

# **Cizí jazyk II**

**Studijní opora**

**Libuše Turinská**

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1. vydání

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Za obsahovou a jazykovou správnost odpovídají autoři a vedoucí příslušných kateder.

## **Cíl předmětu**

Cílem předmětu postupný rozvoj komunikačních dovedností a sjednocení znalostí studujících na úroveň B1 podle Společného evropského referenčního rámce pro jazyky. Důraz je přitom kladen zejména na rozvoj dialogických kompetencí, na porozumění textům a na komunikační dovednosti spojené se schopností konverzovat na všeobecné téma.

Po úspěšném absolvování předmětu dokáže student porozumět hlavním myšlenkám srozumitelné spisovné vstupní informace týkající se běžných témat, se kterými se pravidelně setkává ve škole, práci, volném čase, apod..

## **Výstupy z učení**

Po úspěšném absolvování předmětu dokáže student porozumět hlavním myšlenkám srozumitelné spisovné vstupní informace týkající se běžných témat, se kterými se pravidelně setkává ve škole, práci, volném čase, apod. Student je schopen orientovat se bez větších problémů v anglicky mluvící zemi, vyžádat si a poskytnout základní informace týkající se popisu cesty, rezervace pokoje v hotelu atp. Absolvent předmětu je dále schopen napsat jednoduchý souvislý text na téma, které je mu blízké, nebo témata, která ho zajímají. Dokáže popsat své zážitky, sny, naděje a cíle, umí stručně vysvětlit a odůvodnit své názory a plány. V ústním a písemném projevu se mohou vyskytovat některé stylistické, lexikální či gramatické nepřesnosti, které však nebrání porozumění. Cílem je další postupný rozvoj komunikačních dovedností a sjednocení znalostí studujících na úroveň B1 podle Společného evropského referenčního rámce pro jazyky. Důraz je přitom kladen zejména na rozvoj dialogických kompetencí, na porozumění textům a na komunikační dovednosti spojené se schopností konverzovat na všeobecné téma.

## **Základní okruhy studia**

1. Společenská konverzace; infinitiv, použití sloves a infinitivu
2. Gerundium; záliby, volný čas
3. Nakupování; modální slovesa (have to, don't have to, must, mustn't)
4. Podmínkové věty - první podmínka; "matoucí" slovesa
5. Podmínkové věty - druhá podmínka; zvířata
6. Rozhodnutí, may/might (možnost), should, shouldn't, tvorba slov
7. Strachy a fobie, předpřítomný čas prostý, for a since
8. Vazba Used to; school days
9. Rozdíl mezi předpřítomným časem prostým a minulým prostým časem, hudba

10. Trpný rod
11. Popis budovy; složeniny something, anything, nothing, atd. .
12. Frázová slovesa, zdraví a životní styl
13. Předminulý čas; shrnutí látky

### **Povinná literatura (minimálně dvě knihy)**

OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor*. Oxford: Oxford University Press, 2. 167 stran. ISBN 978-0-945988-1-1.

*Cambridge English: preliminary 8 : preliminary English test : with answers : authentic examination papers : from Cambridge English : language assessment*. Cambridge: Cambridge University Press, 2014. ISBN 978-1-107-67583-4.

### **Studijní průvodce**



- Klíčové pojmy



- Cíle kapitoly



- Čas potřebný ke studiu kapitoly



- Výklad



- Úkoly k zamyšlení a diskuzi



- Klíč k řešení otázek



- Studijní materiály

# Kapitola 1: Společenská konverzace; infinitiv, použití sloves a infinitivu



## Klíčové pojmy:

Infinitive, verbs, parties, small talk



## Cíle kapitoly:

- seznámení se s povinnou studijní literaturou
- seznámení se s cíli kurzu a podmínkami k zápočtu
- osvojení si slovní zásoby na téma parties, společenská konverzace
- přehled sloves pojících se s infinitivem



Čas potřebný ke studiu kapitoly: 4 hodiny



## Výklad:

How to ... Survive meeting your girlfriend's Parents for the first time

It's stressful, but these top tips can help you to get it right ...

### Tips

You need ....1..do some 'homework' before you go. Ask your girlfriend about her parents. Where does her mother work? Does her father like football? Do you have any common interests? If you do this, it will be easy ...2.....a conversation with them.

Make sure you dress 3.....the right impression. Don't wear a suit, but don't just wear your old jeans and the Che Guevara T-shirt you bought in the market.

