of exercise.

18. Answer: What is the correct way to express your opinion about a book you recently read?

19. Choose the correct phrase to complete the sentence: "I _____ go to the gym today because I'm feeling tired."

- A) would rather not
- B) would prefer not
- C) would rather not to
- D) prefer not

20. Choose the correct phrase to complete the sentence: "I _____ to eat pizza tonight."

- A) would rather
- B) prefer
- C) should rather
- D) think I would

Exercise 9: Make presentation about the various courses, programs, and degrees offered at the Aktobe Law Institute. Highlight the key areas of study and discuss the benefits of each program for cadets pursuing a career in law enforcement or legal professions.

Exercise 10. Discuss which programs offered at the Aktobe Law Institute would be best suited for different career paths in the legal field, such as law enforcement, legal practice, or public administration.

Discussion Prompts:

1. What key skills are required for cadets interested in law enforcement careers, and which programs at the institute support these skills?
2. How do the institute's legal programs prepare cadets for careers as lawyers or legal consultants?
3. How can cadets specialize in fields such as criminal law, international law, or human rights law at the Aktobe Law Institute?
4. Why is it important to have a combination of practical and theoretical education in law programs?
5. How does the Aktobe Law Institute support career development through its programs and courses?

Exercise 11: Write an essay about how the specialized programs at the

Aktobe Law Institute prepare cadets for careers in law enforcement, legal practice, or public administration.

Exercise 12: Imagine you are a course designer at the Aktobe Law Institute. Propose a new course that could be added to the curriculum. Describe the course content, its objectives, and the skills cadets will gain.

Exercise 13: Write an essay comparing and contrasting the different law programs offered at the Aktobe Law Institute, such as the Bachelor's in Law, Master's in Criminal Law, and the law enforcement training program. Discuss their unique features and how each program prepares cadets for different legal careers.

Exercise 14: Discuss with your partner how the Aktobe Law Institute could evolve its programs to address future trends and challenges in the legal profession. Consider emerging fields like cybersecurity law, international law, and legal technology.

Exercise 15: Choose the right variant.

1. Which of the following sentences makes a suggestion for improvement?

- A) The company should reduce the number of working hours.
- B) The company reduces the number of working hours.
- C) The company will reduce the number of working hours.
- D) The company reduced the number of working hours last week.

2. Which of the following sentences correctly suggests an improvement?

- A) You ought to take more breaks during work.
- B) You must take more breaks during work.
- C) You could take more breaks during work.
- D) You will take more breaks during work.

3. Choose the correct sentence:

- A) He might improve his skills if he practice regularly.
- B) He should practice more regularly to improve his skills.
- C) He must practicing regularly to improve his skills.
- D) He will practicing more regularly to improve his skills.

4. Which phrase is used to make a suggestion for improvement?

- A) We must leave now.
- B) You could try to study harder.
- C) I can go to the store.
- D) She is going to the meeting tomorrow.

5. Complete the sentence with the correct form of the verb: "You _____ improve your time management skills by planning your day in advance."

- A) could
- B) should

- C) might
D) will
6. Fill in the blank with the correct phrase: "The institute _____ offer more workshops for cadets to enhance their skills."
A) should
B) could
C) might
D) will
7. Complete the sentence with the correct modal verb: "They _____ implement better strategies for online learning to help cadets."
A) should
B) could
C) ought to
D) all of the above
8. Fill in the blank: "You _____ consider improving your English by practicing every day."
A) should
B) could
C) might
D) both A and B
9. True or False: "You should improve your performance by attending extra classes."
10. True or False: "I suggest you taking more responsibility for your work."
11. True or False: "We ought to try using more modern teaching methods in our institute."
12. True or False: "He could improve his writing skills by reading more books."
13. Find and correct the mistake in the sentence: "We could to improve the infrastructure by adding more classrooms."
14. Identify and correct the mistake in this sentence: "She might improve her performance by take regular breaks."
15. Correct the following sentence: "They should learning to use more effective study techniques."
16. Answer: How would you suggest improving the library facilities in your school or institute?
17. Answer: What could the institute do to enhance cadet engagement in class?
18. Suggest one way to improve communication among cadets and faculty.
19. Which of the following is a suggestion for improving teaching methods?
A) Teachers might use more technology in their lessons.
B) Teachers will use more technology in their lessons.
C) Teachers can use more technology in their lessons.
D) Teachers must use more technology in their lessons.
20. Choose the best suggestion for improving cadet participation:

- A) Cadets could participate more in class activities by asking questions.
- B) Cadets must participate more in class activities by asking questions.
- C) Cadets should participate more in class activities by asking questions.
- D) Cadets might participate more in class activities by asking questions.

Exercise 16. Tell about the academic environment at the Aktobe Law Institute. Discuss the role of teachers, instructors, and the overall atmosphere of the institute in shaping cadets' educational experience.

Exercise 17: Discuss the impact that teachers and instructors have on cadets' education at the Aktobe Law Institute. Consider how their teaching style, experience, and mentorship contribute to the cadets' learning process.

Discussion Prompts:

1. How do the experiences of teachers in the legal field influence the quality of instruction at the Aktobe Law Institute?
2. What qualities make a good teacher at the law institute? Why are these qualities important for future legal professionals?
3. How can instructors balance theoretical knowledge with practical training in their lessons?
4. How important is it for instructors to engage with cadets outside of formal lessons? In what ways can this enhance the learning process?
5. How do the relationships between cadets and teachers affect academic performance and personal development?
6. Do you think mentorship programs or opportunities for one-on-one interaction with instructors are beneficial? Why or why not?

Exercise 18: Write an essay reflecting on the role of teachers and instructors at the Aktobe Law Institute in shaping your educational experience. Consider their teaching styles, approachability, and the academic support they provide.

Exercise 19: Imagine that you are tasked with designing a professional development program for teachers and instructors at the Aktobe Law Institute. Describe the key components of the program, its objectives, and how it would help enhance the quality of teaching at the institute.

Exercise 20: Write an essay discussing the role that the academic environment at the Aktobe Law Institute plays in shaping the development of law cadets. Focus on the interaction between cadets and instructors, as well as the overall atmosphere that supports academic success.

Exercise 21: Discussion task: "How can the academic environment at the Aktobe Law Institute be improved?"

Discussion Prompts:

1. How can the teaching methods at the institute be further improved to

ensure that cadets are more actively engaged in their learning?

2. Are there any ways to enhance the physical learning environment, such as upgrading facilities or creating new spaces for cadets?

3. What can be done to strengthen the relationship between cadets and instructors to ensure more effective mentorship and academic support?

4. How could the institute incorporate more modern technologies or teaching tools to improve the learning experience?

5. Would increasing the number of practical learning opportunities, such as internships or live case studies, benefit cadets? Why or why not?

6. How can the academic environment be made more inclusive and supportive of all cadets, regardless of their background?



Situational task: Skype-conversation with foreign peers about the organization of academic work, academic disciplines, university life in two countries: identify similarities and differences.

Theme №15. L/t: Future profession
G/t: Review

The lexical theme focuses on the role of a police officer as a potential career path. The theme explores the responsibilities, skills, and qualities required to become a police officer. The lesson covers various tasks police officers perform, such as maintaining public order, enforcing the law, conducting investigations, and protecting citizens. Cadets will discuss the importance of the police in society and the challenges officers face in their day-to-day work.

Cadets will explore the training and education required to become a police officer, including physical fitness, legal knowledge, and interpersonal skills. They will discuss the different branches within the police force, such as criminal investigations, traffic control. The lesson may also touch on the ethical considerations and values that guide police officers in their work, including integrity, fairness, and respect for human rights.

Additionally, cadets will discuss the pros and cons of becoming a police officer, such as job stability and the opportunity to help others, versus the risks and stresses associated with the job. This will help them reflect on what makes this profession both rewarding and challenging.

Exercise 1: Identify the correct verb Tense used in each sentence.

1. I have been studying for two hours.
2. By the time we arrive, the movie will have already started.
3. I had never seen such a beautiful sunset before I went to the beach last summer.
4. We are meeting our friends tomorrow evening.
5. She is going to the store right now.
6. I will finish my homework by the time you call me.
7. They had completed the project before the deadline.
8. He often goes for a jog in the morning.
9. We were walking in the park when it started raining.
10. I have lived in this city for five years.
11. By next month, I will have read all the books on the shelf.
12. She had been working all day before she took a break.

Exercise 2: Correct the verb Tenses in each of the sentences.

1. I was watching TV when you have called me.
2. She will go to the meeting when it starts raining.
3. They had gone to the store when we arrive at the mall.
4. By the time you will arrive, we will have left.
5. He plays football when he was young.
6. We had been studying for hours when the power went out.
7. I will be cooking dinner when you come.
8. She has lived here for ten years when we met.

9. They are going to the cinema yesterday.
10. I will be working on my project next week.
11. He is working at the moment, but he will have completed his task by then.
12. We had meet him before the event started.

Exercise 3: Write sentences using the verb Tense given.

1. Present Simple: (Describe a daily routine)
2. Present Continuous: (Describe something happening right now)
3. Present Perfect: (Describe an action that has been completed recently)
4. Present Perfect Continuous: (Describe an action that has been happening for some time)
5. Past Simple: (Describe an event that happened yesterday)
6. Past Continuous: (Describe what was happening at a specific time in the past)
7. Past Perfect: (Describe an action that had already been completed before another past event)
8. Future Simple: (Describe a plan for the future)
9. Future Continuous: (Describe an ongoing action that will happen in the future)
10. Future Perfect: (Describe an action that will be completed by a certain future time)
11. Future Perfect Continuous: (Describe an action that will have been happening for some time in the future)
12. Mixed Tenses: (Use both past and present Tenses in one sentence)

Exercise 4: Rewrite the sentence using the verb Tense given in parentheses.

1. I am reading a book. (Past Simple)
2. She had finished the project. (Present Continuous)
3. They will go to the party. (Present Perfect)
4. He has been studying for an hour. (Past Continuous)
5. We were traveling when we met her. (Present Simple)
6. By the time we arrive, they have left. (Future Perfect)
7. I eat lunch at 1 p.m. every day. (Future Continuous)
8. He is working on the assignment now. (Present Perfect Continuous)
9. We were watching a movie when the electricity went out. (Future Simple)
10. She will have written five reports by the end of the week. (Present Perfect)
11. I will study at the library tomorrow. (Present Continuous)
12. By next year, I will have been working at this company for five years. (Past Simple)

Exercise 5: Complete the sentence with the correct verb Tense.

1. By the time I arrive, they _____ (leave) the building.

2. I _____ (study) for the exam all night, and now I am very tired.
3. She _____ (work) on this project for three weeks.
4. He _____ (run) every morning before breakfast.
5. We _____ (not finish) the project yet.
6. By next month, I _____ (start) my new job.
7. When I was a child, I _____ (play) outside every day.
8. They _____ (already see) that movie last week.
9. I _____ (live) here for five years now.
10. This time next year, I _____ (study) at university.
11. I _____ (never see) a movie like that before.
12. He _____ (finish) his homework before dinner.

Exercise 6: Read the passage and answer the questions based on the verb Tenses used.

Passage: Last year, Sarah decided to take a break from work. She had been working at her previous job for five years, but she felt that she needed a change. She has always dreamed of traveling the world, so she made plans to visit different countries. By the time she returned, she will have visited over 10 countries. She started her journey in Europe and will be traveling to Asia next month. So far, she has visited Spain, Italy, and France. She is enjoying every moment of her trip and hopes that she will continue to travel for many more years.

Questions:

1. What verb Tense is used in "Sarah decided to take a break from work"?
2. What verb Tense is used in "She had been working at her previous job for five years"?
3. What is the correct verb Tense for the phrase "she has always dreamed of traveling the world"?
4. What verb Tense is used in "By the time she returned, she will have visited over 10 countries"?
5. What verb Tense is used in "She started her journey in Europe"?
6. Which verb Tense is used in "She will be traveling to Asia next month"?
7. What verb Tense is used in "She is enjoying every moment of her trip"?

Exercise 7: Discuss the following questions.

