



English pokec Za všechny prachy

aneb otázky, které Vám otevřou ústa za cenu jednoho burgeru

OBSAH

ENGLISH POKEC ZA VŠECHNY PRACHY

- Pár slov na úvod
- O mé cestě k angličtině a o tom, co dělám
- **Pro koho je tento eBook?**
- **Jak používat témata?**
 - Minimetodika pro učitele
 - Ostatní studenti
- Nevíte, jakou máte úroveň?
- **1 měsíc konverzačních témat ZDARMA 😊**
 - Honesty and truthfulness
(upřímnost a pravdomluvnost)
 - Love and relationships
(láska a vztahy)
 - Plants and trees
(rostliny a stromy)
 - Social issues
(problémy ve společnosti)
 - Stages of life
(životní etapy)



PÁR SLOV NA ÚVOD

Ahoj nebo dobrý den, **těší mě, že se poznáváme, jsem Adel.** Vystudovala jsem anglistiku na univerzitě v Pardubicích a potom jsem s angličtinou pokračovala na pedáku v Brně. Mimo online svět se živím lektorováním angličtiny. Velmi si svou práci užívám **a bezmezně věřím, že znalost angličtiny mi změnila celý život.**

Na angličtině nejvíce miluji obrovskou volnost a možnost bez ostychu mluvit s celou Británií, Amerikou i dalšími národy! **Baví mě, že mi lidé z ciziny rozumí a že jsem stud z konverzace nechala za zavřenými dveřmi.** Je úžasné mít možnost přečíst si články, knihy a informace, které v češtině dostupné nejsou.

ENGLISH POKEC ZA VŠECHNY PRACHY

REV UP YOUR ENGLISH *with* **Adel**

Vy teď držíte v ruce eBook, díky kterému, pevně věřím, můžete docílit podobných výsledků. Když jsem přemýšlela nad tím, co po mně moji studenti vždycky chtějí a co na českém trhu ještě chybí, konverzační otázky byly jasná volba. Ty totiž pomohou rozmluvit se v cuku letu úplně každému. Stačí témata párkrát otevřít a... více o tom, jak otázky používat, čtěte dále...

Pro teď bych Vás chtěla požádat, abyste tento materiál dále nešířili, nenahrávali na média a nesdíleli s ostatními lidmi zdarma. Pokud se Vám eBook líbí, napište recenzi nebo odkažte na mé stránky www.revupyourenglish.com, kde je všechna má tvorba k zakoupení nebo stažení zdarma. Na mé digitální produkty se vztahují vlastnická práva a bez souhlasu je šíření produktů nelegální, ale to je věc vedlejší. Hlavní je, že jsem do eBooku dala srdce 🤍, stovky a stovky hodin mého času a, když to trochu přeženu, tak i pot a krev 😊. Navíc mě a mou rodinu produkty živí, není to jen koníček na odpoledne, je to moje práce. Děkuji Vám za pochopení.

Opravdově.

Je mi ctí, že Vašich cílů dosahujeme společně.

S úctou, Adel ♥



O MÉ CESTĚ K ANGLIČTINĚ A O TOM, CO DĚLÁM

ENGLISH POKEC ZA VŠECHNY PRACHY

Nechte si vyprávět, **jak to bylo kdysi** a jaká ta cesta byla klikatá. Věřte, že kdyby mi ještě u maturity někdo řekl, že o rok později začnu studovat anglistiku a pár let nato si budu jistá v kramflecích tak, že sama budu moci oslovit cizince, při mluvení slova jednoduše naleznu, gramatika mi bude dávat smysl, přečtu si článek na BBC News nebo zkouknu svůj oblíbený seriál v angličtině, a to vše bez potíží, asi bych si myslela, že mu něco spadlo na hlavu...

Ještě teď si ze střední pamatuji ten protivný pocit knedlíku v krku. **Nebyla jsem s to ze sebe vydat hlásku, natož pak smysluplnou větu.** Určitě bych nezněla anglicky dost dobře... Stejně mi nebudou rozumět... Ty zatracené časy řeknu zase špatně... Jak je tamto slovíčko? Fakt nevím! Tak to pro jistotu nepromluvíím vůbec. Nakonec, kdo nic neřekne, nic nezkazí.

Měla jsem pocit, že jsem na ten jazyk úplně ztracený případ, a to hned z několika důvodů. Moje nejlepší kamarádka ze třídy byla mnohem lepší než já, to mě hodně odrazovalo, ale když už jsem se odhodlala něco říct, můj budoucí projev se v hlavě skládal dlouho, musela jsem přemýšlet strašně těžce nad tím, co a jak řeknu, **a i hlemýžď by byl rychlejší. Gramatika pro mě znamenala jakousi změť spolu nesouvisejících pravidel** a o nějaké celkové logice se nedalo mluvit. **A slovíčka? Ta jsem se učila izolovaně** na to, **abych je hned zase zapoměla.** Zní Vám to povědomě?

Největší noční můra pak byla, když jsem přišla do situace, kdy jsem měla konverzovat s rodilým mluvčím. „Tak tohle je trapas.“ Jen tak jsem v té situaci tupě postávala, nerozuměla jsem a cítila se jako pako. Takovou paralýzu z pocitu vlastní neschopnosti jsem v souvislosti s angličtinou zažila ještě párkrát... třeba když jsem odjela do Irska a na začátku pobytu rozuměla velký kulový. Jó, to byly kolikrát těžké chvíle, ale nevyměnila bych je za nic na světě.

O MÉ CESTĚ K ANGLIČTINĚ A O TOM, CO DĚLÁM

ENGLISH POKEC ZA VŠECHNY PRACHY

A jak je to teď? Nebudu napínat, nakonec to byl happy end, **teď už mám angličtinu ráda.** Maturitu z angličtiny jsem na střední udělala, pomaturitní studium angličtiny a tituly ze dvou vysokých škol taky a pak hned frr učit svět anglicky. **Od první minuty výuky v jazykovce jsem věděla, že jsem v porovnání s kterýmkoli mým studentem v angličtině profík, ale naprosto jsem tápala v tom, jak to udělat, aby i moji studenti byli jednou stejně zdatní.** Tuto dovednost jsem bohužel z mé první vysoké školy nenabyla, ale chtěla jsem se zlepšovat dál a tak...

Žití v Irsku, studium ve Skotsku, má praxe v Čechách, dvě vysoké školy a hlavně pozorování mých soukromých studentů mi postupem času umožnilo si uvědomit, co funguje a co naopak ne. Najednou jsem si sama začala zvědomovat techniky, které při studiu používám já, a právě toto uvědomění mě nakonec vedlo k tomu, abych ho se svými svěřenci sdílela dál. A vždy, když mi moji soukromí studenti naslouchají a zlepšují se týden po týdnu, tak mi srdce plesá radostí, že se to zase tak parádně daří.