Be punctual. It's very important ...4.....late at a first meeting.

When they greet you at the door shake the father's hand firmly (no father likes a weak handshake!). Ask your girlfriend what kind of greeting her mum will prefer.

Call her parents Mr and Mrs (Smith) until they ask you to call them 'Dave' and 'Sharon'.

Be ready questions about yourself! Her parents will want ...5..... everything about you and your ambitions. Make a good impression!

If you are invited for a meal, eat everything they give you and say something positive about the meal, like 'This is absolutely delicious!'. Offer ...6..... the washing-up after the meal ...7.....them that you are a 'new man'.

Be yourself, and don't be a 'yes' man. If they ask you for your opinion, be honest. However, try about controversial subjects – this isn't the moment to give your views on religion and politics!

If the conversation is **dying** and you can't think what ...8....., ask them what your partner was like as a child. This is a brilliant tactic! ALL parents love talking about their children and it shows you have a deep interest in their daughter.

## ? Cvičení

Read the article again and complete the gaps with the verbs in the list.

To answer    not to be    to do    to have    to know    to make    to say    to show

## Key Klíč k řešení otázek

1 to do, 2 to make, 3 to make, 4 not to be, 5 to know, 6 to do, 7 to show, 8 to say

## Studijní materiály

OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor*. Oxford: Oxford University Press, 2. 167 stran. s. 52. ISBN 978-0-945988-1-1.

## Výklad:

Use of the infinitive (to+verb)

We use the infinitive + to after some verbs:

Want, need, would like, decide, promise, etc. (*I want to go home.*)

After adjectives:

The negative form of the infinitive is *not to + verb* (*It's nice to hear it.*)

To say why we do something:

*I went to England to study English.*

VERBS + infinitive

Try to

Want to

Would like to

Remember to

Promise to

Pretend to

Plan to

Offer to

Decide to

Forget to

Help to

Need to

# ? Cvičení

## The Use of the Infinitive + to

Fill in the appropriate verb using the infinitive form. Look at the example. More options are sometimes possible.

1. -It's very hot. - Do you want *to open* the window?
2. I'm Ivana. Nice \_\_\_\_\_ you.
3. She \_\_\_\_\_ leave her job.
4. Will you offer me \_\_\_\_\_ with you? I don't understand this topic.
5. You don't remember \_\_\_\_\_ your pills. Do you?
6. Samantha needs \_\_\_\_\_ to the dentist. She has a toothache.
7. Why don't you want \_\_\_\_\_ with us? The party will be great!
8. He promised \_\_\_\_\_ her all her life.

Write the sentences about yourself using the given verbs + infinitive + to

Decide

Plan

Hope

Try

Would like

Forget

Need

learn

## Key - Klíč k řešení otázek

Fill in the appropriate verb using the infinitive form. Look at the example. More options are sometimes possible.

1. -It's very hot. - Do you want *to open* the window?
2. I'm Ivana. Nice *to meet* you.
3. She *decided to/want to* leave her job.
4. Will you offer me *to study* with you? I don't understand this topic.
5. You don't remember *to take* your pills. Do you?
6. Samantha needs *to go/to make* an appointment to the dentist. She has a toothache.
7. Why don't you want *to go* with us? The party will be great!
8. He promised *to love/ to protect* her all her life.

Write the sentences about yourself using the given verbs + infinitive + to

Possible answers:

Decide            I decided to stop drinking coffee.

Plan              I plan to travel a lot

Hope             I hope to see the new film.

Try                I try to learn French.

Would like       I would like to go to Portugal.

Forget            I forgot to book the flight.

Need              I need to buy a new pair of shoes.

Learn I learnt to speak Italian.



## Studijní materiály

- OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor*. Oxford: Oxford University Press, 2. 167 stran. s. 138. ISBN 978-0-945988-1-1.
- MURPHY, Raymond. *English grammar in use: a self-study reference and practice book for intermediate learners of English : with answers. 4th ed.* Cambridge: Cambridge University Press, 2012, s. 119. ISBN 978-0-521-18906-4



## Kapitola 2: Volný čas; gerundium, slovesa a gerundium



### Klíčové pojmy:

Leisure time, free time, gerund, -ing form, verbs



### Cíle kapitoly:

- prohloubení si slovní zásoby na téma volný čas,
- gerundium – forma, pravopisné změny,
- využití gerundia
- přehled sloves pojících se s použitím gerundia.