1. What qualities do you think a good police officer should have?
2. How do police officers help maintain safety and order in society?
3. Do you believe it's important for police officers to have good communication skills? Why or why not?
4. How can police officers build trust within the community they serve?
5. Should police officers receive specialized training for handling different types of emergencies? Why?
6. How do you think police officers handle stressful situations in their line of work?
7. What kind of responsibilities do police officers have beyond enforcing the

law?

8. How can police officers ensure that they are treating everyone fairly and without bias?

9. How does the role of a police officer differ in rural areas versus urban areas?

10. What challenges might a police officer face in their day-to-day duties?

11. How do you think the role of a police officer has changed over the years?

12. Can you think of any particular incidents where a police officer's actions had a positive impact on the community?

Exercise 8: Prepare and present an oral presentation explaining the main duties and responsibilities of a police officer. Your presentation should include the following points:

1. Greeting and introducing the topic.
2. The general responsibilities of a police officer.
3. How police officers keep the peace in the community.
4. What kind of training and skills are required to be a police officer.
5. The importance of being prepared for emergencies and accidents.
6. The role of a police officer in criminal investigations.
7. How police officers help in traffic safety and enforcing traffic laws.
8. Discussing the duties related to public safety during public events or gatherings.
9. The role of police officers in crime prevention.
10. The importance of being ethical and responsible in the line of duty.
11. The relationship between police officers and the community.
12. Concluding with the importance of police officers in ensuring a safe society.

Exercise 9: Write an essay about what a typical day looks like for a police officer. Include the following points:

1. Start by describing the police officer's morning routine before going on duty.
2. Mention the responsibilities the officer has during their shift.
3. Explain the different types of situations the officer might respond to, such as emergencies, routine patrols, or traffic incidents.
4. Describe how the officer interacts with the community and enforces laws.
5. Discuss the importance of teamwork and communication among officers.
6. Mention the challenges the officer faces during their shift, such as dealing with high-pressure situations.
7. End by highlighting the importance of their role in society.
8. Include any potential emotional or physical stresses the officer might encounter.
9. Reflect on the sense of responsibility the officer feels.

10. Mention the conclusion of their shift and how they prepare for the next day.
11. Discuss how the officer balances their professional and personal life.
12. End with a sentence about the officer's pride in serving the community.

Exercise 10: Design a training program for new police officers. Consider the following aspects and write a description for each:

1. Introduction: What is the purpose of this training program?
2. Physical Training: What kind of physical fitness exercises should be included? Why is it important for police officers to stay physically fit?
3. Communication Skills: How will you teach new officers to communicate effectively with the public, especially in difficult situations?
4. Legal Knowledge: What areas of law should officers learn, and why is it important for them to understand the legal system?
5. Conflict Resolution: What training should police officers receive to handle conflicts peacefully and fairly?
6. Ethical Training: How will you teach new officers about ethics and integrity in policing?
7. Emergency Response: What emergency situations should be covered, and how will officers practice their response to them?
8. Use of Technology: How will you teach officers to use modern technology in their work, such as body cameras, radios, or police databases?
9. Community Engagement: How can police officers build better relationships with the communities they serve?
10. Stress Management: What techniques will be taught to help officers manage stress, especially in high-pressure situations?
11. First Aid and Medical Training: Why is it necessary for officers to know basic first aid? What should they do in case of medical emergencies?
12. Conclusion: Summarize why this program will help new police officers succeed in their roles.

Exercise 11: In groups, discuss the following ethical dilemmas that police officers might face during their duties. Share your thoughts and opinions on how to handle these situations.

1. A police officer witnesses a colleague using excessive force during an arrest. What should they do?
2. A police officer is offered a bribe to ignore a crime. How should they respond?
3. A police officer's family member is involved in a crime. What should the officer do in this situation?
4. A police officer must choose between saving a victim or chasing a suspect. How should they prioritize their actions?
5. A police officer is asked to overlook a minor violation to avoid trouble with a high-ranking official. What is the right course of action?

6. A police officer is forced to make a split-second decision in a potentially life-threatening situation. How should they make the decision ethically?

7. A police officer receives information about a crime from an anonymous source. Should they act on it?

8. A police officer discovers that their colleague is struggling with mental health issues. Should they inform their superior?

9. A police officer is asked to enforce a law they personally disagree with. What should they do?

10. A police officer is placed in a situation where they must balance their duty with personal safety. What should they prioritize?

11. A police officer has to arrest someone they know personally. How should they handle this conflict?

12. A police officer is asked to enforce a policy that may negatively affect a particular group in society. How should they approach this situation?

Exercise 12: In pairs, role-play a scenario where one person is a police officer and the other is a civilian. The police officer will have to handle a situation at a crime scene. Use the following guidelines:

1. The police officer arrives at the scene of a robbery.
2. The police officer must secure the area and ensure everyone is safe.
3. The officer will ask the civilian for details about what they saw.
4. The officer will need to explain their role in the investigation.
5. The officer must remain calm and professional while managing the situation.

6. The civilian may have information that could help solve the case.
7. The officer may need to direct the civilian to safety or provide support.
8. The officer should give clear instructions to any witnesses or bystanders.
9. The officer may need to gather evidence, such as asking for descriptions or taking statements.

10. The officer will need to maintain communication with their team or supervisor.

11. The officer will explain the next steps in the investigation to the civilian.

12. The officer must ensure that the crime scene is preserved for investigation.

Exercise 13: Read the following sentences and identify the modal verb used. Write the correct modal verb from the list: *can, could, must, should*.

1. I _____ speak three languages.
2. You _____ finish your homework before you go out.
3. He _____ have left his keys at home.
4. We _____ go to the gym tomorrow if we have time.
5. They _____ be at the meeting already.
6. You _____ listen carefully to the instructions before starting the test.

7. I _____ play the guitar when I was younger.
8. She _____ be tired after such a long journey.
9. They _____ have forgotten about the meeting.
10. We _____ go to the park this afternoon.
11. You _____ try the new restaurant downtown; it's really good.
12. He _____ help you with your homework if you ask him.

Exercise 14: Choose the correct modal verb (*can, could, must, should*) to complete the sentences.

1. You _____ wear a helmet while riding your bike for safety.
2. She _____ speak French fluently when she was a child.
3. He _____ leave the office early today because he has an appointment.
4. I _____ finish my assignment by tomorrow; it's due soon.
5. They _____ go to the concert tonight, but they need tickets first.
6. We _____ take an umbrella; it looks like it might rain.
7. You _____ exercise regularly to stay healthy.
8. I _____ go to the doctor; I've been feeling sick for a while.
9. She _____ have been at the party last night; I didn't see her.
10. We _____ ask the teacher for help if we don't understand the lesson.
11. You _____ drink water to stay hydrated.
12. He _____ get a promotion after working here for five years.

Exercise 15: Each sentence has a mistake in the use of the modal verb. Find and correct the mistake.

1. You must to finish your homework before you leave.
2. She could plays the piano very well when she was young.
3. We should going to the store later.
4. I can to help you with that.
5. They must arrives by 5 p.m. for the meeting.
6. I should to call my mom tonight.
7. He mustn't forget to bring the tickets for the concert.
8. She can to solve the math problem without any difficulty.
9. You could calls me anytime if you need assistance.
10. We must visit the museum tomorrow.
11. I can't speak German, but I could speak a little French.
12. He should not to leave his personal belongings in the office.

Exercise 16: Write a sentence for each of the following situations using the correct modal verb.

1. You need to complete your project by tomorrow.
2. You are advising someone to take care of their health.
3. You are giving permission to a friend to borrow your book.

4. You are asking someone politely to repeat something.
5. You are giving advice to a colleague to improve their work.
6. You are suggesting to your friend to go to the gym.
7. You are talking about something that was possible in the past.
8. You are stating that someone is required to wear a uniform at work.
9. You are offering to help someone with a difficult task.
10. You are expressing a possibility about something.
11. You are telling someone not to do something.
12. You are talking about your ability to play an instrument in the past.

Exercise 17: Complete the following questions by filling in the blanks with the correct modal verb.

1. _____ you help me with this project, please?
2. _____ I leave early today? I have an appointment.
3. _____ we go to the beach this weekend?
4. _____ she come to the meeting with us?
5. _____ you speak any other languages?
6. _____ I use your phone to make a call?
7. _____ they be at home right now?
8. _____ we finish this task by tomorrow?
9. _____ I bring my friend to the party?
10. _____ he have been at the concert last night?
11. _____ you be available for a meeting tomorrow?
12. _____ she bring her laptop to the seminar?

Exercise 18: Fill in the blanks with either *should*, *must*, or *ought to* to give advice or show obligation.

1. You _____ go to the doctor if you're feeling sick.
2. He _____ not drive without a license.
3. They _____ bring their passports to the airport for the flight.
4. I _____ finish my work before I go out with my friends.
5. You _____ get a good night's sleep before your exam.
6. She _____ stop smoking for her health.
7. We _____ save more money for the future.
8. You _____ be polite and respectful to others.
9. He _____ apologize for being late to the meeting.
10. I _____ call my parents more often.
11. You _____ eat more vegetables to stay healthy.
12. They _____ wear protective gear while playing sports.

Exercise 19: In a group or with a partner, discuss the following questions about the skills and qualities required by police officers. Use the vocabulary related to police officers' duties.

1. Which skill do you think is the most important for a police officer and

why?

2. How do you think communication skills help officers in their daily work?
3. Why is it important for a police officer to have conflict resolution skills?
4. Can you think of a situation where physical fitness might be crucial for a police officer?
5. How do you think empathy and compassion play a role in law enforcement?
6. How does technology help police officers in their duties today?
7. What are the key leadership qualities a police officer should have?
8. Why is accountability important in law enforcement?
9. Do you think police officers need to be adaptable? Can you provide an example?
10. How can police officers ensure that they are treating people fairly and without bias?
11. Why is patience necessary for police officers when dealing with certain situations?
12. What challenges might police officers face if they lack some of these essential skills?

Exercise 20: Prepare a short oral presentation on the key skills and qualities a police officer should have. Focus on 4-5 important traits. Be sure to include:

1. Introduction – Greet your audience and introduce the topic.
2. Skills and Qualities – Explain the 4-5 qualities you think are most important for a police officer and why.
3. Examples – Provide examples from real-life situations or personal observations to support your point.
4. Conclusion – Wrap up your presentation by summarizing why these skills are crucial to the success of a police officer in their role.

Exercise 21: Write a letter to a new police officer who is about to start their career. In your letter, include advice on the following topics:

1. The importance of communication skills in building trust with the public.
2. The need for physical fitness and stress management in this demanding job.
3. The role of integrity and accountability in maintaining professionalism.
4. How empathy and compassion are essential when dealing with difficult or sensitive situations.
5. Adaptability and problem-solving when faced with unpredictable scenarios.

Use the following introductory sentence to begin your letter:

"Dear Officer [Name],

Congratulations on your decision to join the police force. As you begin your journey, here are a few things I would like to share..."

Exercise 22: In a group or individually, design a police officer training program that focuses on developing the most important skills and qualities. Create a training outline and include details on:

1. Physical Training – What types of exercises or activities should be included to ensure officers are physically fit?
2. Communication Skills – How will officers learn effective communication, especially in stressful or high-stakes situations?
3. Conflict Resolution – What methods should be taught to handle conflicts and disputes without escalating situations?
4. Ethics and Integrity – How will you incorporate ethical training to ensure officers act with integrity and professionalism?
5. Community Engagement – How can officers learn to build trust and positive relationships with the communities they serve?
6. Leadership and Teamwork – How will the program promote collaboration among officers and leadership skills for those in charge?
7. Practical Exercises – Include real-life scenarios or role-playing exercises where officers can practice their skills.

Present your training program outline to the class, explaining why each part of the program is essential.

Exercise 23: In groups, discuss how police officers should handle ethical dilemmas on duty. Read the scenarios below and discuss the best course of action. Use the skills and qualities required by police officers to guide your decisions.

Scenario 1: An officer sees a colleague using excessive force during an arrest. What should the officer do?

Scenario 2: A police officer is offered a bribe to ignore a minor traffic violation. How should they respond?

