

Міністерство освіти і науки України  
Житомирський державний університет імені Івана Франка

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**ІНСТРУКТИВНО-МЕТОДИЧНІ МАТЕРІАЛИ ДО ПРАКТИЧНИХ ЗАНЯТЬ З  
ОБОВ'ЯЗКОВОЇ ОСВІТНЬОЇ КОМПОНЕНТИ  
«ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ»  
для підготовки здобувачів  
першого (бакалаврського) рівня вищої освіти**

|                                |                                     |
|--------------------------------|-------------------------------------|
| <b>Галузь знань</b>            | <i>A Освіта</i>                     |
| <b>Спеціальність</b>           | <i>A7 Фізична культура і спорт</i>  |
| <b>Предметна спеціальність</b> | —                                   |
| <b>Освітня програма</b>        | <i>Фізична культура і спорт</i>     |
| <b>Факультет</b>               | <i>Фізичного виховання і спорту</i> |

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**Кулак В. І.**

**Інструктивно-методичні матеріали до практичних занять з обов'язкової освітньої компоненти «Іноземна мова за професійним спрямуванням» для підготовки здобувачів першого (бакалаврського) рівня вищої освіти освітньої програми Фізична культура і спорт. Житомир: Вид-во ЖДУ ім. І. Франка, 2026. 43 с.**

Інструктивно-методичні матеріали містять тексти і завдання, необхідні для проведення практичних занять з освітньої компоненти «Іноземна мова за професійним спрямуванням» для студентів освітньої програми Фізична культура і спорт, факультету фізичного виховання і спорту. Вони підготовлені відповідно до тем у межах робочої програми на I семестр. Матеріали призначені для поглиблення фахових спеціальних і загальних комунікативних навичок студентів у процесі професійно спрямованого вивчення іноземної мови.

Розраховані на студентів денної та заочної форми навчання.

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## ПЕРЕДМОВА

Інструктивно-методичні матеріали з освітньої компоненти «Іноземна мова за професійним спрямуванням» призначені для здобувачів вищої освіти спеціальності 017 «Фізична культура і спорт» та розроблені відповідно до сучасних вимог професійної підготовки фахівців спортивної галузі. В умовах розвитку міжнародного спортивного співробітництва, інтеграції України до світового освітнього й наукового простору та постійного зростання ролі міжкультурної комунікації володіння іноземною мовою стає важливою складовою професійної компетентності майбутніх тренерів, викладачів фізичної культури, спортивних менеджерів і фахівців у сфері фізичного виховання та спорту.

Матеріали посібника спрямовані на формування та розвиток іншомовної комунікативної компетентності студентів, необхідної для здійснення професійної діяльності в міжнародному середовищі. Особливу увагу приділено опануванню фахової термінології, розвитку навичок читання й аналізу професійно орієнтованих текстів, удосконаленню усного та писемного мовлення, а також формуванню вмінь ефективно використовувати іноземну мову для вирішення професійних завдань у сфері фізичної культури і спорту.

Запропоновані вправи та завдання відображають актуальну тематику галузі, охоплюють питання спортивної підготовки, фізичного виховання, здорового способу життя, спортивних змагань, олімпійського руху, спортивної науки та менеджменту. Зміст матеріалів орієнтований на поетапний розвиток мовленнєвих умінь і навичок, необхідних для професійного спілкування, роботи з міжнародними інформаційними ресурсами, участі в науково-практичних конференціях, спортивних заходах та академічній мобільності.

Використання інструктивно-методичних матеріалів сприятиме поглибленню професійних знань студентів, розвитку критичного мислення, навичок міжкультурної взаємодії та здатності до безперервного професійного самовдосконалення. Посібник покликаний забезпечити ефективне поєднання мовної та фахової підготовки, що є необхідною умовою успішної професійної діяльності сучасного фахівця у сфері фізичної культури і спорту.

## Practical Lesson 1: Family and Relationships

**Level:** B2

**Specialty:** Physical Culture and Sports

**Time:** 70–80 minutes

**Focus:** Family support, interpersonal relationships, teamwork, and athlete well-being

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### Lesson Objectives

Students will:

- expand vocabulary related to family, relationships, and sports psychology;
  - understand the role of family support in athletic performance;
  - discuss healthy relationships and communication;
  - practise **Present Simple vs Present Continuous**;
  - develop speaking, reading, and writing skills in a sports-related context.
- 

### 1. Warm-up (5–7 minutes)

**Discuss in pairs:**

1. How important is family support for athletes?
2. Can personal relationships influence sports performance?
3. What qualities help build strong relationships?

**Share your ideas with the class.**

---

### 2. Vocabulary (15–20 minutes)

**Target Vocabulary (Family, Relationships & Sport)**

emotional support — емоційна підтримка

mutual respect — взаємна повага

family bond — сімейний зв'язок

team spirit — командний дух

trust-building — формування довіри

life balance — життєвий баланс

personal commitment — особиста відданість

relationship dynamics — динаміка стосунків

conflict resolution — вирішення конфліктів

support network — мережа підтримки

shared responsibility — спільна відповідальність

mental resilience — психологічна стійкість

positive reinforcement — позитивне підкріплення

interpersonal skills — навички міжособистісного спілкування

work-life balance — баланс між роботою та особистим життям

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### Task 1: Match the terms with definitions

1. emotional support
2. mutual respect
3. conflict resolution
4. support network
5. mental resilience
6. interpersonal skills

- A. Ability to recover from difficulties
- B. Solving disagreements peacefully
- C. Helpful people around you
- D. Communication and social abilities
- E. Caring and understanding from others
- F. Respect shared between people

---

**Task 2: Complete the sentences**

1. Athletes often need \_\_\_\_\_ from family members.
  2. Strong \_\_\_\_\_ helps teams work effectively.
  3. Good \_\_\_\_\_ are important for coaches.
  4. A healthy \_\_\_\_\_ reduces stress.
  5. Family and friends form a valuable \_\_\_\_\_.
  6. Sports participation can improve \_\_\_\_\_.
- 

**3. Reading (15–20 minutes)****Text: Family Relationships and Athletic Success**

Family relationships play an important role in the life of every athlete. Emotional support from parents, partners, and relatives often helps athletes overcome challenges and maintain motivation.

Successful athletes usually have a strong support network that encourages them during training and competitions. Family members provide positive reinforcement and help athletes develop mental resilience.

Healthy relationship dynamics are also important. Mutual respect, trust-building, and effective conflict resolution create a positive environment both at home and in sports teams.

Today, many coaches are recognising the importance of work-life balance. Athletes are spending more time developing interpersonal skills and maintaining healthy relationships outside sport.

Research shows that strong family bonds contribute to better performance, emotional well-being, and long-term success in sports.

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**Task 1: Answer the questions**

1. Why is family support important for athletes?
  2. How do family members help athletes?
  3. What creates a positive family environment?
  4. Why are coaches interested in work-life balance?
  5. How do strong relationships influence performance?
- 

**Task 2: Find words in the text that mean:**

1. encouragement from others –
  2. ability to stay strong mentally –
  3. solving problems between people –
  4. close family connection –
  5. social communication abilities –
- 

**4. Grammar Focus (10–12 minutes)****Present Simple vs Present Continuous**

---

**Present Simple****Use:**

- routines;
- facts;
- habits.

**Examples:**

- Athletes **need** family support.
  - Coaches **encourage** teamwork.
  - Strong relationships **improve** performance.
-

## Present Continuous

### Use:

- actions happening now;
- temporary situations;
- current trends.

### Examples:

- Many athletes **are focusing** on mental well-being.
  - Coaches **are promoting** healthy communication.
  - Families **are providing** support during competitions.
- 

### Task 1: Choose the correct form

1. Athletes usually **train** / **are training** every day.
  2. Many coaches **promote** / **are promoting** psychological well-being now.
  3. Family members **support** / **are supporting** athletes during competitions at the moment.
  4. Strong relationships **improve** / **are improving** team spirit.
  5. More sports clubs **focus** / **are focusing** on mental health today.
- 

### Task 2: Complete the sentences

1. Athletes \_\_\_\_\_ (need) emotional support.
  2. Families \_\_\_\_\_ (help) athletes prepare for competitions now.
  3. Coaches \_\_\_\_\_ (develop) communication skills in their teams.
  4. A positive environment \_\_\_\_\_ (reduce) stress.
  5. Many sports organisations \_\_\_\_\_ (pay) more attention to mental well-being today.
- 

## 5. Speaking Practice (10–12 minutes)

### Discuss in pairs:

1. How can family relationships affect sports performance?
2. What qualities make relationships strong and healthy?
3. Why is emotional support important for athletes?
4. How can coaches help athletes maintain work-life balance?

Use at least 8 vocabulary words.

---

## 6. Problem-Solving Activity (8 minutes)

### Situation:

A talented athlete is experiencing stress because of conflicts between sports commitments and family responsibilities.

### In pairs suggest:

- 3 causes of the problem;
- 2 possible solutions;
- 1 long-term strategy for maintaining balance.