Musím se přiznat, že co se mi zas tak parádně nedařilo, byly čtyři roky, kdy jsem pracovala v českém školství jako druhostupňová paní učitelka metody CLIL. Tato profese mě dlouhodobě nenaplňovala, protože jsem se cítila svázaná systémem, finančně velmi nedocenená, denně odrazovaná různými technickými překážkami, opakovaně frustrovaná nezájmem a kritikou některých žáků a vůbec mi to bohužel nedávalo v režimu, jak je nastavený teď, smysl.

Jenže to vše mě dovedlo až sem. K tvorbě toho, co mě baví a co mi jde, a za to jsem moc vděčná. **Mým cílem, který mi smysl dává, ale hlavně mojí vášní, je pomoci Vám, mým individuálním studentům z online světa, kteří se v angličtině chcete cítit tak sebevědomě jako já. Vězte, že mít možnost měnit své okolí k lepšímu je podle mě jedno z nejkrásnějších zadoštiučinění v životě,** a tak angličtinu, jak už víte, nejen lektoruji, ale nově tvořím i online kurzy, píšu články a eBooky s praktickými návody a videonávody, abych Vám rychleji pomohla ke splnění Vašich cílů, hlavně pak v oblastech plynulého mluvení a dokonalejší gramatiky. **Zkrátka poskytuji funkční návody, abyste se v angličtině cítili zdravě v klidu.**

PRO KOHO JE TENTO EBOOK?

ENGLISH POKEC ZA VŠECHNY PRACHY

- Pro **středoškolské učitele**, kteří chtějí do svých hodin angličtiny vnést smysluplnou konverzaci, neotřelá témata a vidět, jak se studenti konečně začnou bavit anglicky mimo učebnici.
- **Studenty středních škol**, které nebaví nekonečné opakování fádních učebnicových okruhů jako škola, denní rutina, můj dům... a chtějí se bavit o věcech, které jim konečně dávají smysl nebo pro studenty, **kteří se blíží k maturitě** a vědí, že slovíčka mají, gramatiku taky, ale otevřít pusu je jiný příběh. Tento eBook jim dá témata, slova i odvahu to zkusit.
- **Dospělé** studenty angličtiny, **kteří** chtějí mluvit anglicky s větší jistotou, ale **bojují se studem a strachem z chyb**.
- **Rodiče**, kteří chtějí svým dětem dopřát větší pocit jistoty v hodinách angličtiny, u zkoušek, během maturity nebo při cestování do zahraničí.
- **Samouky**, kteří chtějí trénovat mluvení i bez lektora, protože i sami se sebou se dá angličtina naučit (a já jsem toho zářným příkladem).
- A pro **kohokoli, kdo:**
 - **zamrzne, když má mluvit**, ale v bezpečném a uvolněném prostředí se dokáže rozpovídat
 - se nachází mezi úrovněmi A2 až C1
 - má pocit, že angličtina není problém, ale mluvení ano
 - hledá zajímavé podněty k přemýšlení pro vlastní seberozvoj
 - hledá prostor pro zlepšení, trénování, smích a zábavu
 - **nehledá dokonalost, ale odvahu mluvit :)**

Představte si, že po dokončení tohoto eBooku jste tím člověkem, kterým chcete být teď.

Tedy takovým, který se nebojí říct, co si myslí - v angličtině, s radostí a bez studu.

JAK POUŽÍVAT TÉMATA?

ENGLISH POKEC ZA VŠECHNY PRACHY

Prosím, věnujte chvíli tomu, **jakými způsoby s tématy nakládám** v mých hodinách já. Tato inspirace **povede k rychlejším výsledkům a mnohem vyšší motivaci**. Pokud přijдете na jiný způsob, jak materiály využít, fantazii se meze nekladou. Napište mi třeba email nebo na sítě, jak to děláte vy, mile ráda si o tom přečtu.

Středoškolští studenti, dospělí studenti, samouci nebo kdokoli, kdo konverzační otázky používá musí vědět, že...

CÍLEM NENÍ ODPOVÍDAT: ANO/NE,
ale rozvinout odpovědi a hledat způsoby, jak říci co nejvíce slov, co nejdelší věty a co nejhlubší myšlenky. Pokud dostanete odpověď takzvaně skoupou na slovo, doptejte se na detaily, pomozte druhému říci více.

Hlavní je nebát se chyby, ta je přítel, **chvíli Vás to bude bolet, ale výsledky se při pravidelném používání dostaví 🌟**.

JAK POUŽÍVAT TÉMATA?

ENGLISH POKEC ZA VŠECHNY PRACHY

Minimetodika pro učitele

Drazí učitelé, **nejdůležitější je, abyste své studenty** před každou konverzační hodinou **informovali, že na otázku/y nemusí odpovídat, pokud jim to vnitřně není komfortní**. Toto musí vědět všichni. Projděte si s dětmi fráze, jak zdvořile otázku odmítnout, např. *I'm sorry, can we skip this question? I don't wish to answer this.* nebo jednoduše *Sorry, I don't wanna say.*

Otázky jsou navrženy tak, aby pokryly široké spektrum zájmů a podněcovaly diskuzi o nevšedních tématech, nicméně je třeba si uvědomit, že některé okruhy se mohou potenciálně dotknout bolestivých míst, **je tedy nutné k výběru témat přistupovat citlivě a otázky si vždy předem projít. Zejména pak na 2. st. ZŠ musí učitelé brát v potaz také klima třídy** a témata vybírat opatrně, např. téma *Adoption* možná není vhodné, pokud máme ve třídě dítě, které je adoptované, některé otázky z *Beauty and Physical Attractiveness* nepoužijete, máte-li ve skupině dívku, která trpí anorexií apod. Otázky, které mohou mít možný negativní dopad můžete začernit a témata podobného rázu pro danou skupinu raději úplně vynechat.

Plán hodiny může vypadat takto:

- citlivě vyberete téma k diskuzi
- rozstříhnete dle úrovně dvojic cvičení, otázky a klíč
- rozdáte i glosář / promítnete na tabuli
- s třídou projdete glosář, děti po Vás opakují výslovnost nahlas
- třída se rozdělí dle jazykových úrovní do dvojic nebo trojic, je vhodné, aby dítě s vyšší úrovní mluvilo s podobně kompetentním spolužákem aneb diferenciací vládne světem :)
- do dvojic rozdáte cvičení k upevnění slovní zásoby dle jazykové úrovně
- rozdáte konverzační otázky, doporučuji A2 a B1 dohromady a B2 s C1
- spolužáci si vzájemně kladou otázky a odpovídají na ně
- obcházíte třídu a zapisujete si jazyk, který na konci hodiny pochválíte, ale též vyzdvihnete chyby, na kterých je třeba pracovat
- dáte zpětnou vazbu na tabuli, žáci si zapíšou (+ můžete ze zpětné vazby na příští hodinu udělat testování)

JAK POUŽÍVAT TÉMATA?