Scenario 3: A police officer's family member is involved in a crime. What action should the officer take?

Scenario 4: A police officer is asked to ignore a rule because of the political pressure. Should they comply? Why or why not?

Scenario 5: An officer finds themselves in a dangerous situation where they have to make a quick decision. What factors should they consider when making a choice?

Exercise 24: In pairs or small groups, perform a role play where one person acts as a police officer and the other(s) play various roles (such as a member of the public, a suspect, or a witness). The role play should include:

1. The police officer arriving at a crime scene or responding to a call for help.
2. The officer must use communication skills to gather information and make sure the situation is handled calmly.
3. The officer must display problem-solving skills to assess the situation and decide what action to take.

4. The officer should show empathy and remain professional while handling different people involved.

5. Decision-making: The officer will need to make a decision about how to proceed with the investigation or situation.

Exercise 25: Read the sentences below and decide if they are Zero Conditional or First Conditional. Write "Zero Conditional" or "First Conditional" next to each sentence.

1. If you heat water to 100°C, it boils.
2. If it rains tomorrow, we will stay at home.
3. If I don't study, I fail the test.
4. If she finishes the report, she will go home early.
5. If you mix red and blue, you get purple.
6. If I see John at the party, I will tell him to come over.
7. If I drink coffee late at night, I can't sleep.
8. If we don't hurry, we will miss the bus.
9. If he is late for class, he misses the introduction.
10. If they leave early, they will catch the first train.
11. If you don't water the plants, they die.
12. If I get a promotion, I will buy a new car.

Exercise 26: Each sentence contains a mistake with the conditional form. Find and correct the mistake.

1. If I will go to the party, I will meet some friends.
2. If you don't wear a coat, you catch a cold.
3. If it rains, we stay indoors.
4. If she won't finish the report on time, she will miss the deadline.
5. If you mix yellow and blue, you will get green.
6. If he speaks Spanish, he understand the instructions.
7. If you study hard, you will pass the exam.
8. If I will see her, I tell her to call you.
9. If they leave now, they catch the next train.
10. If I had a lot of money, I would travel the world.
11. If we go to the park tomorrow, we can play football.
12. If he doesn't hurry, he misses the bus.

Exercise 27: Complete the sentences using Zero or First Conditional. Fill in the blanks with the correct verb form.

1. If I _____ (drink) too much coffee, I _____ (feel) nervous.
2. If you _____ (not water) the plants, they _____ (die).
3. If we _____ (leave) now, we _____ (arrive) on time.
4. If they _____ (not study), they _____ (fail) the test.
5. If he _____ (eat) too much sugar, he _____ (get) a stomachache.

6. If it _____ (rain) tomorrow, we _____ (stay) inside.
7. If I _____ (have) time, I _____ (help) you with your homework.
8. If you _____ (not hurry), you _____ (miss) the bus.
9. If she _____ (finish) her work early, she _____ (go) to the cinema.
10. If they _____ (not arrive) soon, they _____ (miss) the meeting.
11. If I _____ (exercise) every day, I _____ (stay) healthy.
12. If we _____ (not leave) early, we _____ (miss) the flight.

Exercise 28: Write your own Zero or First Conditional sentences based on the following prompts.

1. Write a Zero Conditional sentence about a scientific fact.
2. Write a First Conditional sentence about going to the beach this weekend.
3. Write a Zero Conditional sentence about what happens if you freeze water.
4. Write a First Conditional sentence about a plan to meet a friend.
5. Write a Zero Conditional sentence about the weather.
6. Write a First Conditional sentence about a situation at school or work.
7. Write a Zero Conditional sentence about a daily routine.
8. Write a First Conditional sentence about an important event in the future.
9. Write a Zero Conditional sentence about how plants grow.
10. Write a First Conditional sentence about a possible vacation.
11. Write a Zero Conditional sentence about traffic lights.
12. Write a First Conditional sentence about taking a test.

Exercise 29: Rewrite the sentences in the correct Zero or First Conditional form.

1. I will go to the gym if I exercise every day.
2. If you heat ice, it melts.
3. If you will call me, I will be able to help you.
4. She will be happy if she gets the promotion.
5. If it rains tomorrow, we will not go for a picnic.
6. If you mix yellow and blue, you will get green.
7. If they leave early, they will arrive before noon.
8. If I don't water the plants, they will die.
9. If you study hard, you will pass the exam.
10. If I see him, I will talk to him.
11. If I don't sleep well, I feel tired the next day.
12. If you travel to Paris, you will need a passport.

Exercise 30: Read the paragraph and identify the Zero and First Conditional sentences. Then, answer the questions that follow.

If you want to stay healthy, you must eat a balanced diet. If you eat a lot of junk food, you will feel tired and unwell. Eating fruits and vegetables every day helps your body stay strong. If you exercise regularly, you will have more energy and feel better. If you don't exercise, your muscles will weaken, and you will feel sluggish. Drinking enough water every day is also important. If you drink a lot of sugary drinks, you will gain weight and might have health problems. So, if you follow these simple rules, you will stay healthy.

Questions:

1. Find one Zero Conditional sentence in the paragraph.
2. Find two First Conditional sentences in the paragraph.
3. Why is it important to eat fruits and vegetables according to the text?
4. What happens if you don't exercise?
5. What is the effect of drinking sugary drinks, according to the paragraph?

Exercise 31: In a group or with a partner, discuss the following questions about police training. Use appropriate vocabulary related to law enforcement.

1. What do you think is the most important aspect of police training?
2. How long do you think police training should last, and why?
3. What specific skills do you think a police officer should be trained in during their education?
4. Should police training include both physical and mental preparation? Why or why not?
5. Do you believe that police officers should receive ongoing training throughout their careers? Why?
6. What role does ethical training play in the education of a police officer?
7. How do you think police officers should be educated on cultural diversity and community relations?
8. Should police officers be trained to handle crisis situations, such as mental health emergencies or domestic violence? How?
9. What do you think is the value of real-life simulations and practical exercises in police training?
10. How should technology, such as body cameras and forensic tools, be incorporated into police education and training?
11. What are the benefits of learning conflict resolution as part of police education?
12. How can police training programs ensure that officers maintain physical fitness throughout their careers?

Exercise 32: Prepare and give a 3-minute oral presentation explaining what a comprehensive police training program should include. Use the following points:

1. Introduction – Explain why police training is critical for effective law enforcement.
2. Basic Skills – Describe the basic skills that police officers need to learn during training (e.g., physical fitness, firearms training, law knowledge).

3. Specialized Training – Discuss any specialized areas of police education, such as cybercrime, forensics, or drug enforcement.
4. Ethical Education – Talk about the importance of teaching ethics, accountability, and professionalism in police training.
5. Crisis Management – Explain how police officers should be trained to handle high-pressure and crisis situations, like hostage situations or riots.
6. Community Relations – Discuss how police officers can be trained to better serve and communicate with diverse communities.
7. Conclusion – Summarize how a strong training program will benefit both police officers and the communities they protect.

Exercise 33: Write an essay about what you think the ideal police academy would look like. Consider the following aspects in your writing:

1. Duration of Training – How long should the police academy training last?
2. Course Subjects – What subjects should be covered? (e.g., law, ethics, physical fitness, self-defense, technology).
3. Practical Training – How important is real-world experience, such as field training or internships with active officers?
4. Technology – Should the academy use modern technology (e.g., virtual simulations, drones, etc.) to enhance the training process?
5. Ethical Standards – How can the academy promote high ethical standards in police officers?
6. Physical and Mental Preparation – What kind of physical fitness programs should be included, and why is mental health training important for police officers?
7. Diversity Training – Why should cultural sensitivity and diversity education be part of the academy's curriculum?
8. Graduation and Certification – What qualifications should be earned upon completing the training?



Situational task: Work on the project on the topic: "What should a real professional be?"

Test questions for final exam

A1

1. Write the plural of the following noun: colony
 - A.colonies
 - B.colonys
 - C.colons
 - D.colonyes
 - E.colones
2. Write the plural of the following noun: tomato
 - A.tomatoes
 - B.tomato
 - C.tomatos
 - D.tomaties
 - E.tomats
3. Write the plural of the following noun: berry
 - A.berries
 - B.berrys
 - C.berres
 - D.berry
 - E.berris
4. Write the plural of the following noun: Monday
 - A.Mondays
 - B.Mondaies
 - C.Mondayes
 - D.Monday
 - E.Mondais
5. Write the plural of the following noun: mouse
 - A.mice
 - B.mouses
 - C.mouseis
 - D.mices
 - E. mouse
6. Write the plural of the following noun: dictionary
 - A.dictionaries
 - B.dictionarys
 - C.dictionary
 - D.dictionares
 - E.dictionaryes
7. Write the plural of the following noun: donkey
 - A.donkeys
 - B.donkeyes
 - C.donkes
 - D.donkey

E. donkies

8. Write the plural of the following noun: ox

A. oxen

B. oxs

C. oxes

D. oxies

E. ox

9. Write the plural of the following noun: man

A. men

B. mans

C. man

D. a man

E. mens

10. Write the plural of the following noun: essay

A. essays

B. essayes

C. essayies

D. an essay

E. a essay

11. Write the plural of the following noun: city

A. cities

B. citys

C. a citis

D. city

E. cityes

12. Write the plural of the following noun: mass

A. masses

B. a masses

C. massis

D. mass

E. the mass

13. Write the plural of the following noun: goose

A. geese

B. geoses

C. goosies

D. geeses

E. a goose

14. Write the plural of the following noun: fish

A. fish

B. fishs

C. fishes

D. fishis

E. a fish

15. Write the plural of the following noun: alumnus
A.alumni
B.alumnuses
C.alumnusis
D.an alumnus
E. alumnus
16. Write the plural of the following noun: cactus
A.cacti
B.cactuses
C.cactus
D.a cactus
E. the cactus
17. Write the plural of the following noun: woman
A.women
B.womans
C.womanses
D.a woman
E. the woman
18. Write the plural of the following noun: child
A.children
B.childs
C.childrens
D.a children
E. a child
19. Write the plural of the following noun: person
A.people
B.persons
C.peoples
D.persones
E. a person
20. Write the plural of the following noun: tooth
A.teeth
B.toothes
C.tooths
D.teethes
E. a tooth
21. Write the plural of the following noun: cliff
A.cliffs
B.clives
C.cliff
D.cliffes
E. a cliff
22. Write the plural of the following noun: chief
A.chiefs

- B.chieves
 - C.chievs
 - D.chiefes
 - E. a chief
23. Write the plural of the following noun: roof
- A.roofs
 - B.rooves
 - C.roofes
 - D.a roof
 - E. roov
24. Complete the sentence: John wants pair of jeans.
- A.a
 - B.an
 - C.the
 - D.-
 - E. on
25. Complete the sentence: Silvia wants iPad.
- A.an
 - B.in
 - C.the
 - D.-
 - E. for
26. Complete the sentence: Arman wants bicycle.
- A.a
 - B.-
 - C.the
 - D.in
 - E. for
27. Which of the nouns is used with article “an”:
- A.umbrella
 - B.game
 - C.rose
 - D.table
 - E. plane
28. Choose the correct answer: An apple a day -
- A.keeps the doctor away.
 - B.keeps everybody away.
 - C.keeps your enemies away.
 - D.keeps you friends away.
 - E. keeps you away.
29. Find the correct Plural form: These ... are teachers.
- A.Women
 - B.A men
 - C.A woman

- D.Man
E. Woman
30. Choose the right article: This is map
A.a
B.in
C.an
D.-
E. for
31. Give the right answer: twenty + twenty-five =?
A.forty-five
B.fifty-five
C.thirty- five
D.seventy-five
E. twenty-five
32. Which of the noun is used with “an”:
A.actor
B.bed
C.fawn
D.tree
E. fridge
33. Choose the right variant: People in Kazakhstan celebrate... on March 22.
A.Nauryz
B.Constitution Day
C.Independence Day
D.Longest day of the year
E. Republic Day
34. Choose the right number: There are (14) schools in our town.
A.fourteen
B.forteen
C.fourty
D.fourteenth
E. four
35. Which of the noun is used with “an”:
A.orange
B.telephone
C.lemon
D.car
E. bag
36. Which of the nouns is used with “an”:
A.apple
B.driver
C.rose
D.glove
E. sofa