Present your recommendations to the class.

---

## 7. Writing (10–12 minutes)

Write 150–180 words on the topic:

“The Role of Family Support in Athletic Success”

Include:

- emotional support;
  - motivation;
  - communication;
  - your personal opinion.
-

## Homework

### 1. Write 10 sentences using:

emotional support, mutual respect, family bond, team spirit, trust-building, support network, mental resilience, conflict resolution, interpersonal skills, work-life balance.

### 2. Prepare a short presentation (3–4 minutes):

“How Healthy Relationships Help Athletes Achieve Success.”

## Practical Lesson 2: Friends and Neighbours

Level: B2

Specialty: Physical Culture and Sports

Time: 70–80 minutes

Focus: Friendship, community relationships, social support, and teamwork in sport

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### Lesson Objectives

Students will:

- expand vocabulary related to friendship, neighbourhood relations, and social interaction;
  - understand the importance of supportive relationships in everyday life and sport;
  - discuss qualities of good friends and responsible neighbours;
  - practise **Past Simple vs Past Continuous**;
  - develop speaking, reading, and writing skills.
- 

### 1. Warm-up (5–7 minutes)

Discuss in pairs:

1. What qualities make a good friend?
2. Why are good neighbours important?
3. How can friends influence athletic performance and motivation?

Share your ideas with the class.

---

### 2. Vocabulary (15–20 minutes)

Target Vocabulary (Friendship & Community)

close companion — близький товариш

mutual trust — взаємна довіра

social circle — коло спілкування

sense of belonging — відчуття приналежності

community involvement — участь у житті громади

neighbourly support — сусідська підтримка

shared interests — спільні інтереси

lasting friendship — міцна дружба

social connection — соціальний зв'язок

volunteer activity — волонтерська діяльність

team cohesion — згуртованість команди

reliable person — надійна людина

friendly environment — дружня атмосфера

social responsibility — соціальна відповідальність

interpersonal relationship — міжособистісні стосунки

---

### Task 1: Match the terms with definitions

1. mutual trust
2. social circle

3. neighbourly support
  4. reliable person
  5. team cohesion
  6. sense of belonging
- A. Feeling accepted in a group  
B. Help from people living nearby  
C. Strong unity within a team  
D. Someone you can depend on  
E. Confidence between people  
F. Group of friends and acquaintances
- 

**Task 2: Complete the sentences**

1. Athletes often depend on a strong \_\_\_\_\_.
  2. A \_\_\_\_\_ always keeps promises.
  3. Good neighbours can provide \_\_\_\_\_.
  4. Shared hobbies often create \_\_\_\_\_.
  5. Team sports help develop \_\_\_\_\_.
  6. Young people need a \_\_\_\_\_ in their community.
- 

**3. Reading (15–20 minutes)**

**Text: The Value of Friends and Neighbours**

Friends and neighbours play an important role in our lives. They provide emotional support, practical help, and social connection.

For athletes, friendships can increase motivation and confidence. Teammates often become close companions who share goals, challenges, and achievements. Strong interpersonal relationships contribute to team cohesion and a positive atmosphere.

Good neighbours also improve quality of life. They create a friendly environment and help build a sense of belonging within the community. Community involvement and volunteer activities encourage people to work together and support each other.

Research shows that people with strong social circles are often happier and more resilient. Lasting friendships and neighbourly support help individuals cope with difficulties and maintain emotional well-being.

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**Task 1: Answer the questions**

1. Why are friends important?
  2. How can friendships help athletes?
  3. What benefits do good neighbours provide?
  4. How can communities become stronger?
  5. What does research say about social relationships?
- 

**Task 2: Find words in the text that mean:**

1. help from others –
  2. people with common goals –
  3. feeling connected to a group –
  4. long-term friendship –
  5. emotional health –
- 

**4. Grammar Focus (10–12 minutes)**

**Past Simple vs Past Continuous**

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**Past Simple**

Use:

- completed actions in the past;
- finished events.

**Examples:**

- The team **won** the competition last year.
- My neighbour **helped** me during the tournament.
- We **met** at a sports camp.

**Past Continuous**

**Use:**

- actions in progress at a specific moment in the past;
- background actions.

**Examples:**

- I **was talking** to my neighbour when the coach called.
- The athletes **were training** while their friends were watching.
- We **were discussing** our plans when the meeting started.

**Task 1: Choose the correct form**

1. I **met** / **was meeting** my best friend at a sports event last year.
2. While we **walked** / **were walking** home, we talked about training.
3. The neighbours **helped** / **were helping** us during the competition.
4. While the team **was preparing**, the coach checked the equipment.
5. My friends **organised** / **were organising** a community event last weekend.

**Task 2: Complete the sentences**

1. While I \_\_\_\_\_ (run), my friend called me.
2. We \_\_\_\_\_ (participate) in a volunteer project last month.
3. The neighbours \_\_\_\_\_ (watch) the match when it started to rain.
4. My teammate \_\_\_\_\_ (help) me with training yesterday.
5. While the coach \_\_\_\_\_ (speak), the athletes listened carefully.

**5. Speaking Practice (10–12 minutes)**

**Discuss in pairs:**

1. What qualities do you value most in a friend?
2. How can neighbours improve community life?
3. Why is trust important in friendships and sports teams?
4. Can social support improve athletic performance?

**Use at least 8 vocabulary words.**

**6. Problem-Solving Activity (8 minutes)**

**Situation:**

A young athlete has recently moved to a new city and feels isolated because they do not know anyone.

**In pairs suggest:**

- 3 ways to make new friends;
- 2 ways neighbours can help;
- 1 long-term solution for building a social network.

**Present your ideas to the class.**

**7. Writing (10–12 minutes)**

**Write 150–180 words on the topic:**

**“The Importance of Friends and Neighbours in Modern Life”**

**Include:**

- friendship;
- community support;
- personal experiences or examples;
- your opinion.

---

### Homework

#### 1. Write 10 sentences using:

close companion, mutual trust, social circle, neighbourly support, shared interests, lasting friendship, reliable person, team cohesion, social responsibility, friendly environment.

#### 2. Prepare a short presentation (3–4 minutes):

“How Friendships and Community Support Contribute to Success in Sport and Life.”

### Practical Lesson 3: Studying. School Days

Level: B2

Specialty: Physical Culture and Sports

Time: 70–80 minutes

Focus: Learning process, school experience, discipline, and academic development

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### Lesson Objectives

Students will:

- learn vocabulary related to studying, education, and academic life;
- discuss effective learning habits and school routines;
- reflect on personal school experiences;
- practise **Present Simple** and **Future Continuous**;
- develop speaking, reading, and writing skills.

---

#### 1. Warm-up (5–7 minutes)

Discuss in pairs:

1. What makes studying effective?
2. What was your school experience like?
3. How can students combine study and sport successfully?

Share your ideas with the class.

---

#### 2. Vocabulary (15–20 minutes)

Target Vocabulary (Education & Study Life)

academic achievement — академічні досягнення

learning environment — навчальне середовище

study routine — навчальний розклад / рутинна

time management — управління часом

self-discipline — самодисципліна

knowledge acquisition — здобуття знань

class participation — участь у заняттях

learning motivation — мотивація до навчання

study materials — навчальні матеріали

revision strategy — стратегія повторення

peer learning — навчання з однолітками

academic pressure — академічний тиск

school experience — шкільний досвід

educational goals — освітні цілі

lifelong learning — навчання протягом життя

### Task 1: Match the terms with definitions

1. self-discipline
  2. learning environment
  3. academic achievement
  4. peer learning
  5. time management
  6. learning motivation
- A. Learning with classmates
  - B. Ability to control your actions
  - C. Managing study time effectively
  - D. Desire to study
  - E. Place and conditions for studying
  - F. Success in studies
- 

### Task 2: Complete the sentences

1. Good \_\_\_\_\_ helps students succeed in exams.
  2. A positive \_\_\_\_\_ improves concentration.
  3. \_\_\_\_\_ is important for athletes and students.
  4. Students need strong \_\_\_\_\_ to achieve goals.
  5. \_\_\_\_\_ helps improve understanding.
  6. Schools focus on \_\_\_\_\_ and skills development.
- 

### 3. Reading (15–20 minutes)

#### Text: Studying and School Life

Studying is an important part of every young person's life. It helps students develop knowledge, skills, and discipline for the future.

A good learning environment supports academic achievement and motivates students to participate actively in class. Many students create a study routine to improve time management and reduce academic pressure.

At school, peer learning is very important. Students often learn from each other and share study materials. Teachers also guide students in developing revision strategies and improving self-discipline.

Today, education is not only about memorising facts. It is about knowledge acquisition, critical thinking, and lifelong learning.

Students who balance school and other activities, such as sports, usually achieve better results in both areas.