ENGLISH POKEC ZA VŠECHNY PRACHY

Pokud vyberete témat hned několik, udělejte stanoviště. Jedno místo se rovná jednomu tématu, tedy každá dvojice mluví o něčem jiném. Tato možnost je skvělá, pokud chcete, aby žáci měli pocit volby.

Můžete-li si dovolit nechat výběr témat čistě na žácích a studentech, nic nestříhejte, prostě jen archy vytiskněte a dejte jim kopie celých témat s glosářem, procvičováním a klíčem. Tady veškerá sranda končí, protože s přípravami je amen 🙏. A to je fakt super, protože sama dobře vím, jak moc je Vaše profese náročná a leckdy nedocenená.

Ostatní studenti

Milí studenti, předně Vám velmi děkuji za nákup eBooku *English pokec za všechny prachy*, vždy mě těší individuální, mimoškolní zájem o angličtinu. **Nyní máte dvě možnosti. První je, že si k sobě najdete člověka, který je na obdobné jazykové úrovni jako vy**, ideální jsou přátelé, spolužáci, partneři, kolegové z práce, popřípadě rodiče nebo sourozenci. **Měli byste být schopni se setkávat pravidelně minimálně jednou týdně, i kdyby to mělo být online.** Pokud zvládnete dva sedánky, tleskám a věřím, že za několik týdnů budete pociťovat první malé kroky směrem vpřed. Slovní zásoba bude nabíhat rychleji, ostych se vytratí, gramatika vám bude více jedno a o to tady jde.

Procedura může být následující:

- vytiskněte si jedno téma, na kterém jste se společně domluvili, téma musí být pro obě strany dostatečně zajímavé
- najděte si výslovnost slovíček ze seznamu cílové slovní zásoby, hlavně ta slovíčka, která neznáte
- na výslovnost použijte online slovník, například na [Seznamu](#), v [oxfordském slovníku](#) nebo v jakémkoli Vámi preferovaném
- výslovnost slovíček drilujte nahlas
- na zafixování slov si udělejte cvičení dle vaší úrovně, nepřeskakujte procvičování, co si pamatuje ruka, pamatuje si i mozek
- dle vaší úrovně si vezměte konverzační otázky, střídejte se v kladení otázek a dávání odpovědí, vydržte konverzovat 30 - 45 minut, doptejte se na detaily

JAK POUŽÍVAT TÉMATA?

ENGLISH POKEC ZA VŠECHNY PRACHY

Byť konverzujete s blízkým člověkem, může se stát, že jsou některé otázky příliš osobní. Nejdůležitější je, abyste věděli, že na otázku/y nemusíte odpovídat, pokud vám to není komfortní.

A teď **ta druhá možnost...** Že Vás nenapadá nikdo, s kým byste si mohli povídat anglicky? Chyba lávky! **Vždy máte po ruce někoho, s kým si můžete prohodit pár myšlenek. Ano, jste to vy sami.** Že je to trochu schizofrenní? 😊 Může se zdát, ale já se takto na výšce mluvit opravdu naučila. Chtěla jsem se zlepšovat, a tak jsem se sebou začala vědomě anglicky mluvit. V duchu i nahlas, to jen když jsem měla jistotu, že jsem opravdu sama. Hlavní je vybrat si témata, která vás opravdově baví, zbytek už půjde sám. Jste jen sami se sebou, můžete se cítit uvolněně, nikdo vás neslyší a nesoudí. Přečtete si otázky, jako by vám je pokládal někdo jiný a odpovězte na ně co nejdelším souvětím nebo kratším monologem. Všimněte si slov, která neznáte a dohledejte si je. Filozofujte sami se sebou a užíjte si to.

NEVÍTE, JAKOU MÁTE ÚROVEŇ?

ENGLISH POKEC ZA VŠECHNY PRACHY

Nevíte-li, jakou máte úroveň, otestujte se [zde](#). Ve dvou kolech zaškrtněte pouze ta slovíčka, u kterých víte 100% alespoň jeden jejich význam. Výsledné číslo, tj. počet slov, které znáte, poukazuje na Vaši přibližnou jazykovou úroveň.

Člověk, který s Vámi bude konverzovat by měl mít zhruba stejnou úroveň jako Vy. Až budete otázky používat, nebojte se zabrouzdat i do nižších nebo vyšších úrovní, než máte vy sami. Je jasné, že s A2 na C1 asi nebudete stačit, ale na B1 určitě ano.

A1 - cca 500 slov

- a jste asi 18 měsíců staří rodiláci 😊

A2 - cca 1000 slov

- jste schopni mluvit o sobě a tématech bezprostředně souvisejících s vámi, např. práce, rodina, domov, denní rutina atd.

B1 - cca 2000 slov

- přecházíte na úroveň, kdy jste v rámci slovní zásoby schopni efektivně vykomunikovat význam myšlenky, toto číslo musíte ovládat, abyste složili maturitu

B2 - cca 4000 slov koncepty komunikujete do hloubky

C1 - cca 8000 slov

(pomalu se dostáváte k úrovni rodilého mluvčího, nicméně plynulost ještě není taková)

C2 - cca 16 000+ slov

(bez obtíží komunikujete plynně anglicky)

ENGLISH POKEC ZA VŠECHNY PRACHY

Začíná za

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BOOOM!

A2

KEY VOCABULARY

- **hurt someone's feelings** – zranit něčí city
- **be fair** – být spravedlivý
- **true** – pravdivý
- **be certain that** – být si jistý, že...

EXERCISE

Choose the correct answer.

1. Saying something rude may _____.
a) be fair
b) hurt someone's feelings
2. A good judge should _____.
a) be fair
b) lie
3. If you are not _____ that something is true, it is better to say nothing.
a) certain
b) honest
4. Something that is _____ is a real fact.
a) fair
b) true

CONVERSATION QUESTIONS

1. Can telling the truth sometimes **hurt someone's feelings**? When?
 - a. When was the last time someone said something that hurt your feelings?
2. Should parents be able to say they are sorry to their child when the parents made a mistake?
3. Do you think it is always wrong to lie, or are there moments when it is OK?
4. If your friend asked you if you liked their new haircut and you did not, how would you react?
5. Are you always **fair** when you play games or do sports?
6. How do you know if what someone is saying is **true**?
7. Is it easy or hard for you to say sorry when you make a mistake? Why?
8. Have you ever told a small lie to avoid getting into problems? If so, what happened?
9. Can you **be** always 100% **certain that** what people tell you is true?