37. Find the right answer: What is the capital of the USA?
- A. Washington
 - B. Manila
 - C. New York
 - D. Berlin
 - E. Chicago
38. Complete the sentence using article: Did I tell you about TV show that I watched last night?
- A. the
 - B. a
 - C. an
 - D. -
 - E. for
39. Complete the sentence using article: There are ... children in the park.
- A. -
 - B. the
 - C. in
 - D. off
 - E. a
40. Complete the sentence using article: Did you see Moon last night?
- A. the
 - B. -
 - C. a
 - D. an
 - E. in
41. Complete the sentence using article: movie that I saw yesterday has good reviews.
- A. the
 - B. a
 - C. an
 - D. -
 - E. for
42. Fill in the blanks with the correct personal pronouns: Matthew is my best friend is 9 years old.
- A. He
 - B. She
 - C. It
 - D. They
 - E. We
43. Fill in the blanks with the correct personal pronouns: This is Mary is my colleague.
- A. She
 - B. I
 - C. You

- D.He
- E. They

44. Fill in the blanks with the correct personal pronouns: am going to visit London this year.

- A.I
- B.Me
- C.You
- D.It
- E. He

45. Fill in the blanks with the correct personal pronouns: Mary and Jane dress alike, because are twins.

- A.They
- B.He
- C.It
- D.Us
- E. We

46. Fill in the blanks with the correct personal pronouns: Is this your cat? is so cute.

- A.It
- B.She
- C.He
- D.You
- E. Me

47. Translate: өз-өзіне қол жұмсау

- A.commit suicide
- B.kill oneself
- C.shoot
- D.die
- E. break

48. Translate: біреуді атып тастау

- A.shoot oneself
- B.to steal smth
- C.to rob smth
- D.to sell drugs
- E. to vandalise

49. Translate: тергеу

- A.investigation
- B.law
- C.court
- D.council
- E. evidence

50. Translate: қылмыс орны

- A.crime scene
- B.court

- C. police station
 - D. criminal
 - E. police
51. Translate: адам өлтіруші
- A. assassin
 - B. thief
 - C. jury
 - D. judge
 - E. police
52. Translate: ұстау, тұтқындау
- A. to apprehend
 - B. to break
 - C. to steal
 - D. to describe
 - E. to help
53. Translate: дәлел
- A. evidence
 - B. crime
 - C. criminal
 - D. fine
 - E. judge
54. Translate: үкім
- A. sentence
 - B. right
 - C. law
 - D. to arrest
 - E. murder
55. Translate: күдікті
- A. suspect
 - B. council
 - C. jury
 - D. judge
 - E. lawyer
56. Translate: куәгер
- A. witness
 - B. criminal
 - C. assassin
 - D. murderer
 - E. drugs
57. Translate: айыппұл
- A. fine
 - B. money
 - C. budget
 - D. pocket money

E. bail

58. Translate: жəбiрлeнушi

A. victim

B. robber

C. murderer

D. drug dealer

E. shoplifter

59. Fill in the gap with the missing word: She hired an to eliminate her rival.

A. assassin

B. jury

C. judge

D. lawyer

E. crime

60. Fill in the gap with the missing word: The bank conducted its own internal into the robbery.

A. investigation

B. decision

C. judgment

D. sentence

E. work

61. Fill in the gap: Though the police issued the photograph of the....., they were not sure that he had committed the crime.

A. suspect

B. judge

C. jury

D. crime

E. lawyer

62. Fill in the gap: The detective was able to find the murderer quickly, because he had left his footprints at a

A. crime scene

B. shop

C. school

D. car

E. clothes

63. Fill in the gap: His original death was commuted to life in prison.

A. sentence

B. law

C. evidence

D. prison

E. police

64. Fill in the gap: The police didn't have enough to convict him.

A. evidence

B. rules

C.right

D.laws

E.crimes

65. Choose the Demonstrative pronouns:

A.This, these

B.I, You

C.He, She

D.Me, Us

E. My, Me

66. Choose the Personal pronouns:

A.You

B. That

C. Those

D. These

E. This

67. Choose the Possessive pronouns:

A.My, His, Her

B.I, You

C. We

D.They

E. Some

68. Choose the Cardinal numeral:

A.four

B.the first

C.sixteenth

D.the fifth

E. ninth

69. Choose the Ordinal numeral:

A.thirteen

B.twenty

C.twelve

D.a million

E. the second

70. Choose the correct variant: How many bottles did you buy?- I bought

A.four

B.fourteenth

C.fourth

D.fortieth

E. the fourth

71. Choose the correct variant: There were only ... pupils in the classroom.

A.seventeen

B.seventh

C.seventeenth

D.seventies

E. the seventh

72. Choose the correct variant: Show me ... page!

A. the third

B. the threeth

C. threeth

D. three

E. thirteen

73. Translate: Жоғарғы Сот

A. the Supreme Court

B. Constitution

C. crime scene

D. criminal

E. police station

74. Translate: Сот жүйесі

A. Judicial system

B. Law Institute

C. Crime and Punishment

D. Government

E. Constitution

75. Translate: Кеңес

A. Council

B. Lawyer

C. Advocate

D. Prison

E. Argument

76. What is the main law of the country?

A. Constitution

B. Consolidation

C. Basic rules

D. Fixed document

E. Main points

77. Translate: Заң

A. Law

B. Rules

C. Right

D. Lawyer

E. Structure

78. What is the lower House of Kazakhstan Parliament?

A. Majilis

B. Senate

C. High Court

D. Chamber

E. Council

79. What is the upper House of Kazakhstan Parliament?

- A.Senate
- B.Majilis
- C.Parliament
- D.Court
- E.Judicial system

80. Who is the leader of the republic of Kazakhstan?

- A.President
- B.Dictator
- C.Monarch
- D.Minister
- E.Prime Minister

81. How many sections has the Constitution?

- A.9
- B.10
- C.15
- D.6
- E.12

82. How many Articles has the Constitution?

- A.99
- B.90
- C.100
- D.88
- E.91

83. What is the highest representative body in Kazakhstan?

- A.Parliament
- B.Majilis
- C.Senate
- D.The Supreme Court
- E.Council

84. Choose the correct variant: Kazakhstan is an and sovereign state.

- A.independent
- B.dependent
- C.colonial
- D.dual
- E.absolute

85. What is a regional executive body in Kazakhstan?

- A.Akimat
- B.Capital
- C.Majilis
- D.Senate
- E.Parliament

86. When is the Independence Day of Kazakhstan?

- A.December 16

- B. September 5
- C. August 30
- D. February 14
- E. Nauryz 22

87. What chambers does the Parliament of Kazakhstan consist of?

- A. The Senate and the Majilis
- B. The Senate and the House of Representatives
- C. The House of Lords and the House of Commons
- D. The House of Lords and the House of Representatives
- E. The House of Lords and the Majilis

88. When did Kazakhstan become independent?

- A. 1991
- B. 1995
- C. 1997
- D. 1998
- E. 1990

89. The Majilis is the House of the Parliament.

- A. Lower
- B. Upper
- C. Left
- D. Right
- E. Higher

90. Choose the correct variant: I have lost ... pen, may I take ... ?

- A. my / yours
- B. mine / your
- C. your / your
- D. her / your
- E. yours / my

91. Choose the correct variant: ... is that man? - He is a doctor.

- A. Who
- B. What
- C. Which
- D. How
- E. When

92. Choose the correct variant: friend made some mistakes in his dictation.

- A. My
- B. He
- C. Mine
- D. Them
- E. Yours

93. Choose the correct variant: He moved there some years ago, in 1950.

- A. nineteen fifty
- B. ninety fifty

- C. ninety fifteen
- D. nineteen fifteen
- E. ninty fifty

94. Choose the correct variant: His birthday on ... of October.

- A. the fourth
- B. the four
- C. four
- D. fourth
- E. the fours

95. Choose the correct variant: Are you a student? - Yes,

- A. I'm
- B. I do
- C. I have
- D. I'm not
- E. he is

96. Choose the correct variant: As ... rule we have little free time on my week-days.

- A. a
- B. the
- C. an
- D. -
- E. to

97. Choose the correct variant: East or West ... is best.

- A. home
- B. house
- C. flat
- D. block of flats
- E. room

98. Choose the correct variant: One day ... man decided to sell ... bird.

- A. a, a
- B. the, the
- C. a, an
- D. -, the
- E. -, -

99. Choose the correct variant: Choose wrong variant of noun's plural form.

- A. toothes
- B. men
- C. tomatoes
- D. lives
- E. forget-me-nots

100. Choose wrong variant of noun's plural form.

- A. childrens
- B. keys
- C. women

- D. horses
- E. women-doctors

101. Choose the correct forms to complete the following questions: Tom **has gone** somewhere, but I don't know where

- A. he's gone
- B. go
- C. to go
- D. went
- E. дұрыс жауап жоқ

102. Choose the correct forms to complete the following questions: This book belongs to somebody. Who

- A. does it belong to
- B. to belong
- C. belongs
- D. belong
- E. дұрыс жауап жоқ

103. Choose the correct forms to complete the following questions: Somebody **lives** in that house. Who in that house?

- A. lives
- B. to live
- C. living
- D. do live
- E. дұрыс жауап жоқ

104. Choose the correct forms to complete the following questions: This word means something. What

- A. does it mean
- B. to mean
- C. means
- D. meaning
- E. дұрыс жауап жоқ

105. Choose the correct forms to complete the following questions: They **were** talking about something. What (to be) they talking about?

- A. were
- B. to be
- C. be
- D. is
- E. am

106. Choose the correct forms to complete the following questions: Something fell on the floor. What on the floor?

- A. fell
- B. to fall
- C. fall
- D. falling
- E. дұрыс жауап жоқ

107. Choose the correct forms to complete the following questions: The library is somewhere near. Do you know where the library?

- A. is
- B. are
- C. to be
- D. am
- E. were

108. Choose the correct forms to complete the following questions: She borrowed the money from somebody. I wonder who

- A. she borrowed money from
- B. borrowed
- C. borrows
- D. borrowing
- E. to borrow

109. Choose the correct forms to complete the following questions: She can't understand something. What?

- A. can she not understand
- B. do not understand
- C. did not understand
- D. she understands
- E. not understand

110. Choose the correct forms to complete the following questions: He didn't come to the party for some reason. Why?

- A. did not he come to the party
- B. party did come
- C. not he did come
- D. came
- E. to not came

111. Choose the option that correctly joins two nouns using the possessive case: jacket / that man

- A. that man's jacket
- B. that man jacket
- C. the man jacket
- D. jacket man
- E. дұрыс жауап жоқ

112. Choose the option that correctly joins two nouns using the possessive case: The garden / my friend

- A. my friend's garden
- B. my friend the garden
- C. friend garden
- D. garden friend
- E. дұрыс жауап жоқ

113. Choose the option that correctly joins two nouns using the possessive case: The daughter / Charles

- A. Charles's daughter
- B. Charles daughter
- C. Charless daughter
- D. daughter Charles
- E. дұрыс жауап жоқ

114. Choose the option that correctly joins two nouns using the possessive case: The newspaper / yesterday

- A. yesterday's newspaper
- B. newspaper yesterday
- C. yesterday newspaper
- D. the yesterday newspaper
- E. дұрыс жауап жоқ

115. Choose the option that correctly joins two nouns using the possessive case: The birthday / my father

- A. my father's birthday
- B. my father the birthday
- C. the father birthday
- D. birthday father
- E. дұрыс жауап жоқ

116. Choose the option that correctly joins two nouns using the possessive case: The toys / the children

- A. the children's toys
- B. toy children
- C. the toy children
- D. the children toy
- E. дұрыс жауап жоқ