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#### Task 1: Answer the questions

1. Why is studying important?
  2. What helps students improve academic achievement?
  3. How do students learn from each other?
  4. What is the role of teachers?
  5. Why is balance between study and sport important?
- 

#### Task 2: Find words in the text that mean:

1. success in education –
  2. learning from classmates –
  3. ability to manage time –
  4. desire to learn –
  5. studying throughout life –
- 

### 4. Grammar Focus

## Present Simple vs Future Continuous

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### Present Simple

#### Use:

- facts;
- habits;
- general truths.

#### Examples:

- Students **study** every day.
  - Teachers **help** learners develop skills.
  - School **provides** knowledge and structure.
- 

### Future Continuous

#### Use:

- actions happening at a specific time in the future;
- planned ongoing activities.

#### Structure:

**will be + verb-ing**

#### Examples:

- Tomorrow at 10 a.m. I **will be studying** for an exam.
  - Next week we **will be training** and studying at the same time.
  - Students **will be working** on projects during the semester.
- 

### Task 1: Choose the correct form

1. Students **study** / **will be studying** every day.
  2. Tomorrow at this time I **will be preparing** / **prepare** for an exam.
  3. Teachers **help** / **will be helping** students regularly.
  4. Next week we **will be taking** / **take** exams.
  5. Schools **provide** / **will be providing** education.
- 

### Task 2: Complete the sentences

1. Students \_\_\_\_\_ (study) hard every day.
  2. Tomorrow at 8 p.m. I \_\_\_\_\_ (prepare) for my test.
  3. Next month we \_\_\_\_\_ (train) and studying together.
  4. Teachers \_\_\_\_\_ (explain) new material in class.
  5. I \_\_\_\_\_ (revise) for exams all next week.
- 

### 5. Speaking Practice (10–12 minutes)

#### Discuss in pairs:

1. What is your ideal study routine?
2. How can students manage time effectively?
3. What problems do students face at school?
4. How will your study habits change in the future?

**Use at least 8 vocabulary words.**

---

### 6. Problem-Solving Activity (8 minutes)

#### Situation:

A student has poor academic performance because of lack of discipline and poor time management.

#### In pairs suggest:

- 3 problems;
- 2 solutions;

- 1 long-term study strategy.

**Present your ideas to the class.**

---

### **7. Writing (10–12 minutes)**

**Write 150–180 words on the topic:  
“How to Improve Studying Habits”**

Include:

- study routine;
  - motivation;
  - school experience;
  - future plans.
- 

### **Homework**

#### **1. Write 10 sentences using:**

academic achievement, learning environment, study routine, time management, self-discipline, peer learning, academic pressure, revision strategy, learning motivation, lifelong learning.

#### **2. Prepare a short presentation (3–4 minutes):**

**“How Students Will Be Studying in the Future.”**

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## **Practical Lesson 4: Which School? Language School**

**Level:** B2

**Specialty:** Physical Culture and Sports

**Time:** 70–80 minutes

**Focus:** Language learning choices, education systems, communication skills

---

### **Lesson Objectives**

Students will:

- learn vocabulary related to language schools and education choices;
  - compare different learning environments;
  - discuss advantages of language schools;
  - practise **Present Perfect** in real communication contexts;
  - develop speaking, reading, and writing skills.
- 

#### **1. Warm-up (5–7 minutes)**

**Discuss in pairs:**

1. Why do people study at language schools?
2. Have you ever studied in a language course?
3. What makes a good language teacher?

**Share your ideas with the class.**

---

#### **2. Vocabulary (15–20 minutes)**

**Target Vocabulary (Language Learning & Education)**

language proficiency — **рівень володіння мовою**

language immersion — **мовне занурення**

communication skills — **комунікативні навички**

language barrier — **мовний бар'єр**

fluency development — **розвиток вільного мовлення**

interactive lesson — **інтерактивне заняття**

learning progress — **прогрес у навчанні**

course structure — **структура курсу**

---

qualified instructor — **кваліфікований викладач**  
learning environment — **навчальне середовище**  
speaking practice — **практика говоріння**  
grammar focus — **граматичний акцент**  
listening comprehension — **розуміння на слух**  
study motivation — **мотивація до навчання**  
certification exam — **сертифікаційний іспит**

---

### Task 1: Match the terms with definitions

1. language immersion
  2. language barrier
  3. fluency development
  4. interactive lesson
  5. qualified instructor
  6. certification exam
- A. Exam that proves your level
  - B. Learning by using only the language
  - C. Teacher with professional skills
  - D. Difficulty in communication
  - E. Improvement of speaking fluently
  - F. Lesson with active participation
- 

### Task 2: Complete the sentences

1. A good \_\_\_\_\_ helps students speak confidently.
  2. \_\_\_\_\_ improves communication skills quickly.
  3. Many students face a \_\_\_\_\_ at the beginning.
  4. \_\_\_\_\_ is important for professional development.
  5. An \_\_\_\_\_ makes lessons more engaging.
  6. Students prepare for a \_\_\_\_\_ at the end of the course.
- 

## 3. Reading (15–20 minutes)

### Text: Which Language School Should You Choose?

Choosing a language school is an important decision for students who want to improve their communication skills. Different schools offer different course structures, teaching methods, and learning environments.

Some schools focus on language immersion, where students have already improved their fluency through constant speaking practice. Others provide more traditional lessons with a strong grammar focus.

Many students have chosen language schools because they have already experienced language barriers in real communication. They want to develop better fluency and confidence.

Qualified instructors have already helped thousands of learners achieve their goals. Interactive lessons and modern teaching methods have improved learning progress significantly.

Today, language schools have become an important part of education, especially for students who want to succeed in international communication or sports careers.

---

### Task 1: Answer the questions

1. Why do students choose language schools?
  2. What types of teaching methods are mentioned?
  3. What problems have students experienced?
  4. How have instructors helped learners?
  5. Why are language schools important today?
-

**Task 2: Find words in the text that mean:**

1. ability to speak fluently –
  2. difficulty in communication –
  3. teacher with qualifications –
  4. improvement in learning –
  5. learning by speaking only –
- 

**4. Grammar Focus****Present Perfect**

---

**Use:**

We use **Present Perfect** to talk about:

- experiences;
  - past actions with present results;
  - changes over time.
- 

**Structure:**

**have / has + past participle**

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**Examples:**

- Students **have chosen** different language schools.
  - I **have improved** my speaking skills.
  - Teachers **have used** interactive methods.
  - Many learners **have experienced** language barriers.
  - The course **has helped** students a lot.
- 

**Task 1: Choose the correct form**

1. Students **have studied / studied** at language schools.
  2. I **have improve / have improved** my speaking.
  3. Teachers **have used / used** new methods already.
  4. Many learners **have experience / have experienced** difficulties.
  5. The course **has help / has helped** students.
- 

**Task 2: Complete the sentences**

1. I \_\_\_\_\_ (improve) my English recently.
  2. Students \_\_\_\_\_ (choose) different courses.
  3. We \_\_\_\_\_ (practise) speaking a lot this month.
  4. Teachers \_\_\_\_\_ (introduce) new methods.
  5. Many learners \_\_\_\_\_ (achieve) good results.
- 

**5. Speaking Practice (10–12 minutes)****Discuss in pairs:**

1. Have you ever studied at a language school?
2. What have you improved in your English learning?
3. Which method is better: grammar-focused or immersion?
4. What have you already achieved in your studies?

**Use at least 8 vocabulary words + Present Perfect.**

---

**6. Problem-Solving Activity (8 minutes)****Situation:**

A student is deciding between two language schools: one is traditional, the other is immersive.

**In pairs suggest:**

- 3 advantages of each school;
- 2 recommendations;
- 1 final decision.

**Present your ideas to the class.**

---

**7. Writing (10–12 minutes)**

**Write 150–180 words on the topic:**

**“Why I Have Chosen (or Would Choose) a Language School”**

Include:

- reasons;
  - experience;
  - advantages;
  - personal opinion.
- 

**Homework**

**1. Write 10 sentences using Present Perfect:**

language proficiency, language immersion, communication skills, language barrier, fluency development, interactive lesson, learning progress, qualified instructor, speaking practice, certification exam.

**2. Prepare a short presentation (3–4 minutes):**

**“How Language Schools Have Changed Modern Education.”**

---

**Practical Lesson 5: Life and Traditions at School and University**

**Level:** B2

**Specialty:** Physical Culture and Sports

**Time:** 70–80 minutes

**Focus:** Educational traditions, student life, academic culture, and communication

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**Lesson Objectives**

Students will:

- learn vocabulary related to school and university traditions;
  - discuss student life and academic culture in different countries;
  - compare school and university experiences;
  - practise **Present Perfect Continuous**;
  - develop speaking, reading, and writing skills.
- 

**1. Warm-up (5–7 minutes)**

**Discuss in pairs:**

1. What traditions exist at your school or university?
2. How is student life different from school to university?
3. Why are traditions important in education?