B1

KEY VOCABULARY

- **tell the truth** – říkat pravdu
- **lie about** (something) – lhát
- **a half-truth** – polopravda
- **be honest** – být upřímný

EXERCISE

Choose the correct answer.

1. Parents usually teach their children to _____.
a) tell the truth
b) say the truth
2. Something that is kind of true but not the whole story is:
a) being honest
b) a half-truth
3. When someone says something they know is not true, they _____.
a) lie about it
b) trust you
4. Good friends usually try to _____.
a) be kind but honest with you
b) do wrong by you
5. When a friend tells you something that hurts your feelings, the best thing to do is _____.
a) tell them how you feel
b) lie about it

CONVERSATION QUESTIONS

1. What should two friends do if one of them feels treated unfairly?
2. What exactly is a **half-truth**, and why do people use it?
3. Why is it important to **be honest** in close relationships?
4. Why is it sometimes difficult to **tell the truth**?
 - a. When was the last time you did not want to tell the truth, but you did and then felt great about it?
 - b. Do you think children should always tell the truth to their parents?
5. How can you tell when someone is lying?
6. Have you ever been in a situation where you were not certain about something but pretended you were? Why?
7. How do people usually react when they discover that someone lied to them?
8. Can a relationship survive if one person often lies?
9. What are the most common things people **lie about**?
10. Do you think people who lie a lot eventually start believing their own lies?
11. If your friend lied to you about something small, would you say something or would you let it go?

B2

KEY VOCABULARY

- **honesty** – upřímnost; poctivost, čestnost
- **dishonesty** – nepoctivost, nečestnost
- **be dishonest (about something / with somebody)** – být nepoctivý (v něčem / k někomu)
- **a white lie** – milosrdná lež
- **trust** – důvěra, důvěřovat

EXERCISE

Find one mistake in each sentence and correct it.

1. Long-term friendships depend on mutual honest.
2. Some people believe small white truth are acceptable.
3. Repeated dishonest can destroy any professional relationship.
4. If someone is dishonesty about their achievements, people may stop trusting them.
5. Strong relationships require mutual trusts.

CONVERSATION QUESTIONS

1. Do you consider **honesty** a key value in professional relationships?
 - a. Why might some workplaces struggle with dishonesty among employees?
2. In what forms can **dishonesty** appear in everyday life besides direct lying?
3. Why do people sometimes tend to **be dishonest about** their qualifications, achievements, or personal life?
4. In what social situations might telling a **white lie** be considered polite?
 - a. Have you ever told a white lie? If so, to whom and what was it about?
5. How does chronic dishonesty affect **trust** between friends or partners?
6. What steps can people take to rebuild trust after having been dishonest?
7. Do you always admit when you are wrong?
8. Is wearing heavy makeup or perfume a form of lying to other people?
9. What is the difference between being dishonest and being selective about what you say at work?
10. How do you rebuild trust after you have been dishonest with someone?

C1

KEY VOCABULARY

- **truthfulness** – pravdomluvnost
- **a misleading truth** – zavádějící pravda
- **be straightforward** – být přímočarý, říkat věci na rovinu
- **be trustworthy** – být důvěryhodný, spolehlivý

EXERCISE

Choose the correct answer.

1. A person who always tells the truth and keeps promises is:
 - a) misleading
 - b) trustworthy
 - c) dishonest
2. A statement that is partly true but gives a false impression is:
 - a) honesty
 - b) fairness
 - c) a misleading truth
3. Speaking openly and directly without avoiding the issue means:
 - a) to exaggerate
 - b) to manipulate
 - c) to be straightforward
4. The quality of always telling the truth is called:
 - a) honesty
 - b) truthfulness
 - c) secrecy

CONVERSATION QUESTIONS

1. Do you know anyone who is a pathological liar?
2. Do you sometimes question the **truthfulness** of your friends' statements?
3. Why might someone choose to tell a **misleading truth**?
4. Is it polite to **be straightforward** in your country? Why? Why not?
 - a. In which situations is it better to be straightforward, even if the truth may be uncomfortable?
5. What qualities make a person genuinely **trustworthy** in the eyes of others?
6. Do modern communication platforms make it easier to bend the truth? How?
7. Can a society function effectively if citizens believe that politicians are not to be trusted?
8. When was the last time you sat down and had a frank discussion with your partner, parents, children, or friends?
9. Can you talk with complete openness to your mum and dad?
10. Is the pressure to appear successful on social media fundamentally reshaping our perception of truth?

KEY

EXERCISE A2:

1. b
2. a
3. a
4. b

EXERCISE B1:

1. a
2. b
3. a
4. a
5. a

EXERCISE B2:

1. Long-term friendships depend on mutual **honesty**.
2. Some people believe small **white truths** are acceptable.
3. Repeated **dishonesty** can destroy any professional relationship.
4. If someone is **dishonest about** their achievements, people may stop trusting them.
5. Strong relationships require mutual **trust**.

EXERCISE C1:

1. b
2. a
3. b
4. b

A2

KEY VOCABULARY

- **(Saint) Valentine's Day** – Den svatého Valentína, Valentýn
- **attend** – zúčastnit se (např. nějaké události), navštívit, být přítomen
- **get married** – oženit se / vdát se
- **get divorced** – rozvést se
- **a couple** – pár, partnerská dvojice
- **be single** – být nezadaný

EXERCISE

Choose the best answer.

1. A couple means:
 - a. two people in a relationship
 - b. one person
 - c. a group of 3 friends
2. When you get married, you:
 - a. start a job
 - b. begin a legal relationship
 - c. move to another country
3. When you get divorced, you:
 - a. start a relationship
 - b. end being married
 - c. go on a date
4. When you attend a wedding, you:
 - a. organise it
 - b. pay for the whole event
 - c. go there as a guest
5. When you are single, you:
 - a. have a partner
 - b. are married
 - c. do not have a partner
6. People celebrate St Valentine's Day on:
 - a. 24th December
 - b. 14th February
 - c. 1st January

CONVERSATION QUESTIONS

1. Describe a perfect date.
2. Have you ever **attended** a wedding? If so, give more details.
3. Would you like to **get married** one day?
 - a. Describe a perfect husband / wife.
 - b. What is the best age to get married?
4. Do you know any happy **couples** around you?
5. Is it better to **be single** or in a relationship?
6. Give reasons why being single is hard.
7. Give reasons why being married is hard.
8. Where do you like to go when you go on a date?
9. Is it good to live together before getting married? Why? Why not?
10. Do people change after they get married? If so, how?
11. Do you think people should stay together or **get divorced** if they are unhappy?
12. What would you do if you wanted to have children soon but didn't have a partner?