Čas potřebný ke studiu kapitoly: 5 hodin



### Výklad:

#### Free Time

Leisure, or free time, is [time](#) spent away from [business](#), [work](#), and [domestic chores](#). It also excludes time spent on necessary activities such as [sleeping](#) and, where it is compulsory, [education](#).

The distinction between leisure and unavoidable activities is not a rigidly defined one, e.g. people sometimes do work-oriented tasks for [pleasure](#) as well as for long-term utility. A distinction may also be drawn between free time and leisure. For example, [Situationist International](#) maintains that free time is illusory and rarely free; economic and social forces appropriate free time from the individual and sell it back to them as the commodity known as "leisure". Certainly most people's leisure activities are not a completely free choice, and may be constrained by social pressures, e.g. people may be coerced into spending time gardening by the need to keep up with the standard of neighbouring gardens.

Another concept of leisure is social leisure, which involves leisurely activities in a social settings, such as extracurricular activities, e.g. sports, clubs.

Time available for leisure varies from one society to the next, although anthropologists have found that [hunter-gatherers](#) tend to have significantly more leisure time than people in more complex societies. As a result, [band societies](#) such as the [Shoshone](#) of the [Great Basin](#) came across as extraordinarily lazy to European colonialists.

[Workaholics](#) are those who work compulsively at the expense of other activities. They prefer to work rather than spend time socializing and engaging in other leisure activities.

Men generally have more leisure time than women. In [Europe](#) and the [United States](#), adult men usually have between one and nine hours more leisure time than women do each week.

# ? Cvičení

Questions:

1. What is leisure time?
2. Are free time activities a completely free choice?
3. What do the workaholics prefer?
4. Is the spending of leisure time the same for all societies?
5. Who has more free time – men or women?

## 🔑 Klíč k řešení otázek

**What is the leisure time?** – Time spent away from work.

**Are free time activities a completely free choice?** - Certainly most people's leisure activities are not a completely free choice.

**What do the workaholics prefer?** - Workaholics prefer to work rather than spend time socializing and engaging in other leisure activities.

**Is the spending of leisure time the same for all societies?** - Time available for leisure varies from one society to the next.

**Who has more free time – men or women?** – Men have more free time.



## Studijní materiály

<http://en.wikipedia.org/wiki/Leisure>



## Výklad:

Gerund (verb+ ing), leisure time

Gerund

(verb + ing)

We use the gerund:

After some verbs (e.g. like, hate, enjoy, don't mind, etc.)

as a subject of the sentence (Dreaming is nice.)

after prepositions (She came without saying hello.)

verbs + ing:

enjoy

love

like

hate

don't mind  
don't like  
spent (hours)  
start  
finish  
stop  
go on

## DRIVING

Leisure time – vocabulary

Taking photos fotografování

Doing sports sportování

Going out chození ven (bavit se)

Painting malování

Playing the musical instrument hraní na hudební nástroj

Going for walks chození na procházky

Meeting friends setkávání se s přáteli

Relaxing relaxování

Going on holiday ježdění na dovolenou

## ? Cvičení

Gerund, leisure time

Write the sentences about yourself using the gerund. Look at the example: *I enjoy ....dancing.*

I enjoy

I like

I hate

I don't mind

I don't like

I started

I finished

I love

I spend

I go on

## 🔑 Klíč k řešení otázek

Possible answers:

I enjoy reading.

I like doing sports.

I hate waiting.

I don't mind cleaning my car.

I don't like cooking meat.

I started doing yoga.

I finished writing the books.

I love horse-riding.  
I spend hours driving the car.  
I go on studying psychology.

Possible answers:

Doing sports: doing aerobics, cycling, jogging, playing football, playing hockey

Playing the musical instrument: playing the guitar, playing the piano, playing the flute, playing the drums, playing the bass guitar, playing the bongo

Meeting friends: going to the cafés, going to pubs, going to bars, going for trips, going to the cinema

Relaxing: going to the swimming pool, going to spa, going for walks, sleeping, watching TV

Going on holiday: travelling, eating out, swimming, climbing mountains, hiking



## Studijní materiály

- OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor*. Oxford: Oxford University Press, 2. 167 stran. s. 138. ISBN 978-0-945988-1-1.
- MURPHY, Raymond. *English grammar in use: a self-study reference and practice book for intermediate learners of English : with answers. 4th ed.* Cambridge: Cambridge University Press, 2012, s. 56. ISBN 978-0-521-18906-4