117. Choose the right variant: There 8 letters in the word "November"

- A. are
- B. to be
- C. am
- D. is
- E. be

118. Choose the right variant: there a bag under the table?

- A. Is
- B. Am
- C. Are
- D. To be
- E. Do

119. Choose the right variant: There a book on the desk last lesson.

- A. was
- B. were
- C. to be
- D. be
- E. to

120. Choose the right variant: There a pen and two copybooks in my packet.

- A. are
- B. is
- C. am
- D. to be
- E. been

121. Choose the right variant: There a new shop near my house next month.

- A. will be
- B. be
- C. been
- D. to be
- E. will to be

122. Choose the right variant: There a new store next to my house in a few weeks.

- A. will be
- B. will
- C. to be
- D. been
- E. being

123. Choose the right variant: there a man and a woman in that car?

- A. Are
- B. Am
- C. Is
- D. To be
- E. Be

124. Choose the right variant: there a teacher in the classroom?

- A. Is
- B. Are
- C. to be
- D. do
- E. did

125. Choose the right variant: There six girls and five boys in our group.

- A. are
- B. is
- C. do
- D. does
- E. to be

126. Choose the right variant: Write the superlative form of: long

- A. the longest
- B. the most long

- C. longer
- D. more longer
- E. long

127. Choose the right variant: Write the superlative form of: fit

- A. the fittest
- B. fit
- C. fitter
- D. the most fit
- E. more fit

128. Choose the right variant: Write the superlative form of: funny

- A. the funniest
- B. funnier
- C. funnyest
- D. funni
- E. fun

129. Choose the right variant: Write the superlative form of: good

- A. the best
- B. gooder
- C. the goodest
- D. better
- E. good

130. Choose the right variant: Write the superlative form of: easy

- A. the easiest
- B. easier
- C. easier
- D. easyest
- E. easy

131. Choose the right variant: Write the superlative form of: strange

- A. the strangest
- B. strange
- C. stranger
- D. the most stranger
- E. more strange

132. Choose the right variant: Write the superlative form of: big

- A. the biggest
- B. biggest
- C. big
- D. most big
- E. more big

133. Fill in the blank with suitable adverb: She was indulged in this affair.

- A. seriously
- B. selfish
- C. bad

- D. sudden
- E. good

134. Fill in the blank with suitable adverb: His brother was upset about missing the chance.

- A. terribly
- B. terrible
- C. major
- D. quiet
- E. bad

135. Fill in the blank with suitable adverb: The years rolled by

- A. quickly
- B. hurried
- C. hurring
- D. fast
- E. slow

136. Fill in the blank with suitable adverb: Your theorems are correct.

- A. absolutely
- B. absolute
- C. serious
- D. bad
- E. worse

137. Fill in the blank with suitable adverb: This car is affordable.

- A. reasonably
- B. quiet
- C. surprising
- D. reasonable
- E. reason

138. Fill in the blank with suitable adverb: You do not come to meet me.

- A. usually
- B. usual
- C. often
- D. general
- E. never

139. Fill in the blank with suitable adverb: I stumbled and injured myself

- A. badly
- B. late
- C. hard
- D. bad
- E. worse

140. Fill in the blank with suitable adverb: She is dancing

- A. vigorously
- B. steadily

- C. staunchly
- D. vigilantly
- E. good

141. Choose the right variant: Is there milk in the crystal glass?

- A. any
- B. a
- C. some
- D. a lot of
- E. the

142. Write in a, an, some or any: There's angel on the top.

- A. an
- B. two
- C. a
- D. the
- E. any

143. Write in a, an, some or any: There are ornaments on the tree.

- A. some
- B. much
- C. a
- D. an
- E. the

144. Write in a, an, some or any: Are there lights on the tree?

- A. any
- B. a
- C. an
- D. much
- E. some

145. Write in a, an, some or any: There are not Christmas trees in the house.

- A. any
- B. some
- C. a
- D. an
- E. a/an

146. Write in a, an, some or any: There's jam on the wooden table.

- A. some
- B. a
- C. an/the
- D. the
- E. any

147. Choose the correct modal verb: I think I have failed the test, but I'm not sure.

- A. might
- B. ought to

- C. shall
- D. can't
- E. дұрыс жауап жоқ

148. Choose the correct modal verb: We have to rush. We miss the last bus home.

- A. mustn't
- B. need to
- C. could
- D. may
- E. might

149. Choose the correct modal verb: If you had let me know earlier, I have been able to come.

- A. would
- B. will
- C. shall
- D. need to
- E. дұрыс жауап жоқ

150. Choose the correct modal verb: You help me!

- A. have to
- B. must
- C. should
- D. may
- E. might

151. Choose the correct modal verb: anybody attend the lecture or is it just for registered students?

- A. can
- B. must
- C. would
- D. will
- E. need

152. Choose the correct modal verb: You have bothered coming. I've done it already.

- A. needn't
- B. must
- C. may
- D. can
- E. could

153. Choose the correct modal verb: If there is an age restriction then you go in as you are too young.

- A. shouldn't
- B. should
- C. may
- D. could
- E. can

154. Who is the first US President?

- A. Washington
- B. Harrison
- C. Lincoln
- D. W. McKinley
- E. J. Kennedy

155. How many Presidents were in the USA?

- a. 47
- b. 40
- c. 42
- d. 45
- e. 41

156. Who is the forty-fourth President of the United States?

- A. Obama
- B. Trump
- C. J. Biden
- D. Bush
- E. Clinton

157. How many branches of power have the US Government?

- A. 3
- B. 5
- C. 2
- D. 4
- E. 7

158. Translate: жауапкершілік-ответственность

- A. responsibility
- B. responsible
- C. irresponsible
- D. responsibly
- E. response

159. Translate: заң шығарушы

- A. legislator
- B. lawyer
- C. attorney
- D. barrister
- E. notary

160. Translate: негізгі

- A. fundamental
- B. judicial
- C. forensic
- D. penal
- E. procedural

161. Translate: принцип

- A. principle

- B. precept
- C. proposition
- D. regulation
- E. rule

162. Translate: тексеру, бақылау

- A. to check
- B. to reject
- C. to exclude
- D. to omit
- E. to overlook

163. Translate: теңдестіру

- A. to balance
- B. to overkill
- C. to excess
- D. to residue
- E. to scrap

164. Translate: компромиске бару

- A. to compromise
- B. to disagree
- C. to refuse
- D. to deny
- E. to compose

165. Translate: қызметке кірісу

- A. inauguration
- B. inaugural
- C. initiation
- D. induction
- E. investiture

166. Translate: қаржы

- A. finance
- B. fund
- C. refinance
- D. recompense
- E. bankroll

167. Translate: жариялау

- A. to declare
- B. to oppose
- C. to obscure
- D. to conceal
- E. to hide

168. Translate: ұсыну

- A. to propose
- B. to reply
- C. to dissuade

- D. to retreat
- E. to repulse

169. Put necessary word(s): The government system in the USA is

- A. all answers are correct
- B. federal
- C. county
- D. local
- E. all answers are incorrect

170. Put necessary words: are elected from geographical districts directly by the voters.

- A. Legislators
- B. Ministers
- C. Vice-Presidents
- D. Presidents
- E. Jury

171. Put necessary words: controls spending and finance.

- A. The House of Representatives
- B. The House of Lords
- C. Government
- D. President
- E. Administration

172. Put necessary words: The President must have for his proposals and programmes.

- A. Congress's agreement
- B. Council's agreement
- C. President's agreement
- D. Government's agreement
- E. дұрыс жауап жоқ

173. Complete the sentence: The general objectives of contemporary policemen are

- A. all answers are correct
- B. to protect life
- C. to protect property
- D. to safeguard the individual liberties
- E. to prevent crime

174. Complete the sentence: The police mission involves ...

- A. all answers are correct
- B. the prevention of criminality
- C. repression of crime
- D. apprehension of offenders
- E. recovery of property

175. Complete the sentence: The FBI jurisdiction includes ...

- A. matters of internal security
- B. matters of external security

- C. problems of society
- D. problems of foreign countries
- E. дұрыс жауап жоқ

176. Choose the right variant: Who is the author of Sherlock Holmes?

- A. Sir Arthur Conan Doyle
- B. William Shakespeare
- C. Charles Dickens
- D. Jane Austen
- E. George Orwell

177. Choose the right variant: The capital of Northern Ireland is...

- A. Belfast
- B. England
- C. Lisburn
- D. Bangor
- E. Crumlin

178. Choose the right variant: The British flag is often called...

- A. Union Jack
- B. Union flag
- C. Union symbol
- D. Union Joke
- E. дұрыс жауап жоқ

179. Choose the right variant: What is the river in London?

- A. Thames
- B. Missouri
- C. Mississippi
- D. Yukon
- E. Rio Grande

180. Choose the right variant: What is the home of the Queen?

- A. Buckingham Palace
- B. White Hall
- C. White House
- D. Residence
- E. дұрыс жауап жоқ

181. Choose the right variant: The most popular sport in Britain is...

- A. football
- B. basketball
- C. golf
- D. boxing

E. baseball

182. Choose the right variant: Stratford-upon-Avon is the birthplace of

A. W. Shakespeare

B. the Queen Elisabeth

C. Dr. Watson

D. Sh. Holmes

E. Trump

183. Choose the right variant: How many bridges are there in London?

A. 27

B. 20

C. 10

D. 30

E. 15

184. Choose the right variant: What is the biggest bridge in London?

A. Tower

B. London

C. Millennium

D. Waterloo

E. Hungerford

185. Choose the right variant: How many Houses does the British Parliament consist of?

A. 2

B. 3

C. 4

D. 5

E. 6

186. Choose the right variant: Who is the head of state in the UK?

A. The Queen/King

B. President

C. Vice-President

D. Minister

E. Dictator

187. Choose the right variant: Which House represents the people of Britain?

A. The House of Commons

B. The House of Lords

C. The House of Representatives

D. The House of Kings

E. дұрыс жауап жоқ

188. Choose the right variant: What are the members of the Houses of Commons called?

A. MPs

B. Ministers

C. Lords

D. Members

E. дұрыс жауап жоқ

189. Choose the right variant: Who is the chairman of the House of Lords?

A. the Lord Chancellor

B. Council

C. President

D. Queen

E. Lord

190. Choose the odd variant: The main elements of British Parliament are:

A. the House of Administration

B. the Monarch

C. the House of Lords

D. the House of Commons

E. дұрыс жауап жоқ

191. Choose the right variant: The members of the House of Lords are called

....