B1

KEY VOCABULARY

- **go out with somebody** – chodit s kým, randit, mít známost
- **love at first sight** – láska na první pohled
- **an international marriage** – mezinárodní manželství
- **a love letter** – milostný dopis

EXERCISE

Choose the best phrase for each situation. Use:

- *an international marriage, love at first sight, a love letter, go out with*

1. Two people meet and fall in love immediately. _____
2. You start a romantic relationship with someone.

3. A relationship between people from different countries.

4. A romantic written message expressing feelings.

CONVERSATION QUESTIONS

1. Have you ever **gone out with** someone you met online?
2. Have you ever felt pressure from family to find a partner?
3. Do you believe in **love at first sight**, or does love take time?
4. Have you ever written or received **a love letter**?
5. How does being single for a longer period change one's personality?
6. Is there something you want to do or achieve before you start a serious relationship?
7. Would you consider **an international marriage**? What are the benefits of it?
8. What qualities are important in a partner for you?
9. Would you date someone much older or younger than you?
10. Have your parents ever disliked any of your partners? If so, why?
11. Is it important to have the same interests as your partner?
12. What are some good ways to keep a relationship strong?
13. What is the absolutely best thing about being single?

B2

KEY VOCABULARY

- **a love letter** – milostný dopis
- **a blind date** – rande naslepo
- **go Dutch (with somebody)** – rozdělit si účet napůl
- **a dating app** – aplikace určená k seznamování
- **ask somebody out** – pozvat někoho na rande
- **an arranged marriage** – (rodiči) domluvený sňatek

EXERCISE

Complete the dialogue. Use:

- *a blind date, go Dutch, a dating app, ask somebody out, chat up*

Tom: Have you ever used _____?

Sarah: Yes, I met someone there once so we went on _____, but it felt strange.

Tom: Really? Why?

Sarah: I was really nervous because we didn't know each other at all before the meeting.

Tom: Would you ever _____ in real life instead?

Sarah: Maybe, but I find it difficult to _____ strangers.

Tom: That makes sense. And who paid?

Sarah: We decided to _____.

Tom: So did it work out?

Sarah: No, we didn't see each other ever again.

CONVERSATION QUESTIONS

1. Have you ever been on **a blind date**? If so, how did it go? If not, why not?
2. Is it right to **go Dutch** on a first date, or should the man always pay?
3. What are the advantages and disadvantages of using **a dating app**?
 - a. What are the risks of meeting someone via the Internet?
 - b. How has modern technology changed dating?
 - c. Do social media make it easier or harder to meet someone genuine?
4. Is it difficult to **ask somebody out** nowadays? Why? Why not?
5. Do guys still try to **chat girls up** in real life, or does this happen mostly online?
6. Have your friends ever tried to set you up on a date?
7. What is your opinion on **arranged marriages**?
 - a. Can arranged marriages be successful in modern society?
8. Is it ever acceptable to date a friend's ex-partner? Why? Why not?
9. Have you ever turned down a relationship that could have worked because the timing felt wrong?
10. What are the main reasons relationships fail?

C1

KEY VOCABULARY

- **chat somebody up** – někoho nabalovat, balit
- **a spouse** – choť = manžel / manželka
- **a soulmate** – spřízněná duše
- **a mistress** – milenka (ženatého muže)
- **be compatible** – být kompatibilní, hodit se k sobě
- **a high school sweetheart** – středoškolská láska

EXERCISE

Think of a word or a phrase which best fits the context.

1. Some people believe they will only be happy when they find their one and only partner, their _____.
2. Families can be seriously damaged if the man has _____, resulting in deep mistrust between the partners.
3. People often idealise our relationship, we were _____ when we met, but much has changed since we were 15.
4. A strong relationship often depends on how partners are _____.
5. In modern families, both _____ are expected to share financial responsibilities and household chores equally.

CONVERSATION QUESTIONS

1. What qualities are essential for two people to **be compatible** in the long term?
2. Do you think society still puts unfair pressure on single people – especially women – to settle down by a certain age?
3. Do you reckon that everyone has a **soulmate**?
4. How does the role of a **spouse** differ across cultures / time? Give examples.
5. Do you think it is possible to build a truly fulfilling life without a long-term partner or is companionship something we all fundamentally need?
6. What impact does having a **mistress** have on family dynamics?
7. Can early relationships, such as a **high school sweetheart**, last a lifetime?
8. Is lifelong commitment still a realistic goal in modern relationships?
9. What are the psychological and social consequences of long-term single life?
10. Should personal happiness be prioritised over maintaining a long-term relationship; or can you keep both well-balanced?
11. How can communication determine the success or failure of a relationship?
12. Looking back at the relationships you have observed around you, would you say that being in a partnership is more often a source of growth or a source of compromise?

KEY

EXERCISE A2:

1. a
2. b
3. b
4. c
5. c
6. b

EXERCISE B1:

1. Two people meet and fall in love immediately. → **love at first sight**
2. You start a romantic relationship with someone. → **go out with**
3. A relationship between people from different countries. → **an international marriage**
4. A romantic written message expressing feelings. → **a love letter**

EXERCISE B2:

- Tom: Have you ever used **a dating app**?
- Sarrah: Yes, I met someone there once so we went on **a blind date**, but it felt strange.
- Tom: Would you ever **ask somebody out** in real life instead?
- Sarrah: Maybe, but I find it difficult to **chat up** strangers.
- Sarrah: We decided to **go Dutch**.

EXERCISE C1:

1. soulmate
2. a mistress
3. highschool sweethearts
4. compatible / open-minded
5. spouses / the husband and wife

A2

KEY VOCABULARY

- **a plant** – rostlina
- **a mushroom** – houba
- **grass** – tráva
- **wild** – divoký

EXERCISE

Match the description to the word.

Use:

- *a plant, mushrooms, grass, wild*

1. It is green and soft. You can sit on it in a park or a garden.

2. They grow in forests. Some are safe to eat, some are dangerous.

3. You can keep it on your windowsill. It needs water and light.

4. This word describes animals or fruit that live or grow in nature, not in a home or a shop. _____

CONVERSATION QUESTIONS

1. Do you have any **plants** at home and do you know their names?
 - a. Do you know anyone who has way too many plants at home?
 - b. Do you think plants make a home feel nicer?
 - c. Do you take good care of your plants or do they usually die?
 - d. Who takes care of your plants when you are on holiday?
 - e. Is there a plant you always wanted to have at home but never actually bought?
2. Who did you go with the last time you went picking wild **mushrooms**?
 - a. What is your favourite way to cook mushrooms?
3. Did you walk on the **grass** without shoes more often as a child than you do now?
4. When was the last time you sat on the ground outside and just did nothing for a while?
5. Do you prefer walking in a **wild** forest or in a tidy city park, and why?
6. Should wild animals and wild plants be better protected in your country?
7. What is your favourite season for being outside in nature, and why?