**Share your ideas with the class.**

---

**2. Vocabulary (15–20 minutes)**

**Target Vocabulary (Education & Student Life)**

academic tradition — академічна традиція

student community — студентська спільнота

orientation week — тиждень адаптації першокурсників

graduation ceremony — церемонія випуску

campus life — життя на кампусі

---

student council — **студентська рада**  
extracurricular activities — **позанавчальні заходи**  
peer interaction — **взаємодія з однолітками**  
academic culture — **академічна культура**  
institutional values — **цінності навчального закладу**  
student engagement — **залученість студентів**  
social events — **соціальні заходи**  
sports competitions — **спортивні змагання**  
team building activities — **командоутворювальні заходи**  
university heritage — **традиції університету**

---

### Task 1: Match the terms with definitions

1. orientation week
  2. graduation ceremony
  3. student council
  4. extracurricular activities
  5. campus life
  6. team building activities
- A. Activities outside regular lessons  
B. Life and activities at university  
C. Event celebrating finishing studies  
D. Week for new students to adapt  
E. Group improving teamwork  
F. Student representative organisation
- 

### Task 2: Complete the sentences

1. \_\_\_\_\_ helps new students adapt to university life.
  2. Many universities organise a \_\_\_\_\_ every year.
  3. \_\_\_\_\_ improves communication between students and staff.
  4. Sports are part of \_\_\_\_\_.
  5. Students enjoy \_\_\_\_\_ after classes.
  6. \_\_\_\_\_ strengthens relationships in groups.
- 

## 3. Reading (15–20 minutes)

### Text: Life and Traditions in Education

Life at school and university is full of traditions that shape student experience. These traditions create a strong student community and support academic culture.

In many universities, students have been participating in orientation weeks for years. These events help newcomers adapt to campus life and meet their peers.

Graduation ceremonies have always been important, symbolising the end of studies and the beginning of professional life. Student councils have been organising events and supporting student engagement for a long time.

Recently, universities have been developing new extracurricular activities and sports competitions. Students have been taking part in team-building activities to improve cooperation and communication.

These traditions are not only symbolic but also practical. They have been helping students build identity, responsibility, and social skills for future careers.

---

### Task 1: Answer the questions

1. What role do traditions play in education?
2. What happens during orientation week?
3. Why are graduation ceremonies important?

4. What have student councils been doing?
  5. How do extracurricular activities help students?
- 

**Task 2: Find words in the text that mean:**

1. activities outside lessons –
  2. group of students –
  3. beginning of university life –
  4. formal end of studies –
  5. cooperation skills –
- 

**4. Grammar Focus**

**Present Perfect Continuous**

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**Use:**

We use **Present Perfect Continuous** to talk about:

- actions that started in the past and continue now;
  - long-term activities;
  - visible results of ongoing actions.
- 

**Structure:**

**have / has + been + verb-ing**

---

**Examples:**

- Students **have been studying** at university for several years.
  - We **have been participating** in sports competitions.
  - Teachers **have been organising** orientation weeks.
  - Universities **have been developing** new traditions.
  - I **have been learning** teamwork skills.
- 

**Task 1: Choose the correct form**

1. Students **have been studying** / **studied** here for years.
  2. We **have been taking** / **take** part in sports events recently.
  3. Teachers **have been organising** / **organised** orientation weeks.
  4. Universities **have been developing** / **develop** new programs.
  5. I **have been learning** / **learn** teamwork skills.
- 

**Task 2: Complete the sentences**

1. Students \_\_\_\_\_ (participate) in extracurricular activities for years.
  2. We \_\_\_\_\_ (prepare) for graduation ceremonies recently.
  3. The university \_\_\_\_\_ (develop) new traditions.
  4. I \_\_\_\_\_ (improve) my communication skills through teamwork.
  5. Teachers \_\_\_\_\_ (support) student engagement for a long time.
- 

**5. Speaking Practice (10–12 minutes)**

**Discuss in pairs:**

1. What traditions exist at your university?
2. How have student life and traditions been changing?
3. Why have students been participating in extracurricular activities more actively?
4. What traditions are most important for future professionals?

**Use at least 8 vocabulary words + Present Perfect Continuous.**

---

**6. Problem-Solving Activity (8 minutes)**

**Situation:**

A university wants to create new traditions to improve student engagement.

**In pairs suggest:**

- 3 new traditions or events;
- 2 benefits for students;
- 1 long-term goal.

**Present your ideas to the class.**

---

**7. Writing (10–12 minutes)**

**Write 150–180 words on the topic:**

**“How Traditions Shape Student Life at University”**

Include:

- traditions;
  - student experience;
  - extracurricular activities;
  - personal opinion.
- 

**Homework****1. Write 10 sentences using Present Perfect Continuous:**

academic tradition, student community, orientation week, graduation ceremony, campus life, student council, extracurricular activities, peer interaction, academic culture, student engagement.

**2. Prepare a short presentation (3–4 minutes):**

**“How University Traditions Have Been Influencing Students’ Development.”**

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**Practical Lesson 6: Social Life. Another Country**

**Level:** B2

**Specialty:** Physical Culture and Sports

**Time:** 70–80 minutes

**Focus:** Social adaptation, intercultural communication, lifestyle in other countries

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**Lesson Objectives**

Students will:

- learn vocabulary related to social life and intercultural communication;
  - discuss cultural differences and adaptation abroad;
  - reflect on challenges of living in another country;
  - practise **Future Perfect**;
  - develop speaking, reading, and writing skills.
- 

**1. Warm-up (5–7 minutes)**

**Discuss in pairs:**

1. What is social life like in your country?
2. What difficulties can people face in another country?
3. How can sport help people adapt abroad?

**Share your ideas with the class.**

---

**2. Vocabulary (15–20 minutes)**

**Target Vocabulary (Social Life & Intercultural Experience)**

cultural adaptation — культурна адаптація

social integration — соціальна інтеграція

---

international community — міжнародна спільнота  
cultural shock — культурний шок  
daily interaction — щоденна взаємодія  
social network — соціальні зв'язки / мережа спілкування  
language barrier — мовний бар'єр  
host country — країна перебування  
new environment — нове середовище  
friendship building — побудова дружніх стосунків  
cultural differences — культурні відмінності  
social confidence — соціальна впевненість  
community support — підтримка громади  
cross-cultural communication — міжкультурна комунікація  
personal adjustment — особиста адаптація

---

### Task 1: Match the terms with definitions

1. cultural adaptation
  2. social integration
  3. cultural shock
  4. language barrier
  5. host country
  6. social confidence
- A. Feeling of uncertainty in a new culture
  - B. Ability to adapt to a new culture
  - C. Country where a person lives temporarily or permanently
  - D. Process of joining a new society
  - E. Difficulty in communication due to language
  - F. Confidence in social situations
- 

### Task 2: Complete the sentences

1. Many students experience \_\_\_\_\_ when they move abroad.
  2. \_\_\_\_\_ helps people make new friends.
  3. A \_\_\_\_\_ can make communication difficult.
  4. \_\_\_\_\_ is important for international students.
  5. Sport helps improve \_\_\_\_\_.
  6. Living in a \_\_\_\_\_ requires adaptation.
- 

### 3. Reading (15–20 minutes)

#### Text: Social Life in Another Country

Living in another country is an exciting but challenging experience. Many people face cultural shock when they first arrive, especially if the language barrier is strong.

However, over time, individuals start to adapt to the new environment. They build social networks, participate in community activities, and develop cross-cultural communication skills.

International students and athletes often find that sport helps them integrate more quickly. Through teamwork and daily interaction, they build friendships and improve social confidence.

Cultural differences can sometimes create misunderstandings, but they also provide opportunities for learning and personal growth. People who actively engage in social life abroad usually develop stronger personal adjustment skills.

In the future, many individuals will have improved their social integration and will have built strong international connections that will support their careers and personal lives.

---

### Task 1: Answer the questions

1. What challenges do people face in another country?
  2. How do people adapt to a new environment?
  3. Why is sport helpful in social integration?
  4. What problems can cultural differences cause?
  5. What skills improve through living abroad?
- 

### Task 2: Find words in the text that mean:

1. difficulty in communication –
  2. feeling of confusion in a new culture –
  3. building friendships –
  4. adjustment to new conditions –
  5. interaction between cultures –
- 

## 4. Grammar Focus

### Future Perfect

---

#### Use:

We use **Future Perfect** to talk about:

- actions completed before a specific future time;
  - results that will already be finished.
- 

#### Structure:

**will have + past participle**

---

#### Examples:

- By next year, I **will have adapted** to a new country.
  - Students **will have improved** their social skills abroad.
  - Athletes **will have built** strong international friendships.
  - We **will have overcome** the language barrier.
  - They **will have joined** the international community.
- 

### Task 1: Choose the correct form

1. By next year, I **will have adapt** / **will have adapted** to the new culture.
  2. Students **will have improved** / **will improve** their communication skills.
  3. Athletes **will have built** / **will build** strong friendships.
  4. We **will have overcome** / **will overcome** the language barrier.
  5. They **will have joined** / **will join** the team.
- 

### Task 2: Complete the sentences

1. By the end of the semester, I \_\_\_\_\_ (adapt) to university life abroad.
  2. In two years, students \_\_\_\_\_ (build) strong international networks.
  3. By next month, we \_\_\_\_\_ (improve) our communication skills.
  4. Athletes \_\_\_\_\_ (participate) in many international events.
  5. I \_\_\_\_\_ (learn) to communicate in a multicultural environment.
- 

## 5. Speaking Practice (10–12 minutes)

### Discuss in pairs:

1. What are the biggest challenges of living in another country?
2. How can sport help with social integration?
3. What skills will you have developed in the future?
4. How does culture influence social life?