## Kapitola 3: Nakupování; modální slovesa



### Klíčové pojmy:

Shopping, shopping mall, e-shop, modals



### Cíle kapitoly:

- Prohloubení slovní zásoby na téma shopping, názvy obchodů
- Popis konceptu e-shopping,
- Modální slovesa



Čas potřebný ke studiu kapitoly: 1,5 hodin



### Výklad:

Strip mall

A **strip mall** (also called a **shopping plaza**, **shopping center**, or **mini-mall**) is an open-air [shopping mall](#) where the stores are arranged in a row, with a [sidewalk](#) in front. Strip malls are typically developed as a unit and have large [parking lots](#) in front. They face major traffic [arterials](#) and tend to be self-contained with few pedestrian connections to surrounding neighborhoods.

In the U.S. and Canada, strip malls usually range in size from 5,000 square feet (460 m<sup>2</sup>) to over 100,000 square feet (9,300 m<sup>2</sup>). The smaller variety is more common and often located at the intersection of major streets in residential areas; it caters to a small residential area. This type of strip mall is found in nearly every city or town in the U.S. and Canada; it is service-oriented and may contain a [grocery store](#), [video rental store](#), [dry cleaner](#), small [restaurant](#), and similar stores. In the past, [pharmacies](#) were often located next to the grocery stores, but are now often free-standing or contained within the anchor tenant (e.g. Walmart, Target) or grocery store. One third of supermarkets currently have pharmacies.<sup>[2]</sup> [Gas stations](#), [banks](#), and other businesses also may have their own free-standing buildings in the parking lot of the strip center. A recent trend is for grocery stores to have bank branches, and ATM and gourmet coffee houses inside the store.

The other variety of strip mall in the U.S. is usually [anchored](#) on one end by a [big box](#) retailer, such as [Wal-Mart](#), [Kohl's](#) or [Target](#), and/or by a large supermarket on the other. They are usually referred to as [power centers](#) in the real estate development industry because they attract and cater to residents of an expanded population area. The categories of retailers may vary widely, from [electronics stores](#) to [bookstores](#) to [home improvement stores](#). There are typically only a few of this type of strip malls in a city, compared to the smaller types. Retailers vary from center to center, ranging from three or four large retailers to a dozen or more.

Some strip malls are hybrids of these types.

# ? Cvičení

## Text Questions:

1. What is a strip mall?
2. Where are strip malls usually situated?
3. Do you know of any strip malls?
4. Where do you buy clothes, books, food etc.
5. Are any strip malls in the Czech Republic?

## 🔑 Klíč k řešení otázek

1 open air shopping mall, 2 close to major traffic arterials

## 📖 Studijní materiály

Zdroj: [http://en.wikipedia.org/wiki/Shopping\\_center](http://en.wikipedia.org/wiki/Shopping_center)

## 🗨️ Výklad:

Modal verbs (have to, don't have to, must, mustn't), Shopping

Modal verbs

Must/mustn't

Must – You must do the clearing today.

She must finish her work tomorrow.

Mustn't – The students mustn't smoke in the school campus.

He mustn't talk that loud in the library.

Have to/don't have to

I have to wait for the taxi now.

She has to wait for the taxi now.

Do you have to wait for the taxi?

Does she have to wait for the taxi?

I don't have to wait for the taxi. I'll take the bus.

She doesn't have to wait for the taxi. She'll take the bus.

*We do not contract have/has in these sentences.*

Be careful with the use of don't have to and mustn't.

I don't have to go shopping, we have enough food.

You mustn't smoke at school – it is prohibited.

## ? Cvičení

Complete the sentences with have to/don't have to/mustn't

1. I ..... go now. It's getting late.
2. She .....go home today. She can sleep here.
3. You ..... use your phone during lessons.
4. Petr ..... study more. He has lots of exams.
5. We .....touch it, there is electricity in there.
6. I .....study that subject, it is just optional.

## 🔑 Klíč k řešení otázek

1. I have to go now. It's getting late.
2. She doesn't have to go home today. She can sleep here.
3. You mustn't use your phone during lessons.
4. Petr has to study more. He has lots of exams.
5. We mustn't touch it, there is electricity in there.
6. I don't have to study that subject, it is just optional.