B1

KEY VOCABULARY

- **a branch** – větev
- **a leaf / leaves** – list, listy či listí
- **a ring** – letokruh
- **a seed** – semínko

EXERCISE

Fill in the gaps with the correct word.

Use:

- *branch, leaves, ring, seed*

Tom and the tree

One spring day, Tom and his father found a tiny _____ on the ground. His father picked it up and said: "If you plant this, it will grow into a big tree one day." Tom was seven years old when he planted it in the garden. Years later, the tree was tall and strong. Every spring, Tom watched new _____ grow on every _____.

Then one night, a big storm came and the tree fell down. The next morning, Tom and his father cut through it. "Count the circles," his father said. "Each _____ is one year of the tree's life." Tom counted and the tree was exactly thirty years old.

CONVERSATION QUESTIONS

1. Have you ever pressed **a leaf** between book pages to keep it?
 - a. Did you collect leaves in autumn as a child; if so, what did you do with them?
2. Have you ever planted **a seed** and actually watched it grow into something – what was it?
 - a. What is the best thing about growing something from a seed – the process or the result?
3. If **a branch** fell from a tree in a storm and blocked your street, would you try to move it yourself or wait for someone else to deal with it?
4. Did you use to climb trees with your friends when you were younger?
5. Do you think children today spend enough time outside noticing things like leaves, flowers, branches, or trees?
6. When you go for a walk through a forest, do you actually look at the types of trees around you, or are you usually lost in your own thoughts?
7. Have you ever needed to use a branch as a walking stick on a hike?
8. Have you ever tried to count the **rings** of a really old tree to learn how old it was?
9. When was the last time you were lying in the grass and looking up through the leaves of a tree, and what were you thinking about?
10. Is there a smell of a specific flower that takes you straight back to your grandparents' house?

B2

KEY VOCABULARY

- **pollen** – pyl
- **a rose bush** – keřová růže
- **flower** – vykvést
- **a sunflower** – slunečnice
- **root vegetables** – kořenová zelenina

EXERCISE

Who am I?

1. I am tiny and invisible, but in spring I make millions of people sneeze.

2. I am a tall yellow flower and I always turn my face towards the sun.

3. I am a group of vegetables whose edible parts grow underground, e.g. carrots or beets. _____
4. I am a bush covered in thorns that are sharp as a knife, but every June I reward you with beautiful red blossoms.

CONVERSATION QUESTIONS

1. How does being allergic to **pollen** affect a person's daily life in spring?
2. Would you rather have a garden full of vegetables and herbs or flowers, trees and bushes?
3. Is there a place in your town where trees and plants flower beautifully and do you make a point of going there every year?
4. Say why it might be a good idea to have a photoshoot in **a sunflower** field with a friend.
5. If your plant in your home dies, do you feel like you failed it in a way?
6. Do people who grow their own food, even just herbs in small pots, have a different relationship with nature than those who don't?
7. If an apple tree in your garden stopped bearing fruit, would you try to save it or replace it?
8. Do you collect and dry rose hips after the **rose bushes** have finished **flowering** in your area, or do you simply buy your rose-hip tea in a shop?
9. Are there any **root vegetables** you didn't eat as a small child but you love now?
10. Do you think people who garden regularly are fundamentally calmer than those who don't, or is that a romanticised idea?
11. Have you ever been stuck on the road because a thunderstorm had knocked down a tree?
12. Is there a particular place in the world where nature feels almost unbearably beautiful to you?

C1

KEY VOCABULARY

- **a needle** – jehlička, jehličí
- **blossom** – rozkvést
- **bark** – kůra stromu
- **a vanilla pod** – lusk vanilky
- **a window box** – truhlík na okno

EXERCISE

Complete the sentences with correct terminology.

1. Lisa split the _____ open and scraped out the tiny black seeds for her latest Instagram recipe. She was baking a cake.
2. The rough _____ of the old oak was covered in a lot of moss after all those years.
3. She grows basil and mint – which she uses in her excellent cooking – in a _____ outside her kitchen window.
4. Every April, the cherry trees _____ and the whole street looks like a lovely painting.

CONVERSATION QUESTIONS

1. Give three reasons why cities should do their best to install more greenery in city centres.
2. Do you have a green thumb?
3. What type of Christmas tree do you usually have – a pine, a fir, or a spruce?
 - a. How long do you keep finding Christmas tree **needles** around your place?
4. Would you consider growing herbs in a **window box**, or would you rather have flowers there for decorative purposes?
 - a. How do window boxes in **blossom** change the overall atmosphere of an urban area?
5. Do you use the seeds from **vanilla pods** in your cooking even if it means a lot more effort or is convenience more important to you in the kitchen?
 - a. Can you actually taste the difference between real vanilla pods and vanilla extract?
6. Whether a tree, a plant or even a person, does watching something or someone blossom give you a particular feeling that is hard to describe? Well, can you try?
7. Have you ever carved your name and the name of your girlfriend or boyfriend into the **bark** of a tree as a teenager? If so, did the relationship actually survive?
8. If a tree could remember every person who ever sat under it, what do you think the tree outside your childhood home would say about you?
9. Is there something almost arrogant about planting a tree whilst knowing you will never sit in its shade?

KEY

EXERCISE A2:

1. grass
2. mushrooms
3. a plant
4. wild

EXERCISE B1:

1. seed
2. leaves
3. branch
4. ring

EXERCISE B2:

1. pollen
2. a sunflower
3. root vegetables
4. a rose bush

EXERCISE C1:

1. vanilla pod
2. bark
3. window box
4. blossom / are in blossom

A2

KEY VOCABULARY

- **at war** – ve válce
- **a social group** – společenská skupina
- **smoke** – kouřit
- **a charity** – charita

EXERCISE

Fill in the gaps with the correct word.

Use:

- *a charity, at war, a social group, smoking*

1. My country was _____ for five years in the 1990s.
2. _____ in restaurants is not allowed in most countries in Europe.
3. I donated money to _____ which helps children with disabilities.
4. Old people are _____ that often faces unfair behaviour from others.

CONVERSATION QUESTIONS

1. Have you ever given money or clothes to **a charity**? Why? Why not?
2. How big is your country's army, and does it make you feel safe?
3. Are all **social groups** treated the same way in your country, or do some people have more rights than others?
4. What would you do if your country was **at war**, run away or stay and fight? Why?
5. When you see a homeless person on the street, do you look away or do you stop and think what their story might be?
6. Do you know anyone who does not have enough money for food or rent?
7. Is it important that children learn about social problems at school?
8. What should be done about children and teenagers who **smoke**?
9. Is it the government that is responsible for helping people who have very little money?
10. Is it easy or difficult to get help from the state when you are in need?