Use at least 8 vocabulary words + Future Perfect.

---

### 6. Problem-Solving Activity (8 minutes)

#### Situation:

A student athlete has moved to another country and struggles with social adaptation.

#### In pairs suggest:

- 3 main difficulties;
- 2 ways to improve social life;
- 1 long-term goal for integration.

Present your ideas to the class.

---

### 7. Writing (10–12 minutes)

#### Write 150–180 words on the topic:

“How Social Life Changes When You Move to Another Country”

#### Include:

- cultural adaptation;
  - challenges;
  - sport or activities;
  - future expectations.
- 

### Homework

#### 1. Write 10 sentences using Future Perfect:

cultural adaptation, social integration, international community, cultural shock, daily interaction, social network, language barrier, host country, new environment, friendship building.

#### 2. Prepare a short presentation (3–4 minutes):

“How I Will Have Adapted to a New Social Environment in the Future.”

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### Practical Lesson 7: Hometown

Level: B2

Specialty: Physical Culture and Sports

Time: 70–80 minutes

Focus: Local identity, community life, development of hometown, social environment

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### Lesson Objectives

Students will:

- learn vocabulary related to cities, communities, and local development;
  - describe their hometown and its features;
  - discuss changes in urban and rural life;
  - practise **Future Perfect Continuous**;
  - develop speaking, reading, and writing skills.
- 

### 1. Warm-up (5–7 minutes)

#### Discuss in pairs:

1. What do you like about your hometown?
2. How has your hometown changed in recent years?
3. What makes a city or town a good place to live?

Share your ideas with the class.

---

### 2. Vocabulary (15–20 minutes)

### Target Vocabulary (Hometown & Community Life)

|                            |                             |
|----------------------------|-----------------------------|
| local community            | — місцева громада           |
| urban development          | — міський розвиток          |
| infrastructure improvement | — покращення інфраструктури |
| public spaces              | — громадські простори       |
| recreational area          | — зона відпочинку           |
| transport system           | — транспортна система       |
| residential district       | — житловий район            |
| cultural heritage          | — культурна спадщина        |
| city planning              | — міське планування         |
| environmental conditions   | — екологічні умови          |
| public services            | — державні послуги          |
| community project          | — громадський проєкт        |
| social environment         | — соціальне середовище      |
| sport facilities           | — спортивна інфраструктура  |
| quality of life            | — якість життя              |

---

#### Task 1: Match the terms with definitions

1. urban development
  2. public spaces
  3. cultural heritage
  4. transport system
  5. recreational area
  6. community project
- A. Places for relaxation and sports  
B. Projects that improve local life  
C. System of buses, trains, roads  
D. Historical and cultural value of a place  
E. Improvement of city structure  
F. Areas open for public use
- 

#### Task 2: Complete the sentences

1. The city has improved its \_\_\_\_\_ recently.
  2. People enjoy spending time in \_\_\_\_\_.
  3. \_\_\_\_\_ is important for tourism.
  4. A good \_\_\_\_\_ makes travel easier.
  5. \_\_\_\_\_ increases quality of life.
  6. Local \_\_\_\_\_ helps develop communities.
- 

### 3. Reading (15–20 minutes)

#### Text: My Hometown and Its Development

A hometown is more than just a place where people live. It represents identity, memories, and community life. Over the years, many towns and cities have changed significantly.

Urban development has improved infrastructure, transport systems, and public spaces. Many cities have been building recreational areas, sports facilities, and community projects to improve quality of life.

Local communities play an important role in shaping the social environment. People are actively participating in cultural events and preserving cultural heritage.

At the same time, environmental conditions and city planning are becoming more important for sustainable development. In the future, many towns will have been developing new infrastructure and will have been improving public services for years, creating better living conditions for residents.

---

**Task 1: Answer the questions**

1. What does a hometown represent?
2. What changes have cities experienced?
3. Why are public spaces important?
4. How do communities improve local life?
5. What is the role of city planning?

---

**Task 2: Find words in the text that mean:**

1. improvement of city structure –
2. places for public use –
3. historical importance –
4. system of transport –
5. quality of living –

---

**4. Grammar Focus****Future Perfect Continuous****Use:**

We use **Future Perfect Continuous** to talk about:

- actions that will continue up to a specific point in the future;
- duration of ongoing processes;
- long-term development.

---

**Structure:**

**will have been + verb-ing**

---

**Examples:**

- By 2030, the city **will have been developing** new sports facilities for years.
- People **will have been improving** public services for decades.
- The community **will have been working** on urban projects.
- Residents **will have been using** new transport systems.
- The town **will have been growing** steadily.

---

**Task 1: Choose the correct form**

1. By 2030, the city **will have been developing / will develop** infrastructure for years.
2. People **will have been improving / will improve** public services.
3. The community **will have been working / will work** on projects.
4. Residents **will have been using / will use** new facilities.
5. The town **will have been growing / will grow** steadily.

---

**Task 2: Complete the sentences**

1. By next year, the city \_\_\_\_\_ (develop) new sport centres for years.
2. Residents \_\_\_\_\_ (improve) their living environment.
3. The community \_\_\_\_\_ (work) on local projects for a long time.
4. People \_\_\_\_\_ (use) better transport systems.
5. The town \_\_\_\_\_ (change) significantly over time.

---

**5. Speaking Practice (10–12 minutes)****Discuss in pairs:**

1. How has your hometown changed over time?
2. What improvements are needed in your city?

3. How will cities develop in the future?
4. What role do sports facilities play in community life?

**Use at least 8 vocabulary words + Future Perfect Continuous.**

---

### **6. Problem-Solving Activity (8 minutes)**

#### **Situation:**

Your city government wants to improve the hometown for young people and athletes.

#### **In pairs suggest:**

- 3 development ideas;
- 2 benefits for citizens;
- 1 long-term vision.

**Present your ideas to the class.**

---

### **7. Writing (10–12 minutes)**

**Write 150–180 words on the topic:**

**“How My Hometown Will Have Been Changing in the Future”**

**Include:**

- urban development;
  - community life;
  - sports and recreation;
  - personal opinion.
- 

### **Homework**

#### **1. Write 10 sentences using Future Perfect Continuous:**

local community, urban development, infrastructure improvement, public spaces, recreational area, transport system, cultural heritage, city planning, sport facilities, quality of life.

#### **2. Prepare a short presentation (3–4 minutes):**

**“How My Hometown Will Have Been Developing by the Future.”**

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## **Practical Lesson 8: Online Dating. Going Out**

**Level:** B2

**Specialty:** Physical Culture and Sports

**Time:** 70–80 minutes

**Focus:** Social communication, modern relationships, dating culture, social behaviour

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### **Lesson Objectives**

Students will:

- learn vocabulary related to online dating and social life;
  - discuss modern ways of meeting people;
  - compare online and offline social interactions;
  - practise **Past Perfect**;
  - develop speaking, reading, and writing skills.
- 

### **1. Warm-up (5–7 minutes)**

**Discuss in pairs:**

1. How do people usually meet new friends or partners today?
2. Is online dating popular in your country?
3. What are the risks and benefits of online communication?

**Share your ideas with the class.**

---

## 2. Vocabulary (15–20 minutes)

### Target Vocabulary (Online Dating & Social Life)

online profile — **онлайн-профіль**  
dating app — **додаток для знайомств**  
matchmaking — **пошук пари / сумісність**  
virtual communication — **віртуальне спілкування**  
first impression — **перше враження**  
social interaction — **соціальна взаємодія**  
personal message — **особисте повідомлення**  
offline meeting — **зустріч в реальному житті**  
relationship status — **статус стосунків**  
trust issues — **проблеми довіри**  
emotional connection — **емоційний зв'язок**  
digital behaviour — **цифрова поведінка**  
profile verification — **перевірка профілю**  
social expectations — **соціальні очікування**  
communication skills — **комунікативні навички**

---

#### Task 1: Match the terms with definitions

1. online profile
  2. matchmaking
  3. first impression
  4. offline meeting
  5. trust issues
  6. emotional connection
- A. Meeting in real life  
B. Feeling of emotional bond  
C. Problems with trust  
D. Information about a person online  
E. Process of finding a compatible partner  
F. Initial opinion about someone
- 

#### Task 2: Complete the sentences

1. Many people use a \_\_\_\_\_ to meet new partners.
  2. \_\_\_\_\_ is very important in online communication.
  3. Some users prefer \_\_\_\_\_ instead of chatting online.
  4. A strong \_\_\_\_\_ helps build relationships.
  5. \_\_\_\_\_ can appear in online dating.
  6. Good \_\_\_\_\_ are important in social life.
- 

## 3. Reading (15–20 minutes)

### Text: Online Dating and Modern Social Life

Online dating has become a popular way to meet new people. Many users create an online profile and use dating apps for matchmaking and social interaction.