## 📖 Studijní materiály

MURPHY, Raymond. *English grammar in use: a self-study reference and practice book for intermediate learners of English : with answers. 4th ed. Cambridge: Cambridge University Press, 2012, s. 60 - 64. ISBN 978-0-521-18906-4*

## Kapitola 4: Podmínkové věty – první podmínka; matoucí slovesa



### Klíčové pojmy:

Conditionals, first conditional, if, confusing verb pairs



### Cíle kapitoly:

- Podmínková spojka if
- Pravidla pro používání prvního typu podmínkových vět
- Prohloubení si slovní zásoby na téma literatura; popis oblíbené knihy



Čas potřebný ke studiu kapitoly: 5 hodin



### Výklad:

#### *The Hobbit*

*The Hobbit, or There and Back Again*, better known by its abbreviated title *The Hobbit*, is a [fantasy novel](#) and [children's book](#) by English author [J. R. R. Tolkien](#). It was published on 21 September 1937 to wide critical acclaim, being nominated for the [Carnegie Medal](#) and awarded a prize from the [New York Herald Tribune](#) for best juvenile fiction. The book remains popular and is recognized as a classic in children's literature.

Set in a time "Between the Dawn of Færie and the [Dominion of Men](#)", *The Hobbit* follows the quest of home-loving [hobbit Bilbo Baggins](#) to win a share of the treasure guarded by the [dragon, Smaug](#). Bilbo's journey takes him from light-hearted, rural surroundings into more sinister territory. The story is told in the form of an episodic quest, and most chapters introduce a specific creature, or type of creature, of Tolkien's Wilderland. By accepting the disreputable, romantic, fey and adventurous side of his nature and applying his wits and common sense, Bilbo gains a new level of maturity, competence and wisdom. The story reaches its climax in the *Battle of Five Armies*, where many of the characters and creatures from earlier chapters re-emerge to engage in conflict.

Personal growth and forms of heroism are central themes of the story. Along with motifs of warfare, these themes have led critics to view Tolkien's own experiences during [World War I](#)



as instrumental in shaping the story. The author's scholarly knowledge of [Germanic philology](#) and interest in [fairy tales](#) are often noted as influences.

Encouraged by the book's critical and financial success, the publisher requested a sequel. As Tolkien's work on the successor [The Lord of the Rings](#) progressed, he made retrospective accommodations for it in *The Hobbit*. These few but significant changes were integrated into the second edition. Further editions followed with minor emendations, including those reflecting Tolkien's changing concept of the world into which Bilbo stumbled. The work has never been out of print. Its ongoing legacy encompasses many adaptations for stage, screen, radio, board games and video games. Several of these adaptations have received critical recognition on their own merits.

## ? Cvičení

Text Questions:

- 1) Who wrote *The Hobbit*?
- 2) When was *The Hobbit* first published?
- 3) What are the central themes of the story?
- 4) Where does the story reach its climax?
- 5) What else did J. R. R. Tolkien write?

## 🔑 Klíč k řešení otázek

Key to text questions:

- 1) **Who wrote *The Hobbit*?** J. R. R. Tolkien
- 2) **When was *The Hobbit* first published?** In 1937
- 3) **What are the central themes of the story?** Personal growth and forms of heroism are central themes of the story.
- 4) **Where does the story reach its climax?** The story reaches its climax in the *Battle of Five Armies*
- 5) **What else did J. R. R. Tolkien write?** For example *The Lord of the Rings*

## 📖 Studijní materiály

[http://en.wikipedia.org/wiki/The\\_Hobbit](http://en.wikipedia.org/wiki/The_Hobbit)

## Výklad:

### First Conditional, Confusing Verbs

First conditional – if+present, will+infinitive

If I miss the train, I will call a taxi.

He won't be angry if you tell him the truth.

*We use the first conditional to talk about the possible future situation.*

### Confusing Verbs

Wear clothes

Win a price, a match

Know somebody, something

Make a cake, lunch, dinner a noise

Hope that something good will happen

Watch TV

Look happy

Carry a bag

Earn a salary

Meet somebody for the first time

Do an exam, test, course, housework the washing up, sport, yoga, aerobics

Wait for a bus

Look at a photo

Look like your mother

## ? Cvičení

### First Conditional, Confusing verbs

1 Complete the exercise with the correct form of verbs:

He \_\_\_\_\_ pleased if you \_\_\_\_\_ him. (be, tell)

If you \_\_\_\_\_ her, she \_\_\_\_\_ you. (ask, help)

He \_\_\_\_\_ if he \_\_\_\_\_. (not pass/not study)

If you \_\_\_\_\_ the queue, it \_\_\_\_\_ quicker. (change, become)

It \_\_\_\_\_ cheaper if you \_\_\_\_\_ by train. (be, go)

2 Write the expressions connected with these verbs. Look at the example.

*Wear clothes*

Win .....