A. peers

B. Lords

C. members

D. friends

E. relatives

192. Finish the sentence: The Queen chooses life peers in consultation with the

A. Prime Minister

B. President

C. Queen

D. King

E. Lords

193. Choose the adjective:

A. educational

B. government

C. darkness

D. develop

E. jury

194. Choose the Noun:

A. agreement

B. agree

C. agreeable

D. disagree

E. disagreed

195. Choose the right variant: ... a metro station near your house?

A. Is there

B. There is

C. There are

D. Are there

E. дұрыс жауап жоқ

196. Choose the correct question:

A. How many English books are there in the library?

B. How many are there English books in the library?

C. How many in the library are there English books?

D. How many English books there are in the library?

E. How books many English there are in the library?

197. Choose the right variant: The UK is composed of ... parts.

A. 4

B. 2

C. 3

D. 5

E. 6

198. Choose the right variant: Wall Street is a nickname for

A. big monopolies all over the world

B. theatres

C. department stores

D. news agencies

E. police force

199. Choose the right variant: There are people in a jury.

A. 10

B. 6

C. 11

D. 12

E. 5

Plural of: A policewoman –

A. policewomen

B. policewomans

C. policewomens

D. policewomanes

E. policewoman

Test questions for final exam

A2

1. I _____ coffee every morning.
A. drink
B. drinks
C. drinking
D. is drinking
E. drank
2. They _____ to the park on Sundays.
A. go
B. goes
C. is going
D. went
E. going
3. She _____ her homework after school.
A. do
B. does
C. did
D. is doing
E. doing
4. My sister _____ a book right now.
A. read
B. reads
C. is reading
D. reading
E. has read
5. We _____ breakfast at 7 a.m. every day.
A. have
B. has
C. having
D. had
E. have had
6. They _____ their parents on holidays.
A. visits
B. visit
C. visiting
D. is visiting
E. visited
7. He _____ to music in the evenings.
A. listens
B. listen
C. listening

- D. listened
E. listens to
8. The train _____ at 10 o'clock.
A. leaves
B. leave
C. leaving
D. is leaving
E. left
9. I _____ to school every day.
A. walk
B. walks
C. walking
D. walked
E. is walking
10. She _____ in the city center.
A. live
B. lives
C. is living
D. living
E. lived
11. We _____ the movie last night.
A. watch
B. watched
C. watches
D. watching
E. has watched
12. She _____ her book before going to bed.
A. read
B. reads
C. readed
D. reading
E. has read
13. They _____ a new car last week.
A. buy
B. bought
C. buys
D. buying
E. have bought
14. I _____ him yesterday at the café.
A. see
B. seen
C. sees
D. saw
E. have seen

15. He _____ his homework an hour ago.
A. complete
B. completes
C. completed
D. completing
E. has completed
16. We _____ a nice trip last summer.
A. had
B. having
C. have
D. has
E. have had
17. She _____ to the gym yesterday.
A. go
B. went
C. goes
D. going
E. is going
18. They _____ for a walk in the park yesterday.
A. go
B. going
C. gone
D. went
E. are going
19. I _____ the book yesterday.
A. finish
B. finishes
C. finished
D. finishing
E. has finished
20. We _____ lunch at 12 p.m. yesterday.
A. eat
B. ate
C. eating
D. eats
E. have eaten
21. I _____ the keys this morning.
A. lose
B. loses
C. lost
D. losing
E. has lost
22. They _____ to the concert last Friday.
A. go

- B. went
- C. goes
- D. going
- E. have

23. He _____ a new job last year.

- A. finds
- B. found
- C. find
- D. is finding
- E. has found

24. We _____ her at the party last night.

- A. meet
- B. met
- C. meets
- D. meeting
- E. have met

25. She _____ the letter this morning.

- A. send
- B. sends
- C. sent
- D. sending
- E. has sent

26. I _____ the book yesterday.

- A. buy
- B. buys
- C. bought
- D. buying
- E. have bought

27. We _____ to the beach last summer.

- A. go
- B. went
- C. going
- D. have gone
- E. gone

28. I _____ my keys this morning.

- A. lose
- B. lost
- C. loses
- D. losing
- E. have lost

29. They _____ in the meeting yesterday.

- A. participate
- B. participated
- C. participates

D. participating

E. have participated

30. She _____ her wallet in the store.

A. find

B. found

C. finds

D. is finding

E. has found

31. I _____ go to the store tomorrow.

A. will

B. would

C. do

D. is

E. am

32. They _____ visit us next summer.

A. will

B. is

C. are

D. would

E. be

33. We _____ have dinner at 7 p.m. tonight.

A. will

B. is

C. does

D. would

E. have

34. I _____ study for the exam tomorrow.

A. will

B. would

C. is

D. am

E. was

35. She _____ be home at 6 p.m. tomorrow.

A. will

B. is

C. am

D. are

E. does

36. He _____ not attend the meeting next week.

A. will

B. would

C. does

D. is

E. does not

37. We _____ go to the cinema on Friday.
A. will
B. is
C. are
D. would
E. does
38. I _____ see you later.
A. will
B. am
C. is
D. do
E. does
39. My parents _____ travel to Paris next month.
A. will
B. are
C. is
D. do
E. does
40. They _____ call me when they arrive.
A. will
B. would
C. are
D. is
E. do
41. She _____ very tired today.
A. look
B. looks
C. looked
D. is looking
E. looks like
42. How do you _____ your new boss?
A. look
B. looks
C. look like
D. looked
E. looking
43. He _____ his father in the face.
A. look
B. looks
C. look like
D. looked
E. is looking
44. What does she _____?
A. look like

- B. looks
C. is looking
D. look
E. looks like
45. You _____ great today!
A. looks
B. looked
C. is looking
D. look
E. look like
46. She _____ her sister when she was younger.
A. looked like
B. looks
C. look
D. is looking
E. looks like
47. My brother _____ a professional athlete.
A. looks
B. look like
C. is looking
D. looked
E. looks like
48. He _____ happy, but he's actually very sad.
A. look
B. looked
C. looks
D. is looking
E. looks like
49. My dog _____ a lion!
A. looks like
B. look like
C. looked
D. look
E. looks
50. What do you _____?
A. look like
B. looks like
C. is looking
D. look
E. looked
51. I enjoy _____ in the park on weekends.
A. to walk
B. walking
C. walk

D. walked

E. walks

52. She decided _____ a new car last month.

A. buy

B. buying

C. to buy

D. buys

E. bought

53. I can't stand _____ early in the morning.

A. to wake

B. waking

C. wake

D. to waking

E. woke

54. He promised _____ the report by tomorrow.

A. to submit

B. submit

C. submitting

D. submitted

E. to submitting

55. They prefer _____ by bus rather than by car.

A. to travel

B. traveling

C. travel

D. to traveling

E. travels

56. She likes _____ new books.

A. read

B. to read

C. reading

D. reads

E. readed

57. I'm looking forward to _____ you soon.

A. see

B. seeing

C. to see

D. seen

E. sees

58. He stopped _____ his homework and went outside.

A. to do

B. doing

C. do

D. did

E. does

59. I can't afford _____ a new phone right now.

- A. to buy
- B. buying
- C. buy
- D. bought
- E. to buying

60. She admitted _____ the mistake.

- A. to make
- B. making
- C. make
- D. to making
- E. made

61. I _____ dinner at the moment.

- A. cook
- B. cooked
- C. cooking
- D. am cooking
- E. is cooking

62. They _____ TV right now.

- A. watching
- B. watch
- C. are watching
- D. is watching
- E. watched

63. He _____ a book at the moment.

- A. read
- B. is reading
- C. reads
- D. reading
- E. readed

64. We _____ for a walk this afternoon.

- A. go
- B. are going
- C. going
- D. went
- E. gone

65. She _____ in the kitchen right now.

- A. cook
- B. is cooking
- C. cooks
- D. cooking
- E. to cook

66. I _____ a new movie this evening.

- A. watch

- B. am watching
- C. watching
- D. watched
- E. watches

67. They _____ to the beach right now.

- A. is going
- B. are going
- C. going
- D. goes
- E. gone

68. He _____ the guitar at the moment.

- A. play
- B. playing
- C. plays
- D. is playing
- E. played

69. We _____ to the party tonight.

- A. are going
- B. going
- C. goes
- D. is going
- E. went

70. She _____ her friends this afternoon.

- A. meets
- B. met
- C. is meeting
- D. meet
- E. meeting

71. I _____ when you called me last night.

- A. sleep
- B. was sleeping
- C. sleeping
- D. slept
- E. am sleeping

72. They _____ when I arrived.

- A. talk
- B. were talking
- C. talks
- D. talked
- E. are talking

73. He _____ TV when I came into the room.

- A. watched
- B. was watching
- C. watching

D. is watching

E. watches

74. We _____ in the park at 3 p.m. yesterday.

A. walk

B. were walking

C. walking

D. walks

E. walked

75. She _____ a book when I saw her yesterday.

A. read

B. reads

C. is reading

D. was reading

E. reading

76. I _____ a cup of tea when the phone rang.

A. have

B. was having

C. had

D. is having

E. have had

77. They _____ dinner when I entered the room.

A. were eating

B. eating

C. eats

D. ate

E. is eating

78. He _____ his homework when his friend arrived.

A. was doing

B. did

C. doing

D. is doing

E. done

79. We _____ about our vacation when you called.

A. talk

B. were talking

C. talking

D. talks

E. talked

80. She _____ a letter when I saw her yesterday.

A. write

B. was writing

C. writes

D. wrote

E. writing

81. I _____ a meeting at 3 p.m. tomorrow.
A. am having
B. have
C. will have
D. will be having
E. had
82. She _____ to her friend at 7 p.m. tonight.
A. is talking
B. will be talking
C. talks
D. talked
E. was talking
83. We _____ dinner at 8 o'clock tomorrow evening.
A. will have
B. will be having
C. have
D. had
E. will had
84. They _____ their homework at 9 p.m. tomorrow.
A. will be doing
B. are doing
C. did
D. do
E. will do
85. He _____ for a walk this time tomorrow.
A. is walking
B. will be walking
C. walks
D. walk
E. will walk
86. **Q86:** I _____ at 8 a.m. tomorrow.
A. sleep
B. will be sleeping
C. am sleeping
D. will sleep
E. slept
87. She _____ her new project at this time next week.
A. works
B. will be working
C. will work
D. is working
E. worked
88. We _____ the meeting when you arrive.
A. will have

B. will be having

C. have

D. had

E. will had

89. I _____ the news at 6 o'clock tomorrow.

A. will be watching

B. watch

C. am watching

D. will watch

E. watched

90. He _____ at 9 o'clock tomorrow evening.

A. is working

B. worked

C. will be working

D. works

E. will work

91. The teacher _____ the students every morning.

A. help

B. helps

C. helped

D. is helping

E. has helped

92. The chef _____ the meal at the restaurant.

A. prepare

B. prepares

C. prepared

D. preparing

E. is preparing

93. She _____ the guitar very well.

A. plays

B. playing

C. played

D. is playing

E. has played

94. I _____ my homework every day.

A. does

B. do

C. did

D. is doing

E. have done

95. They _____ the game last night.

A. win

B. won

C. wins

- D. winning
- E. is winning

96. We _____ our friends next weekend.

- A. visit
- B. visited
- C. visits
- D. visiting
- E. will visit

97. He _____ to the office every day.

- A. go
- B. goes
- C. went
- D. is going
- E. will go

98. She _____ the letter yesterday.

- A. write
- B. writes
- C. writing
- D. wrote
- E. is writing

99. They _____ their vacation next month.

- A. will enjoy
- B. enjoy
- C. enjoys
- D. enjoyed
- E. enjoying

100. I _____ in the park after school.

- A. run
- B. runs
- C. ran
- D. running
- E. am running

101. The book _____ by the author.

- A. is written
- B. writes
- C. wrote
- D. is writing
- E. was writing

102. The cake _____ by my grandmother for my birthday.

- A. is made
- B. was made
- C. make
- D. is making
- E. was making

103. The car _____ every two weeks.

- A. is cleaned
- B. was cleaned
- C. cleans
- D. cleaning
- E. cleaned

104. The letter _____ tomorrow.

- A. will send
- B. will be sent
- C. sends
- D. is sending
- E. sent

105. The film _____ in 1995.

- A. was made
- B. made
- C. is made
- D. will be made
- E. has made

106. The song _____ by a famous singer.

- A. is sung
- B. sung
- C. was sung
- D. singing
- E. sung by

107. The report _____ every month.

- A. is written
- B. writes
- C. written
- D. is writing
- E. was written

108. The room _____ every week.

- A. cleaned
- B. cleans
- C. is cleaned
- D. is cleaning
- E. cleaned

109. The project _____ at the moment.

- A. is done
- B. was done
- C. is being done
- D. done
- E. was being done

110. The homework _____ by the teacher.

- A. is checked

- B. checked
- C. checks
- D. is checking
- E. has checked

111. If you _____ too much sugar, you get cavities.

- A. eat
- B. eats
- C. ate
- D. will eat
- E. eating

112. If I _____ you, I would apologize.

- A. am
- B. was
- C. will be
- D. were
- E. be

113. If you _____ a lot of exercise, you stay healthy.

- A. do
- B. does
- C. did
- D. are doing
- E. doed

114. If it _____, the streets get wet.

- A. rains
- B. rain
- C. rained
- D. will rain
- E. raining

115. If they _____ hard, they pass the test.

- A. study
- B. studies
- C. studied
- D. are studying
- E. studied

116. If I _____ a lot of money, I buy a car.

- A. have
- B. has
- C. had
- D. am having
- E. having

117. If the sun _____, we go to the beach.

- A. shines
- B. is shining
- C. shine

D. shone

E. shined

118. If you _____ your homework, you will be rewarded.

A. finish

B. finishes

C. finished

D. finishing

E. will finish

119. If they _____ early, they catch the train.

A. leave

B. leaves

C. leaving

D. will leave

E. left

120. **Q120:** If he _____ too much, he gets tired.