Before meeting offline, people usually exchange personal messages and develop an emotional connection. However, first impressions are very important, especially in virtual communication.

Some people have experienced trust issues because they had believed false information in profiles. This is why profile verification has become more important.

Before online dating became popular, people had already relied on traditional ways of meeting partners, such as friends, social events, or sports activities.

Today, many relationships start online, but real-life meetings remain essential for building strong emotional bonds and understanding compatibility.

---

**Task 1: Answer the questions**

1. How do people meet through online dating?
  2. Why are first impressions important?
  3. What problems can occur in online communication?
  4. How did people meet partners before online dating?
  5. Why are offline meetings important?
- 

**Task 2: Find words in the text that mean:**

1. meeting in real life –
  2. digital communication between people –
  3. feeling of emotional bond –
  4. checking identity online –
  5. information about a person online –
- 

**4. Grammar Focus**

**Past Perfect**

---

**Use:**

We use **Past Perfect** to talk about:

- actions completed before another past action;
  - background events in the past;
  - experiences before a specific moment.
- 

**Structure:**

**had + past participle**

---

**Examples:**

- People **had created** online profiles before dating apps became popular.
  - She **had already met** him before they started chatting online.
  - They **had developed** trust before the offline meeting.
  - He **had never used** a dating app before last year.
  - Users **had exchanged** messages before meeting in person.
- 

**Task 1: Choose the correct form**

1. She **had met / met** him before the online chat started.
  2. They **had created / created** profiles before using the app.
  3. He **had never used / never used** dating apps before.
  4. We **had exchanged / exchanged** messages before meeting.
  5. Users **had believed / believed** false information earlier.
- 

**Task 2: Complete the sentences**

1. Before the meeting, they \_\_\_\_\_ (talk) online for weeks.
  2. She \_\_\_\_\_ (create) her profile before joining the app.
  3. They \_\_\_\_\_ (already meet) at a social event before dating online.
  4. He \_\_\_\_\_ (not use) dating apps before last year.
  5. We \_\_\_\_\_ (exchange) messages before the first date.
- 

**5. Speaking Practice (10–12 minutes)**

**Discuss in pairs:**

---

1. Is online dating effective today?
2. What are the advantages and disadvantages?
3. How important is trust in relationships?
4. Have modern technologies changed social life?

**Use at least 8 vocabulary words + Past Perfect.**

---

### **6. Problem-Solving Activity (8 minutes)**

#### **Situation:**

A person had a bad experience with online dating and lost trust in digital communication.

#### **In pairs suggest:**

- 3 possible reasons for the problem;
- 2 solutions to rebuild trust;
- 1 safe strategy for future communication.

**Present your ideas to the class.**

---

### **7. Writing (10–12 minutes)**

**Write 150–180 words on the topic:**

**“The Advantages and Risks of Online Dating”**

**Include:**

- personal experience (real or imagined);
  - advantages and disadvantages;
  - trust and safety;
  - your opinion.
- 

### **Homework**

#### **1. Write 10 sentences using Past Perfect:**

online profile, dating app, matchmaking, virtual communication, first impression, social interaction, personal message, offline meeting, emotional connection, trust issues.

#### **2. Prepare a short presentation (3–4 minutes):**

**“How Online Dating Has Changed Modern Social Life.”**

---

## **Practical Lesson 9: Sport in My Life. What Makes All People Kin**

**Level:** B2

**Specialty:** Physical Culture and Sports

**Time:** 70–80 minutes

**Focus:** Sport as a unifying force, personal experience, global communication through sport

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### **Lesson Objectives**

Students will:

- learn vocabulary related to sport, values, and intercultural unity;
  - discuss how sport connects people across cultures;
  - reflect on personal sports experience and teamwork;
  - practise **Past Perfect Continuous**;
  - develop speaking, reading, and writing skills.
- 

### **1. Warm-up (5–7 minutes)**

**Discuss in pairs:**

1. Why is sport important in your life?
2. Can sport connect people from different countries?
3. What makes people feel united?

**Share your ideas with the class.**

---

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## 2. Vocabulary (15–20 minutes)

### Target Vocabulary (Sport, Unity & Values)

team spirit — командний дух

fair play — чесна гра

mutual understanding — взаєморозуміння

cultural exchange — культурний обмін

global community — глобальна спільнота

athletic performance — спортивна результативність

shared values — спільні цінності

team cohesion — згуртованість команди

international tournament — міжнародний турнір

competitive spirit — змагальний дух

sportsmanship — спортивна етика

physical activity — фізична активність

social inclusion — соціальна інклюзія

group motivation — групова мотивація

cross-cultural team — міжкультурна команда

---

### Task 1: Match the terms with definitions

1. fair play
2. team cohesion
3. cultural exchange
4. social inclusion
5. sportsmanship
6. mutual understanding

- A. Respectful and ethical behaviour in sport
  - B. Bringing people from different cultures together
  - C. Participation of all people in activities
  - D. Understanding between people
  - E. Unity within a team
  - F. Playing according to rules and fairness
- 

### Task 2: Complete the sentences

1. \_\_\_\_\_ helps athletes respect each other.
  2. Strong \_\_\_\_\_ improves team performance.
  3. International competitions promote \_\_\_\_\_.
  4. \_\_\_\_\_ is important in all sports activities.
  5. Good \_\_\_\_\_ creates a positive atmosphere.
  6. Sport encourages \_\_\_\_\_ among people.
- 

## 3. Reading (15–20 minutes)

### Text: Sport in My Life – What Makes All People Kin

Sport plays an important role in my life and in the lives of many people around the world. It is not only a physical activity but also a way to connect people from different cultures.

Through sport, athletes develop team spirit, mutual understanding, and respect. International tournaments have shown that people can become friends even if they come from different countries and speak different languages.

Before many global competitions began, athletes had already been training together in international camps, building strong relationships and trust. Sport has always been a universal language that unites people.

Sport encourages fair play and social inclusion. It helps individuals feel part of a global community. Even in difficult situations, athletes had been supporting each other for years, which strengthened their emotional and professional bonds.

Today, sport continues to prove that all people are connected and that we share common values and goals.

---

**Task 1: Answer the questions**

1. Why is sport important beyond physical activity?
2. How does sport connect people from different countries?
3. What values does sport promote?
4. What had athletes been doing before international competitions?
5. Why is sport called a “universal language”?

---

**Task 2: Find words in the text that mean:**

1. respect in sport –
2. unity in a team –
3. global society –
4. communication between cultures –
5. shared moral principles –

---

**4. Grammar Focus****Past Perfect Continuous****Use:**

We use **Past Perfect Continuous** to talk about:

- actions that were happening for some time before another past action;
- long activities in the past;
- emphasis on duration.

---

**Structure:**

**had been + verb-ing**

---

**Examples:**

- Athletes **had been training** together before the tournament started.
- We **had been working** on team cohesion for months.
- Players **had been preparing** for international competitions.
- Fans **had been supporting** their teams for years.
- Coaches **had been developing** training programs before the season began.

---

**Task 1: Choose the correct form**

1. Athletes **had been training** / **were training** before the match.
2. We **had been working** / **worked** on team spirit for a long time.
3. Players **had been preparing** / **prepared** before the competition started.
4. Fans **had been supporting** / **supported** their teams for years.
5. Coaches **had been developing** / **developed** strategies before the season.

---

**Task 2: Complete the sentences**

1. Before the tournament, athletes \_\_\_\_\_ (train) together for months.
2. We \_\_\_\_\_ (build) team spirit for a long time before the game.
3. Coaches \_\_\_\_\_ (prepare) athletes for international events.
4. Fans \_\_\_\_\_ (support) their teams before the final match.
5. The team \_\_\_\_\_ (work) on communication skills.

---

### 5. Speaking Practice (10–12 minutes)

**Discuss in pairs:**

1. How has sport influenced your life?
2. Why does sport unite people worldwide?
3. What values are most important in sport?
4. Can sport solve cultural differences?

**Use at least 8 vocabulary words + Past Perfect Continuous.**

---

### 6. Problem-Solving Activity (8 minutes)

**Situation:**

An international sports team has communication problems due to cultural differences.

**In pairs suggest:**

- 3 reasons for the problem;
- 2 solutions;
- 1 long-term strategy for team unity.