B1

KEY VOCABULARY

- **an illegal drug** – nelegální droga
- **a food kitchen** – lidová kuchyně, jídelna pro potřebné
- **be equal** – být si rovni
- **a victim** – oběť (např. trestného činu)

EXERCISE

Match the words to their definitions.

1. a food kitchen
2. an illegal drug
3. a victim
4. be equal

- a) A place where free meals are served to people in need.
- b) Using or selling a substance like this is against the law.
- c) To have the same rights, opportunities or treatment as others.
- d) A person who has been hurt or treated unfairly.

CONVERSATION QUESTIONS

1. How do people end up living on the street; and is it always their fault?
2. Is there something you personally can do today to help people in need in your city?
3. What would have to happen in your life to go and eat in **a food kitchen**?
4. What help is available for people who lose their jobs in your country?
5. Why do some young people start using **illegal drugs**; are they driven by personal or social reasons?
6. What might be some possible causes that **a victim** would not report the crime to the police?
7. What do you suppose is the most serious social problem in your country?
8. Give three reasons why women should serve as soldiers on the front line.
9. Do people nowadays actually care about honouring veterans on their special day?
10. Should there be places where street artists can express themselves freely?
11. If you could put one message on a wall for everyone to see, what would it say?
12. In the 21st century, how is it possible that there are still situations in which men and women are not truly **equal** at work?
 - a. If a colleague doing the same job as you earned more money, would you say something to your boss or stay quiet?

B2

KEY VOCABULARY

- **an addiction** – závislost
- **a homeless shelter** – azylový dům pro bezdomovce
- **prevent a conflict** – předcházet sporu
- **a welfare system** – systém sociální podpory

EXERCISE

Choose the best option to complete each sentence.

1. A homeless shelter is a place where people can _____.
a. find a job
b. get a free meal and a place to sleep
c. apply for citizenship
2. A welfare system is designed to _____.
a. support people who are struggling financially
b. train soldiers for military service
c. regulate immigration
3. Addiction is best described as _____.
a. a choice someone makes once
b. a physical or psychological dependence that is hard to stop
c. a mild interest in something
4. To prevent a conflict means to _____.
a. win a war
b. stop a disagreement or fight before it starts
c. negotiate after a battle

CONVERSATION QUESTIONS

1. Have you ever known anyone with **an addiction**? If so, how did it affect their life and the people around them?
2. Where does racism come from in a person's mindset?
3. Is the punishment for graffiti in your country fair, or should it be stricter?
4. Does poverty inevitably lead to crime, or is the connection more complicated than that?
5. If a close friend admitted they were struggling with an addiction, would you know what to say or would you feel completely lost?
6. Are there enough **homeless shelters** in your country, and do they actually solve the problem or just hide it?
7. Is the public **welfare system** effective so that the needy receive help quickly enough? Why? Why not?
8. Should minorities be given priority in hiring because of their race; and does that solve discrimination or create new problems? Explain.
9. Who should be responsible for taking care of the elderly – the family, the state, or the individuals themselves?
10. If you saw tension building between two people in a public space, would you do anything to **prevent the conflict**, or would you walk away and hope someone else steps in?
11. How do you think a person's way of thinking change when they go through war?

C1

KEY VOCABULARY

- **a suicide rate** – míra sebevraždy
- **corporal punishment** – tělesný trest
- **a nursing home** – domov pro seniory
- **compulsory military service** – povinná vojenská služba
- **colour discrimination** – diskriminace na základě barvy pleti
- **racial prejudice** – rasové předsudky

EXERCISE

Complete the sentences using the correct terminology.

1. The government published new data last year showing that the _____ rate had risen significantly among young adults.
2. Many child psychologists state that corporal _____ causes long-term psychological harm.
3. _____ military service remains a controversial issue in countries where individual freedom is highly valued.
4. Activists argue that _____ discrimination in the workplace is often hard to challenge.
5. The report highlighted how deep-rooted _____ prejudice continues to limit employment opportunities.

CONVERSATION QUESTIONS

1. In countries where **compulsory military service** still exists, does it serve a social purpose beyond national defence?
2. What steps can individuals realistically take to eliminate **colour discrimination** and **racial prejudice** in everyday life or at work?
 - a. How does race prejudice shape access to education and employment, even in societies that claim to be equal?
 - b. To what extent are institutions that present themselves as unbiased responsible for addressing colour discrimination?
3. Is the existence of **nursing homes** a sign of social progress, or does it reflect a failure of family and community bonds?
 - a. How would you describe the quality of care in nursing homes in your country?
4. To what extent does the **suicide rate** in a country reflect the state of its mental health care system?
5. Can **corporal punishment** ever be justified as a disciplinary tool, or does it fundamentally contradict the rights of a child?
6. In countries where dowry is still practised, what social and economic forces make it so difficult to eradicate?
 - a. Given that India records some of the highest rates of dowry-related deaths globally, how should the international community respond to such deeply rooted cultural practices?
7. When a nursing home appears clean and well-run from the outside, do you think that tells you anything real about what happens when the doors are closed?
8. What is the best way for society to teach future generations how to deal with failure and vulnerability?

KEY

EXERCISE A2:

1. at war
2. Smoking
3. a charity
4. a social group

EXERCISE B1:

1. a
2. b
3. d
4. c

EXERCISE B2:

1. b
2. a
3. b
4. b

EXERCISE C1:

1. suicide
2. punishment
3. Compulsory
4. colour / racial
5. racial

A2

KEY VOCABULARY

- **the old** – staří lidé
- **the young** – mladí lidé
- **get older** – (ze)stárnout
- **teenage** – dospívající
- **a kid** – dítě

EXERCISE

Choose the correct answer.

1. Which word describes a person who is between 13 and 19 years old?
 - a. a kid
 - b. the old
 - c. a teenager
 - d. an old mother
2. What do we call older people in general?
 - a. a kid
 - b. teenage
 - c. the young
 - d. the old
3. Which phrase means to become older over time?
 - a. a kid
 - b. get older
 - c. the young
 - d. get a cold
4. A girl or boy who is 7 years old is best described as:
 - a. old enough
 - b. older
 - c. a teenager
 - d. a kid

CONVERSATION QUESTIONS

1. What do you think is the best age to be, and why?
2. Some people say that men never grow up, only **get older**. Do you agree? Why? Why not?
3. What is the scariest thing about having a child?
4. At what age do you think a person stops being a **teenage** girl or boy and truly becomes an adult?
5. What do you miss most about not being a small child anymore?
6. What is the best and worst thing about being young?
7. Are there many things **the old** can teach **the young**?
 - a. What have you learned from your grandparents that has been useful in your life?
8. Are you afraid of getting old? Why? Why not?
9. Do you always let an older person sit down when you are on the bus?
10. What is the ideal age for these stages of life – starting school, leaving home, getting married, and having a child?
11. Give three reasons why it is not healthy for **a small kid** to use a phone or tablet.