A. runs

B. run

C. is running

D. ran

E. running

121. If it _____ tomorrow, we will stay at home.

A. rains

B. rain

C. will rain

D. is raining

E. rained

122. If you _____ late, you will miss the bus.

A. arrive

B. arrived

C. will arrive

D. arriving

E. arrives

123. If they _____ hard, they will succeed.

A. study

B. studied

C. will study

D. studies

E. studying

124. If we _____ this evening, we will call you.

A. go out

B. goes out

C. went out

D. will go out

E. going out

125. If I _____ you, I will help you.

- A. am
- B. was
- C. will be
- D. were
- E. are

126. If they _____ earlier, they will be on time.

- A. leave
- B. leaves
- C. left
- D. will leave
- E. leaving

127. If he _____ the exam, he will be happy.

- A. passes
- B. passed
- C. will pass
- D. pass
- E. passing

128. If we _____ the train, we will arrive on time.

- A. catch
- B. caught
- C. will catch
- D. catching
- E. catches

129. If she _____ here, I will talk to her.

- A. comes
- B. came
- C. will come
- D. is coming
- E. coming

130. If it _____, we will have a picnic.

- A. doesn't rain
- B. don't rain
- C. raining
- D. won't rain
- E. rains

131. I _____ to a university in the city.

- A. go
- B. goes
- C. going
- D. went
- E. gone

132. He _____ a degree in engineering.

- A. got

- B. gets
 - C. will get
 - D. getting
 - E. get
133. We _____ about history in school.
- A. study
 - B. studies
 - C. studied
 - D. are studying
 - E. studying
134. She _____ to become a doctor after finishing medical school.
- A. wants
 - B. want
 - C. is wanting
 - D. will want
 - E. wanted
135. I _____ math every day.
- A. study
 - B. studied
 - C. studying
 - D. studies
 - E. am studying
136. They _____ their final exams last month.
- A. took
 - B. take
 - C. takes
 - D. are taking
 - E. will take
137. We _____ an important test next week.
- A. have
 - B. will have
 - C. had
 - D. is having
 - E. having
138. She _____ English every Monday and Wednesday.
- A. teach
 - B. teaches
 - C. taught
 - D. is teaching
 - E. teaching
139. I _____ my homework every evening.
- A. do
 - B. did
 - C. doing

D. does

E. will do

140. He _____ a scholarship for his excellent performance in studies.

A. received

B. receives

C. will receive

D. receiving

E. has received

141. My institute _____ in the city center.

A. is

B. are

C. was

D. will

E. is being

142. I _____ in the library during my breaks.

A. study

B. studies

C. studied

D. am studying

E. studying

143. The professors _____ very helpful at my institute.

A. is

B. are

C. was

D. will be

E. were

144. I _____ to the institute every day by bus.

A. go

B. goes

C. went

D. going

E. will go

145. The institute _____ many events for students every year.

A. organizes

B. organize

C. organized

D. is organizing

E. will organize

146. We _____ a new course next semester.

A. will start

B. start

C. started

D. starts

E. is starting

147. My friends _____ at the institute with me.
A. study
B. studies
C. studied
D. is studying
E. studying
148. The institute _____ in the mornings.
A. opens
B. open
C. opened
D. is opening
E. will open
149. I _____ the final exams next week at the institute.
A. will take
B. takes
C. took
D. taken
E. is taking
150. They _____ many projects at the institute last semester.
A. completed
B. complete
C. completing
D. will complete
E. completes
151. What does the word "siblings" refer to?
A. Parents
B. Grandparents
C. Brothers and sisters
D. Uncles and aunts
E. Cousins
152. Which of the following best describes a modern young family?
A. Large and extended
B. Single-parent
C. Nuclear and small
D. Living in rural areas
E. Without children
153. What is typically considered a key characteristic of intergenerational relationships?
A. Sharing similar hobbies
B. Communicating only via technology
C. Mutual respect and understanding
D. Limited communication
E. Financial dependence

154. Which word best describes the feeling of comfort and safety in one's home?

- A. Adventure
- B. Stress
- C. Belonging
- D. Isolation
- E. Neglect

155. What is the term for regular physical activity to maintain health?

- A. Dieting
- B. Exercise
- C. Rest
- D. Relaxation
- E. Working

156. Which of the following is a team sport?

- A. Tennis
- B. Football
- C. Swimming
- D. Running
- E. Golf

157. Which activity is commonly considered a leisure pursuit?

- A. Working
- B. Studying
- C. Playing video games
- D. Commuting
- E. Cleaning

158. What does the term "equator" refer to?

- A. A mountain range
- B. The northernmost point on Earth
- C. An imaginary line dividing the Earth into two halves
- D. A large desert
- E. A country

159. What is the name of the imaginary line that divides the Earth into Eastern and Western Hemispheres?

- A. Prime Meridian
- B. Tropic of Cancer
- C. Equator
- D. Arctic Circle
- E. Antarctic Circle

160. Which of the following is an example of a tourist attraction?

- A. Shopping mall
- B. Local office
- C. Historical monument
- D. School
- E. Gas station

161. Which of these is a Kazakh traditional food?
- A. Sushi
 - B. Borscht
 - C. Shashlik
 - D. Pasta
 - E. Pizza
162. Which holiday is celebrated in the United States on the fourth Thursday of November?
- A. Christmas
 - B. Thanksgiving
 - C. Easter
 - D. Halloween
 - E. Independence Day
163. What is the purpose of celebrating national holidays?
- A. To honor political leaders
 - B. To mark historical events or cultural traditions
 - C. To celebrate personal achievements
 - D. To promote commercial sales
 - E. To have free time from work
164. What is a "degree" in the context of education?
- A. A subject of study
 - B. A diploma given to students after completing higher education
 - C. A type of classroom activity
 - D. The grade received in a subject
 - E. The time spent studying
165. What is typically offered by a university or institute?
- A. Sports tournaments
 - B. Higher education programs
 - C. Commercial goods
 - D. Public transportation
 - E. Tourist services
166. What does the word "household" refer to?
- A. A group of friends
 - B. A family living together
 - C. A group of colleagues
 - D. A community organization
 - E. A group of neighbors
167. What does "dual-income" refer to?
- A. A family where both parents are employed
 - B. A single-parent family
 - C. A family with no children
 - D. A family that lives on one income
 - E. A family that works only part-time

168. Which of the following is a common challenge in relationships between grandparents and grandchildren?

- A. Overwhelming similarities in lifestyle
- B. Generational gaps in communication and technology
- C. Too much time spent together
- D. Identical career interests
- E. Equal financial support

169. What is a "sanctuary"?

- A. A place of comfort and safety
- B. A type of home appliance
- C. A place for outdoor sports
- D. A type of furniture
- E. A home improvement tool

170. What is "nutrition"?

- A. The study of diseases
- B. The practice of physical exercise
- C. The intake of food and its effect on health
- D. The emotional state of a person
- E. The analysis of sleep patterns

171. Which of these sports requires a ball?

- A. Gymnastics
- B. Chess
- C. Volleyball
- D. Ice skating
- E. Yoga

172. Which activity is usually done in one's leisure time?

- A. Working overtime
- B. Attending school
- C. Watching TV
- D. Doing household chores
- E. Sleeping

173. Which of the following is the largest continent by area?

- A. Africa
- B. Europe
- C. Asia
- D. South America
- E. Australia

174. Which of the following is a landlocked country?

- A. Canada
- B. Brazil
- C. Kazakhstan
- D. Japan
- E. Australia

175. What is a common feature of a city's tourist attraction?
- A. Commercial offices
 - B. Historic or cultural significance
 - C. Residential areas
 - D. Private clubs
 - E. Gas stations
176. What is a traditional Kazakh greeting?
- A. "Hola"
 - B. "Namaste"
 - C. "Salemetsiz be?"
 - D. "Bonjour"
 - E. "Hello"
177. Which holiday marks the beginning of the new year in many countries around the world?
- A. Christmas
 - B. New Year's Eve
 - C. Easter
 - D. Halloween
 - E. Labor Day
178. What is typically celebrated on Labor Day in the United States?
- A. End of summer
 - B. Contributions of workers
 - C. Thanksgiving
 - D. The start of the school year
 - E. National independence
179. Which word refers to the process of gaining knowledge at a school or university?
- A. Teaching
 - B. Learning
 - C. Researching
 - D. Working
 - E. Coaching
180. Which term refers to a formal gathering of students and teachers to learn and discuss topics?
- A. Class
 - B. Party
 - C. Meeting
 - D. Conference
 - E. Event
181. Which of the following is a family role?
- A. Leader
 - B. Mother
 - C. Neighbor

D. Teacher

E. Boss

182. What is a common feature of modern families?

A. Having multiple generations live together

B. Both parents working outside the home

C. Only one child

D. Living in large rural homes

E. Relying on grandparents for childcare

183. Which of the following is essential for maintaining good relationships across generations?

A. Equal financial contributions

B. Patience and empathy

C. Sharing personal wealth

D. Avoiding conflict at all costs

E. Living together in one house

184. What is typically a key element in a home's design to make it feel welcoming?

A. Heavy furniture

B. Bright colors and warmth

C. Minimal lighting

D. Disorganization

E. Dark curtains

185. Which of the following is NOT a healthy habit?

A. Regular exercise

B. Eating balanced meals

C. Getting adequate sleep

D. Smoking

E. Drinking water

186. Which sport is played with a bat and ball, and involves hitting the ball into a wicket?

A. Football

B. Baseball

C. Cricket

D. Tennis

E. Hockey

187. Which of the following is typically an indoor leisure activity?

A. Surfing

B. Hiking

C. Bowling

D. Swimming

E. Skiing

188. Which of the following lines is used to measure distances east or west of the Prime Meridian?

A. Latitude

- B. Longitude
 - C. Equator
 - D. Tropic of Cancer
 - E. Arctic Circle
189. Which continent is Australia part of?
- A. Africa
 - B. Europe
 - C. Asia
 - D. Oceania
 - E. South America
190. What is typically found in a city's central square?
- A. Residential homes
 - B. Shopping malls
 - C. Government buildings
 - D. Public transportation
 - E. Tourist information centers
191. What is a traditional Kazakh celebration of a child's first birthday called?
- A. Nauryz
 - B. Kurban Ait
 - C. Tui
 - D. Besik Toy
 - E. Aul
192. Which of the following is a traditional celebration in the United States?
- A. Carnival
 - B. Thanksgiving
 - C. Diwali
 - D. Lunar New Year
 - E. Eid
193. Which of the following is celebrated on December 25th?
- A. Labor Day
 - B. Christmas
 - C. Easter
 - D. National Day
 - E. Independence Day
194. Which term refers to a place where people go to study and earn degrees?
- A. Hospital
 - B. University
 - C. Bakery
 - D. Gym
 - E. Park
195. Which of these is a common type of higher education degree?
- A. PhD

- B. MSc
 - C. BA
 - D. MBA
 - E. All of the above
196. Who usually holds the responsibility for managing a household budget?
- A. A neighbor
 - B. Parents or guardians
 - C. Friends
 - D. Cousins
 - E. Siblings
197. What is a common trait of modern parenting?
- A. Giving children complete freedom
 - B. Strictly controlling every aspect of a child's life
 - C. Focusing on communication and balance
 - D. Ignoring technology
 - E. Never working outside the home
198. Which of the following is important for building trust between generations?
- A. Constant surveillance
 - B. Clear and open communication
 - C. Ignoring differences
 - D. Financial gifts
 - E. Living in separate places
199. What is "homeownership"?
- A. Renting a house
 - B. Owning a house or property
 - C. Moving frequently
 - D. Living in an apartment
 - E. Building a house
200. Which is a sign of good mental health?
- A. Constant fatigue
 - B. Strong sense of personal well-being
 - C. Feeling disconnected from others
 - D. Unexplained pain
 - E. Increased anxiety

Self-monitoring tasks



Variant 1

1. Fill in the gaps with prepositions and adverbs, where necessary.

1. Please open that book ... page eight.
2. Whose exercise-books are ... the table?
3. Please take that red cup ... that boy.
4. - «Where's Jack?» - «He's ... the blackboard. He's looking ... it».
5. The walls ... the rooms ... my flat are yellow and blue.