**Present your ideas to the class.**

---

### 7. Writing (10–12 minutes)

**Write 150–180 words on the topic:**

**“Why Sport Makes All People Kin”**

**Include:**

- personal experience;
  - unity and teamwork;
  - cultural exchange;
  - your opinion.
- 

### Homework

**1. Write 10 sentences using Past Perfect Continuous:**

team spirit, fair play, mutual understanding, cultural exchange, global community, athletic performance, shared values, team cohesion, international tournament, sportsmanship.

**2. Prepare a short presentation (3–4 minutes):**

**“How Sport Had Been Bringing People Together Before Global Competitions Became Popular.”**

---

### Practical Lesson 10: Summer and Winter Sports

**Level:** B2

**Specialty:** Physical Culture and Sports

**Time:** 70–80 minutes

**Focus:** Sports types, training environments, competition culture, and performance

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### Lesson Objectives

Students will:

- learn vocabulary related to summer and winter sports;
  - compare different types of sports activities and training conditions;
  - discuss advantages and challenges of seasonal sports;
  - practise **Active and Passive Voice**;
  - develop speaking, reading, and writing skills.
- 

### 1. Warm-up (5–7 minutes)

**Discuss in pairs:**

1. What are your favourite summer and winter sports?
2. How does weather influence sports training?
3. Which sports are more popular in your country?

**Share your ideas with the class.**

---

**2. Vocabulary (15–20 minutes)**

**Target Vocabulary (Sports & Training)**

seasonal sports — **сезонні види спорту**

outdoor training — **тренування на відкритому повітрі**

indoor facilities — **закриті спортивні споруди**

athletic performance — **спортивна результативність**

weather conditions — **погодні умови**

training schedule — **тренувальний графік**

sports equipment — **спортивне обладнання**

physical endurance — **фізична витривалість**

competitive events — **змагальні події**

professional athlete — **професійний спортсмен**

winter discipline — **зимова дисципліна**

summer discipline — **літня дисципліна**

team preparation — **підготовка команди**

sports facilities — **спортивна інфраструктура**

performance analysis — **аналіз результатів**

---

**Task 1: Match the terms with definitions**

1. seasonal sports
  2. physical endurance
  3. indoor facilities
  4. sports equipment
  5. competitive events
  6. training schedule
- A. Planned program of training  
B. Sports played depending on season  
C. Places for indoor training  
D. Ability to continue physical effort  
E. Tools used in sport  
F. Organised competitions
- 

**Task 2: Complete the sentences**

1. \_\_\_\_\_ depend on weather conditions.
  2. Athletes improve their \_\_\_\_\_ through regular training.
  3. \_\_\_\_\_ are used during winter sports.
  4. Many competitions are held as \_\_\_\_\_.
  5. Coaches design a \_\_\_\_\_ for athletes.
  6. Modern \_\_\_\_\_ improve training quality.
- 

**3. Reading (15–20 minutes)**

**Text: Summer and Winter Sports**

Sports can be divided into summer and winter disciplines depending on weather conditions and environment.

Summer sports such as football, athletics, and swimming are usually played outdoors. Training is often conducted in stadiums and open fields where athletes develop physical endurance and speed.

Winter sports like skiing, snowboarding, and ice hockey are played in colder climates or indoor facilities. Special sports equipment is used to ensure safety and performance.

Athletes are trained by professional coaches, and their performance is analysed regularly.

Many international competitions are organised every year, and sports facilities are improved continuously.

Before modern training systems were introduced, athletes were trained in much simpler conditions. Today, advanced methods are used to improve results and reduce injuries.

---

### Task 1: Answer the questions

1. What is the difference between summer and winter sports?
2. Where are summer sports usually played?
3. Why is special equipment important in winter sports?
4. How are athletes trained today?
5. What has changed in sports training over time?

---

### Task 2: Find words in the text that mean:

1. sports played in warm season –
2. sports played in cold season –
3. place for training –
4. ability to perform physical work –
5. tools for sports –

---

## 4. Grammar Focus

### Active and Passive Voice

---

#### Active Voice

##### Use:

When the subject performs the action.

##### Structure:

**Subject + verb + object**

##### Examples:

- Coaches **train** athletes.
- Athletes **play** football in summer.
- Trainers **analyse** performance.

---

#### Passive Voice

##### Use:

When the focus is on the action or result, not the subject.

##### Structure:

**be + past participle**

##### Examples:

- Athletes **are trained** by coaches.
- Football **is played** in summer.
- Performance **is analysed** regularly.

---

#### Present Simple Passive Examples:

- Sports equipment **is used** in winter disciplines.
  - Competitions **are organised** every year.
-

### **Task 1: Change Active to Passive**

1. Coaches train athletes.
  2. Players use special equipment.
  3. Organisers hold competitions every year.
  4. Trainers analyse performance.
  5. Athletes play summer sports outdoors.
- 

### **Task 2: Complete the sentences**

1. Athletes \_\_\_\_\_ (train) by professional coaches.
  2. Competitions \_\_\_\_\_ (organise) annually.
  3. Equipment \_\_\_\_\_ (use) in winter sports.
  4. Performance \_\_\_\_\_ (analyse) regularly.
  5. Sports facilities \_\_\_\_\_ (improve) every year.
- 

### **5. Speaking Practice (10–12 minutes)**

#### **Discuss in pairs:**

1. Which sports are more difficult: summer or winter? Why?
2. How are athletes trained in your country?
3. What sports are most popular among young people?
4. How does weather affect training?

**Use at least 8 vocabulary words + Active/Passive structures.**

---

### **6. Problem-Solving Activity (8 minutes)**

#### **Situation:**

A sports school wants to improve both summer and winter training programs.

#### **In pairs suggest:**

- 3 improvements for training;
- 2 ways to increase safety;
- 1 long-term development plan.

**Present your ideas to the class.**

---

### **7. Writing (10–12 minutes)**

#### **Write 150–180 words on the topic:**

#### **“The Importance of Summer and Winter Sports”**

#### **Include:**

- differences between sports;
  - training methods;
  - advantages of both types;
  - your opinion.
- 

### **Homework**

#### **1. Write 10 sentences using Active and Passive Voice:**

seasonal sports, outdoor training, indoor facilities, athletic performance, weather conditions, training schedule, sports equipment, physical endurance, competitive events, sports facilities.

#### **2. Prepare a short presentation (3–4 minutes):**

**“How Athletes Are Trained in Summer and Winter Sports.”**

## Practical Lesson 11: Sport Relief

**Level:** B2

**Specialty:** Physical Culture and Sports

**Time:** 70–80 minutes

**Focus:** Charity sport events, social responsibility, volunteering in sport

---

### Lesson Objectives

Students will:

- learn vocabulary related to charity sport events and social initiatives;
  - discuss the role of sport in helping society;
  - reflect on volunteering and fundraising activities;
  - practise **Sequence of Tenses (Reported Speech / Tense Agreement)**;
  - develop speaking, reading, and writing skills.
- 

### 1. Warm-up (5–7 minutes)

**Discuss in pairs:**

1. What does “Sport Relief” mean?
2. Can sport help solve social problems?
3. Have you ever participated in charity events?

**Share your ideas with the class.**

---

### 2. Vocabulary (15–20 minutes)

**Target Vocabulary (Sport & Charity)**

charity event — **благодійний захід**

fundraising campaign — **кампанія зі збору коштів**

social responsibility — **соціальна відповідальність**

community support — **підтримка громади**

volunteer work — **волонтерська діяльність**

donation drive — **збір пожертв**

awareness campaign — **кампанія підвищення обізнаності**

public participation — **участь громадськості**

sports marathon — **спортивний марафон**

non-profit organisation — **неприбуткова організація**

humanitarian aid — **гуманітарна допомога**

team participation — **командна участь**

social impact — **соціальний вплив**

fund allocation — **розподіл коштів**

event organisation — **організація заходу**

---

### Task 1: Match the terms with definitions

1. charity event
  2. fundraising campaign
  3. volunteer work
  4. donation drive
  5. social impact
  6. awareness campaign
- A. Activities to collect money for a cause  
B. Work done without payment to help others  
C. Effect on society  
D. Event to raise money for charity  
E. Campaign to inform people about a problem  
F. Collection of donations

---

**Task 2: Complete the sentences**

1. Many athletes take part in \_\_\_\_\_ events.
  2. A \_\_\_\_\_ helps collect money for good causes.
  3. \_\_\_\_\_ is important for community development.
  4. Students often join \_\_\_\_\_ programs.
  5. Sport has a strong \_\_\_\_\_ on society.
  6. A \_\_\_\_\_ increases public awareness.
- 

**3. Reading (15–20 minutes)****Text: Sport Relief and Social Responsibility**

Sport Relief is a charity initiative that uses sport to raise money and awareness for important social issues. It brings together athletes, students, and communities.

Organisers explain that sport can inspire people to support humanitarian aid and participate in donation drives. Many events include marathons, football matches, and fitness challenges.

Participants say that they feel motivated when they know their efforts help others. Coaches have reported that athletes became more socially responsible after joining such campaigns.

Before the event started, many schools had already been preparing fundraising activities for weeks. Organisers said that the campaign would continue to grow in the future and that more communities would join.