B1

KEY VOCABULARY

- **a bride** – nevěsta
- **be advanced in years** – být v pokročilém věku
- **be unmarried** – být svobodný/á,
- **be engaged** – být zasnoubený/á

EXERCISE

Put the sentences in the correct order to make a logical story.

1. For years, everyone thought they would get married soon – but life got in the way.
2. They were living unmarried together for so long that their friends stopped expecting a wedding.
3. They met at university when they were young and fell madly in love really quickly.
4. On the big day, when the bride walked in, everyone went quiet.
5. The wedding was small, just family and close friends.
6. After five years of being engaged, they finally set the date.
7. Now quite advanced in years, they still laugh about how nervous they both were at the beginning.

- correct order: _____

CONVERSATION QUESTIONS

1. If you could go back and change one decision you made as a young adult, what would it be?
2. At what age do you think children should be allowed to stay at home alone?
3. What are the biggest challenges of **being advanced in years** and living alone?
4. Was there a moment in your life when you suddenly realized you were no longer a child but a responsible adult?
5. At what age would you like to retire?
6. How important is it to **be unmarried** for some time before settling down?
7. Should adults give life lessons to young people about the dangers of drugs or alcohol, or should they find out on their own?
8. Do buses, shops and public buildings provide easy access for older people in your town?
9. What do you think makes a good marriage last forever?
10. Do teenagers today grow up faster or slower than previous generations, and why do you think that is?
11. If people can and want to work, should they be forced to retire at a certain age to make space for younger generations?
12. What are the dangers of **being engaged** for a really long time before getting married?
13. What exactly makes **a bride** so nervous on her wedding day?

B2

KEY VOCABULARY

- **a retirement home** – domov důchodců
- **the legal retirement age** – zákonný věk odchodu do důchodu
- **come of age** – dosáhnout plnoletosti, dospět
- **a babysitter** – chůva
- **a role model** – vzor, idol

EXERCISE

Complete the sentences using the word in brackets in the correct form.

1. She moved into a _____ home last spring because she could no longer manage on her own. (retired)
2. In this country, the _____ retirement age is 65 for both men and women. (illegally)
3. He finally _____ down at 35 – took out a mortgage, bought a flat, got married and stopped travelling so frequently. (settlements)
4. She hired a _____ for the evening so she could attend the school meeting without the kids. (babies)
5. He finally _____ of age at 18 and was allowed to vote, drive and sign contracts on his own. (incomer)

CONVERSATION QUESTIONS

1. Who was your biggest **role model** growing up, and has that changed as you got older?
2. Women live an average of five to six years longer than men. Why do you think this is?
3. Would you feel comfortable hiring a **babysitter** for your children?
4. What is the best first household chore to give a young child?
5. Would you prefer to live in a **retirement home** or in your own place when you are very old?
 - a. Are there enough retirement homes in your country, and is the quality of care good enough?
6. What is the ideal age to start dating?
7. Do you think society puts too much pressure on people to reach certain milestones, such as marriage, children, a mortgage, by a certain age?
8. In most countries, **the legal retirement age** for men is higher than for women, even though men usually live shorter lives. Is that fair?
9. They say life begins at 40. Do you agree?
10. Was there a moment when you had to admit to yourself that you were no longer young? If so, how did that feel?
11. What was the one thing you were most desperate to do when you finally **came of age**?
12. How do children who grow up in cities differ in their values and expectations from those in rural areas?

C1

KEY VOCABULARY

- **a youngster** – mladík, mladá osoba
- **the elderly** – starší lidé, senioři
- **residential care** – ústavní péče
- **a best man** – svědek ženicha
- **settle down** – usadit se, založit rodinu

EXERCISE

Rewrite the sentences to keep the same meaning as the original sentences. You may need to use more than one word in your answers.

1. Jim was the groom's closest friend and gave the funniest speech of the night. Jim was _____ and gave the funniest speech of the night.
2. After years of travelling, they finally decided to buy a house and start a family. After years of travelling, they finally decided to _____.
3. The organisation works to improve conditions for older people in rural areas. The organisation works to improve conditions for _____ in rural areas.
4. She moved into a care home last spring because she could no longer manage alone. She moved into _____ last spring because she could no longer manage alone.
5. The streets were full of young people celebrating the end of the school year. The streets were full of _____ celebrating the end of the school year.

CONVERSATION QUESTIONS

1. What is likely going through a person's mind during a mid-life crisis?
2. If you could send one piece of advice back to yourself the moment you came of age, what would it be?
3. Are **the elderly** respected enough or rather overlooked in your country?
 - a. How do attitudes towards the elderly differ between cultures, and what can Western societies learn from countries where older people are more integrated into family life?
4. What boxes should a person tick off their bucket list before they **settle down**?
5. Do you think the pressures **youngsters** face today – social media, climate change anxiety, economic uncertainty – are fundamentally changing the way young people transition into adulthood?
6. Do you think middle age is something to dread, or can it actually be the best phase of your life?
7. When old people can no longer live independently, who should cover the cost of their **residential care** – the family, the state, or the individual?
8. The **best man** traditionally gives a speech full of embarrassing stories about the groom. What would your best man's speech be like?
9. Is staying unmarried by choice stigmatised in your country, and if so, where does that stigma come from?
10. Which stage of life shapes a person's values more than any other?
11. Why do you think parents today seem to be more protective of their children than parents used to be – and is that a good thing? Why? Why not?
12. To what extent do you think the environment a child grows up in shapes who they become as an adult, and is it reasonable to assume that this influence can ever be truly undone?
13. As sad as it may be, life follows a cycle. One day, perhaps, you won't be able to walk, talk, or recognise your loved ones. Does that realization make you want to live your precious life more fully and wholeheartedly every single second of it?

KEY

EXERCISE A2:

1. c
2. d
3. b
4. d

EXERCISE B1:

- correct order: 3, 1, 2, 6, 4, 5, 7

EXERCISE B2:

1. She moved into a retirement home last spring because she could no longer manage on her own.
2. In this country, the legal retirement age is 65 for both men and women.
3. She has always been a role model for her younger sister, showing her how to work hard and stay kind.
4. She hired a babysitter for the evening so she could attend the school meeting without the kids.
5. He finally came of age at 18 and was allowed to vote, drive and sign contracts on his own.

EXERCISE C1:

1. the best man
2. settle down
3. the elderly
4. residential care
5. youngsters