2. Write nouns in the plural.

A jar, an umbrella, a glass, a bench, a boy, a loaf, a man, a wing, a pilot, a tomato, a city, a chief, a fish, a car, a lady, a mouse, a foot, a teacher, a thief, a story.

3. Put questions to the underlined words.

1. My friend is a teacher.
2. Her name's Mary.
3. It is an English newspaper.
4. That's a bad cap.
5. The books are on the table.

4. Read the text. Decide if the statements are true (T) or false (F).

In England everything is different. You must understand that when people say 'England' they sometimes mean 'Great Britain', sometimes 'The United Kingdom', sometimes 'The British Isles' – but never just England. On Sundays in Europe, the poorest person wears his best clothes and the life of the country becomes happy, bright and colourful; on Sundays in England, the richest people wear their oldest clothes and the country becomes dark and sad. In Europe nobody talks about the weather; in England, you have to say 'Nice day, isn't it?' about two hundred times a day, or people think you are a bit boring. In Europe you get Sunday newspapers on Monday. In England, a strange country, you get Sunday newspapers on Sunday. In Europe people like their cats but in England they love their cats more than their family.

In Europe people eat good food. In England people think that good manners at the table are more important than the food you get to eat. The English eat bad food but they say it tastes good. And one more thing – in Europe important people speak loudly and clearly; in England they learn to speak slowly and quietly so you cannot understand them.

- 1 _____ 'England' always means 'United Kingdom'.
- 2 _____ A rich English person puts on his oldest clothes on Sunday.

- 3 _____ In England people talk about the weather all the time.
- 4 _____ In England people can buy newspapers on Sunday.
- 5 _____ In Europe people like their pets more than their family.
- 6 _____ The English think they eat good food.



Variant 2

1. Fill in the gaps with prepositions and adverbs, where necessary.

1. They're looking ... the boys.
2. Please go ... the table.
3. Fred is ... home now.
4. Please go the room.
5. Take a piece ... chalk ... the table and write these words, please.

2. Write nouns in the plural.

A lion, a toy, a granny, a leaf, a child, a fork, a tree, a boss, a potato, a tooth, a house, a tray, a match, a dress, a wolf, a sheep, a woman, a goose, a roof, a lily.

3. Put questions to the underlined words.

1. The walls in my room are yellow.
2. Bess is a good pupil.
3. It is our classroom.
4. This is a large map.
5. The matches are on the table.

4. Read the text. Decide if the statements are true (T) or false (F).

In England everything is different. You must understand that when people say 'England' they sometimes mean 'Great Britain', sometimes 'The United Kingdom', sometimes 'The British Isles' – but never just England. On Sundays in Europe, the poorest person wears his best clothes and the life of the country becomes happy, bright and colourful; on Sundays in England, the richest people wear their oldest clothes and the country becomes dark and sad. In Europe nobody talks about the weather; in England, you have to say 'Nice day, isn't it?' about two hundred times a day, or people think you are a bit boring. In Europe you get Sunday newspapers on Monday. In England, a strange country, you get Sunday newspapers on Sunday. In Europe people like their cats but in England they love their cats more than their family.

In Europe people eat good food. In England people think that good manners at the table are more important than the food you get to eat. The English eat bad food but they say it tastes good. And one more thing – in Europe important people speak loudly and clearly; in England they learn to speak slowly and quietly so you

cannot understand them.

- 1 _____ The Europeans know how to celebrate Sundays.
- 2 _____ If you talk about the weather in England, you seem boring to other people.
- 3 _____ Families are more important to Europeans than their cats.
- 4 _____ The Europeans value table manners more than food.
- 5 _____ The English eat good food.
- 6 _____ Important Europeans speak in a loud but clear manner.



Variant 3

1. Put the following sentences in the negative form.

1. He goes to the office every day.
2. They often read English books.
3. His marks are always good.
4. Her sister lives in Moscow.
5. He is having a dictation now.

2. Put questions to the underlined words.

1. My friends work at the Ministry of Foreign Trade.
2. I sometimes give Peter my exercise-books.
3. She writes a lot of sentences on the blackboard.
4. We usually have our English in the evening.
5. You are going to the blackboard.

3. Read the text and answer the questions

How to Be a Good Interpreter

Foreign languages are socially demanded especially at the present time when the progress in science and technology has led to an explosion of knowledge and has contributed to an overflow of information. Today more and more people are trying to

learn at least one foreign language, but there are still a great number of people who

have to appeal to an interpreter. Hence, interpreters play a very important role in modern life. They are people who make possible the communication between different nations. To be a good interpreter one must work hard. The work starts when you enter a university and it never ends because you are to improve your knowledge permanently. A lot of things depend on an interpreter and his abilities. It is important for him not only to be good at languages but he has to be

intelligent and to be able to get out of a difficult situation when it is impossible to make a metaphor. Generally, he must be ready for out-of-order situations. So, we can see that the role of interpreter is really great especially in modern conditions when all countries are open to each other. And due to this fact labour-market is in need of qualified and competent interpreters.

1. Why do people learn foreign languages?
2. What do you need to be a good interpreter?
3. What is the role of an interpreter?



Variant 4

1. Put the following sentences in the negative form.

1. These students read a lot.
2. Sometimes we have dictations.
3. He is usually at his office in the morning.
4. His sisters always give me books to read.
5. Her friend does English exercises at home.

2. Put questions to the underlined words.

1. Our teacher always speaks English in class.
2. We often have dictations in class.
3. They do a lot of exercises at home.
4. Ann goes abroad twice a year.
5. They are having their lunch now.

3. Read the text and answer the questions.

The Role of Foreign Languages in Education

During the educational process we learn different subjects and get different skills. It will help us in our future life to get interesting well-paid job and we want. But as usual there is always a foreign language in every educational curriculum. So why do we need foreign languages for? The answer is rather simple. There are for about 6 billions of people on our planet and all of them speak a great number of languages. Most popular of them are very necessary for every person in modern life.

The reason is simple – to understand people from others countries and make communication with them easier. It is very important because people don't live separately from each other. But it isn't enough to know only popular languages. People also need to study ancient languages. Why? Because they are maternal to modern languages and learning them help us to understand modern languages better.

1. Why do we need foreign languages for?
2. Why is it important to know foreign languages?
3. What is the role of ancient languages in learning modern ones?



Variant 5

1. Read the text. Complete the tasks for the text

One day a well-known singer was invited to the house of a rich lady to sing for her guests at a dinner-party. But instead of inviting the singer to dine with her guests, the lady ordered dinner for him in the servants' room. The singer said nothing. He dined well and after dinner said to the servants: «Now, my dear friends, I am going to sing for you». The servants were very much surprised but said they were awfully glad to have a chance to hear the great singer. He sang many beautiful songs and servants enjoyed listening to him.

Later the lady sent one of her servants to bring the singer up to the drawing room, where all her guests were waiting for him. «But I cannot sing twice in one evening. Madam», said the singer to the lady when she met him at the door leading into the drawing-room.

- «What do you mean?» asked the lady.

- «I mean I have already sung for about an hour for your servants, Madam», it was a pity you were not there, for I always sing for the people with whom I dine». And with these words he left the house.

1) Put the title corresponding to the content of the text.

a) Rich lady b) Dinner c) Good lesson d) Friends

2) Which statement does not correspond to the content of the text.

- a) A well-known singer was invited to a rich house.
- b) The singer had his dinner with servants.
- c) The servants were very glad to listen to the famous singer
- d) He sang only one song

3) Finish the sentence The singer sang...

- a) for famous people
- b) for a rich lady
- c) for his friends with whom he had dinner
- d) for the guests of the rich lady

2. Put much, many, little, few, a little or a few.

1. When we walked ... farther down the road, we met another group of students.

2. Have you got ... ink in your pen?

3. At the conference we met ... people whom we knew well.

4. There are very ... old houses left in our street. Most of them have already been pulled down.

5. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting.

6. There are ... things here which I cannot understand.

7. Shall I bring ... more chalk? — No, thank you. There is...chalk on the desk. I hope that will be enough for our lesson.

8. There are ... apples in the fridge. Shall I go to the shop?

3. Choose the correct answer.

1. While Tom_____a book, Marhta_____TV.

a) was reading, watched

b) read, watched

c) was reading, was watching

d) read, was watching

2. We called our friends in London yesterday to tell them about the reunion that we_____.

a) will plan

b) were planning

c) plan

d) have planned

3. I feel terrible. I think I_____to be sick.

a) will

b) go

c) am going

d) will be going

4. Open the brackets, using the adjective form.

1. Which is (large): the United States or Canada?

2. What is the name of the (big) port in the United States?

3. The London underground is the (old) in the world.

4. There are a (great) number of cars and buses in the streets of Moscow than in any other city of Russia.

5. St. Petersburg is one of the (beautiful) cities in the world.

6. The rivers in America are much (big) than those in England.



Variant 6

1. Read the text. Complete the tasks for the text.

We are in Oxford Circus, one of the busiest street in the West End of London, and that street over there is Regent Street, famous all over the world for its splendid shops. On both sides of the street there are shops, banks and restaurants. In the roadway there is a constant stream of cars, taxis, buses and

lorries.

Most of London buses are the famous red double-deckers that have two platforms (or decks) for passengers. The noise is deafening, but one soon gets used to it. The pavements are crowded with people, and it's dangerous to cross it.

We are in Oxford Circus, one of the busiest streets in the road until the traffic is stopped, either by a policeman or by the red traffic light. In any case before crossing the road, take care to look to your right, and when you reach the middle of the road, look to your left. You must not do the reverse, because the cars in Britain keep to the left and not to the right as in most countries of the world. At night, the streets are lit by electricity. The main streets are flooded with light from brilliant shop-windows and the illuminated signs, so that after dark everything looks as bright as in broad daylight.

1) Put the sentence corresponding to the text

- a) Oxford Circus is one of the busiest streets in the East End.
- b) Regent Street is famous as a business centre of London.
- c) Most of London buses are the famous green double-deckers.
- d) In Regent Street there are many splendid shops.

2) The text is devoted to the description of...

- a) the traffic in London.
- b) some streets in the West End.
- c) London sights.
- d) peculiarities of the British traffic.

3) Find the word closest in meaning to the highlighted one: There is a *CONSTANT* stream of cars, taxis and buses.

- a) Straight
- b) firm
- c) endless
- d) immense

2. Put much, many, little, few, a little or a few.

- 1. He had ... English books at home, so he had to go to the library for more books.
- 2. She gave him ... water to wash his hands and face.
- 3. I'd like to say ... words about my journey.
- 4. After the play everybody felt ... tired.
- 5. Let's stay here ... longer: it is such a nice place.
- 6. There were ... new words in the text, and Peter spent ... time learning them.
- 7. There was ... water in the river, and they decided to cross it.
- 8. My mother knows German ... and she can help you with the translation of this letter.

3. Open the brackets by putting the verb in the correct tense.

- 1. I (watch) Frank de la Selva on TV last night.

- a) watch
 - b) was watching
 - c) watched
2. She(visit) the Prado Museum.
- a) visit
 - b) have visited
 - c) has visited

4. Open the brackets, using the adjective form.

1. The island of Great Britain is (small) than Greenland.
2. What is the name of the (high) mountain in Asia?
3. The English Channel is (wide) than the straits of Gibraltar.
4. Russia is a very (large) country.
5. Moscow is the (large) city in Russia.
6. The Bolshoi Theatre is one of the (famous) theatres in the world.

Пайдаланған әдебиеттер тізімі

1. Жоғары және (немесе) жоғары оқу орнынан кейінгі білім беру ұйымдары үшін жалпы білім беру пәндері циклінің үлгілік оқу бағдарламасы 31.10.2018 ж. (04.05.2024 жаңартылған)
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