Sport Relief shows that sport is not only about competition but also about helping society.

---

**Task 1: Answer the questions**

1. What is Sport Relief?
  2. How does sport help society?
  3. What activities are included in charity events?
  4. How did participants feel?
  5. What had schools been doing before the event?
- 

**Task 2: Find words in the text that mean:**

1. helping people in need –
  2. money collection activity –
  3. effect on society –
  4. group activity for a cause –
  5. raising awareness –
- 

**4. Grammar Focus****Sequence of Tenses (Узгодження часів)**

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**Rule:**

When the main verb is in the past, the verbs in subordinate clauses usually change accordingly.

---

**Examples:**

- He said that sport **was** important for society.
  - They explained that they **had raised** money for charity.
  - Organisers reported that the campaign **would continue** next year.
  - Students said they **were participating** in the marathon.
- 

**Tense Changes:**

- Present → Past
  - Past → Past Perfect
-

- Future → would + verb
  - Present Continuous → Past Continuous
- 

### Task 1: Change into Reported Speech

1. “We organise charity events every year.”
  2. “We raised money for hospitals.”
  3. “We will join the campaign.”
  4. “We are helping the community.”
  5. “We have collected donations.”
- 

### Task 2: Complete the sentences (Sequence of Tenses)

1. The coach said that the athletes \_\_\_\_\_ (train) hard every day.
  2. The organiser explained that they \_\_\_\_\_ (raise) funds for charity.
  3. Participants said that they \_\_\_\_\_ (join) the event next year.
  4. Teachers reported that students \_\_\_\_\_ (help) in the campaign.
  5. The newspaper wrote that Sport Relief \_\_\_\_\_ (be) successful.
- 

### 5. Speaking Practice (10–12 minutes)

#### Discuss in pairs:

1. Why is Sport Relief important?
2. How can athletes help society?
3. Should sport be used for charity purposes?
4. What social problems can sport solve?

Use at least 8 vocabulary words + reported ideas.

---

### 6. Problem-Solving Activity (8 minutes)

#### Situation:

A school wants to organise a Sport Relief event but has limited resources.

#### In pairs suggest:

- 3 fundraising ideas;
- 2 ways to involve the community;
- 1 long-term social goal.

Present your ideas to the class.

---

### 7. Writing (10–12 minutes)

Write 150–180 words on the topic:

“How Sport Can Help Society”

Include:

- charity events;
  - community involvement;
  - personal opinion;
  - examples.
- 

### Homework

#### 1. Write 10 sentences using Sequence of Tenses:

charity event, fundraising campaign, social responsibility, community support, volunteer work, donation drive, awareness campaign, public participation, sports marathon, social impact.

#### 2. Prepare a short presentation (3–4 minutes):

“How Sport Relief Changes Communities and Lives.”

## Practical Lesson 12: Strange Sports

**Level:** B2

**Specialty:** Physical Culture and Sports

**Time:** 70–80 minutes

**Focus:** Unusual sports, cultural diversity in sport, imagination and rules of games

---

### Lesson Objectives

Students will:

- learn vocabulary related to unusual and extreme sports;
  - discuss cultural differences in sporting activities;
  - analyse why strange sports exist and how they evolve;
  - practise **Conditionals (Type 0, 1, 2)**;
  - develop speaking, reading, and writing skills.
- 

### 1. Warm-up (5–7 minutes)

**Discuss in pairs:**

1. What is the strangest sport you know?
2. Why do people invent unusual sports?
3. Would you try a strange sport?

**Share your ideas with the class.**

---

### 2. Vocabulary (15–20 minutes)

**Target Vocabulary (Strange & Unusual Sports)**

unconventional sport — нетрадиційний вид спорту

rule variation — зміна правил

physical challenge — фізичний виклик

endurance test — тест на витривалість

team coordination — командна координація

obstacle course — смуга перешкод

risk factor — фактор ризику

competitive spirit — змагальний дух

creative activity — креативна активність

unusual discipline — незвичайна дисципліна

physical strength — фізична сила

game adaptation — адаптація гри

social entertainment — соціальна розвага

sport innovation — спортивна інновація

adrenaline boost — адреналіновий ефект

---

### Task 1: Match the terms with definitions

1. unconventional sport
  2. obstacle course
  3. endurance test
  4. risk factor
  5. rule variation
  6. sport innovation
- A. Changes in game rules  
B. Something that increases danger  
C. New idea in sport  
D. Physical activity with unusual rules

- E. Activity testing stamina
  - F. Course with physical challenges
- 

### Task 2: Complete the sentences

1. Strange sports often include \_\_\_\_\_ and creative rules.
  2. An \_\_\_\_\_ tests physical and mental strength.
  3. Some sports have a high \_\_\_\_\_.
  4. Players follow different \_\_\_\_\_ in unusual games.
  5. \_\_\_\_\_ increases excitement in competitions.
  6. Sport can be a form of \_\_\_\_\_.
- 

### 3. Reading (15–20 minutes)

#### Text: Strange Sports Around the World

Around the world, people participate in many unusual sports. These strange sports often reflect local traditions, creativity, and a sense of humour.

For example, cheese rolling in England, underwater hockey, and extreme ironing are considered unconventional sports. They combine physical challenge with entertainment and sometimes risk.

If people try such sports, they often experience strong adrenaline boosts and new emotions. Many participants say that they would continue taking part if they enjoyed the experience. Some experts believe that if these sports become more popular, they will be included in international competitions. However, if safety rules are ignored, injuries may happen more often.

Strange sports show that if people are creative, they can turn almost any activity into a competition.

---

#### Task 1: Answer the questions

1. What are strange sports?
  2. Why do people create them?
  3. What examples are mentioned?
  4. What happens if people try these sports?
  5. What could happen if sports become more popular?
- 

#### Task 2: Find words in the text that mean:

1. unusual activity –
  2. physical difficulty –
  3. excitement feeling –
  4. game with rules –
  5. danger level –
- 

### 4. Grammar Focus

#### Conditionals (Type 0, 1, 2)

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##### Zero Conditional (facts)

##### If + Present Simple → Present Simple

- If you heat ice, it melts.
  - If athletes train, they improve.
- 

##### First Conditional (real future)

##### If + Present Simple → will + verb

- If people try strange sports, they will enjoy new experiences.
  - If safety rules are ignored, injuries will happen.
-

---

## Second Conditional (imaginary situations)

### If + Past Simple → would + verb

- If I tried extreme ironing, I would laugh a lot.
- If strange sports were Olympic, more people would watch them.

---

### Task 1: Choose the correct form

1. If athletes train, they \_\_\_\_\_ (improve / will improve).
2. If I had time, I \_\_\_\_\_ (try / would try) cheese rolling.
3. If people break rules, accidents \_\_\_\_\_ (happen / will happen).
4. If water freezes, it \_\_\_\_\_ (becomes / will become) ice.
5. If strange sports were popular, more tourists \_\_\_\_\_ (come / would come).

---

### Task 2: Complete the sentences

1. If athletes train hard, they \_\_\_\_\_ (get) better results.
2. If I see a strange sport, I \_\_\_\_\_ (try) it.
3. If people ignore safety rules, injuries \_\_\_\_\_ (increase).
4. If I had more time, I \_\_\_\_\_ (join) an extreme sport club.
5. If sport is creative, it \_\_\_\_\_ (attract) more people.

---

## 5. Speaking Practice (10–12 minutes)

### Discuss in pairs:

1. Would you try a strange sport? Why or why not?
2. What strange sports exist in your country?
3. What happens if sports become too dangerous?
4. If you created a new sport, what would it be like?

Use at least 8 vocabulary words + conditionals.

---

## 6. Problem-Solving Activity (8 minutes)

### Situation:

A sports club wants to create a new “strange sport” for young people.

### In pairs suggest:

- 3 ideas for new sports;
- 2 safety rules;
- 1 marketing idea.

Present your ideas to the class.

---

## 7. Writing (10–12 minutes)

### Write 150–180 words on the topic:

“If Strange Sports Became Popular...”

Include:

- imagination;
- advantages and risks;
- personal opinion;
- examples.

---

## Homework

### 1. Write 10 sentences using Conditionals:

unconventional sport, rule variation, physical challenge, endurance test, team coordination, obstacle course, risk factor, creative activity, sport innovation, adrenaline boost.

### 2. Prepare a short presentation (3–4 minutes):

“If I Created a New Strange Sport.”

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Навчальне видання

КУЛАК Владислав Ігорович

**Інструктивно-методичні матеріали до практичних занять  
з обов'язкової освітньої компоненти  
«Іноземна мова за професійним спрямуванням»  
для підготовки здобувачів  
першого (бакалаврського) рівня вищої освіти**

Інструктивно-методичні матеріали з обов'язкової освітньої компоненти «Іноземна мова за професійним спрямуванням» для підготовки здобувачів першого (бакалаврського) рівня вищої освіти  
(Освітня програма Фізична культура і спорт)