Know.....

Make.....

Hope.....

Watch.....

Look.....

Carry.....  
Earn.....  
Meet.....  
Do.....  
Wait.....  
Look at .....  
Look like .....

## Klíč k řešení otázek

1)  
He will be pleased if you tell him. (be, tell)  
If you ask her, she will help you. (ask, help)  
He won't pass if he doesn't study. (not pass/not study)  
If you change the queue, it will become quicker. (change, become)  
It will be cheaper if you go by train. (be, go)

2) Possible answers:

Win a price, a match  
Know somebody, something  
Make a cake, lunch, dinner a noise  
Hope that something good will happen  
Watch TV  
Look happy  
Carry a bag  
Earn a salary  
Meet somebody for the first time  
Do an exam, test, course, housework the washing up, sport, yoga, aerobics  
Wait for a bus  
Look at a photo  
Look like your mother

## Studijní materiály

- MURPHY, Raymond. *English grammar in use: a self-study reference and practice book for intermediate learners of English : with answers. 4th ed. Cambridge: Cambridge University Press, 2012, s. 76 – 77. ISBN 978-0-521-18906-4*
- OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor. Oxford: Oxford University Press, 2. 167 stran. s. 140. ISBN 978-0-945988-1-1.*

## Kapitola 5: Podmínkové věty – druhá podmínka; zvířata



### Klíčové pojmy:

Animals, nature, second conditional, would



### Cíle kapitoly:

- Slovní zásoba na téma příroda, zvířata
- Podmínkové věty – pravidla pro používání druhé podmínky
- Podmiňovací způsob – procvičení (sloveso would)



Čas potřebný ke studiu kapitoly: 5 hodin



### Výklad:

#### Whaling

Whaling is the hunting of [whales](#) primarily for [meat](#) and [oil](#). Its earliest forms date to at least 3000 BC.<sup>[1]</sup> Various coastal communities have long histories of [subsistence](#) whaling and harvesting beached whales. Industrial whaling emerged with organized fleets in the 17th century; competitive national whaling industries in the 18th and 19th centuries; and the introduction of [factory ships](#) along with the concept of whale harvesting in the first half of the 20th century.

As technology increased and demand for the resources remained, catches far exceeded the sustainable limit for whale stocks. In the late 1930s, more than 50,000 whales were killed annually<sup>[2]</sup> and by the middle of the century whale stocks were not being replenished. In 1986, the [International Whaling Commission](#) (IWC) banned commercial whaling so that stocks might recover.

While the moratorium has been successful in averting the extinction of whale species due to overhunting, contemporary whaling is subject to intense debate. Pro-whaling countries, notably Japan, wish to lift the ban on stocks that they claim have recovered sufficiently to sustain limited hunting. Anti-whaling countries and environmental groups say whale species remain vulnerable and that whaling is immoral, unsustainable, and should remain banned permanently.

Zdroj: <http://en.wikipedia.org/wiki/Whaling>

## ? Cvičení

### Text Question:

- 1) Explain why whaling is a major problem in today's world?
- 2) Do you know of any organizations that focus on protection of nature and animals?
- 3) Why are whales hunted?
- 4) Do you know of some pro-whaling countries?
- 5) Do you know about any other endangered animals?

## 🔑 Klíč k řešení otázek

- 1 because whales are among endangered species
- 2 greenpeace
- 3 for meat
- 4 Japan
- 5 eagles

## 📖 Studijní materiály

<http://en.wikipedia.org/wiki/Whaling>

## 📺 Výklad:

Second Conditional

Second Conditional (if +past, would + infinitive)

We use second conditional to talk about an improbable or hypothetical future situation and its consequence.

If I had time on Friday, I would help you. (I am away on Friday)

If I didn't have dogs, I would live in the city.

Would you take that job, if they offered it to you?

## ? Cvičení

1 Complete the sentences with the correct form of verbs. Use the second conditional.

1. If we \_\_\_\_\_ a garden, we \_\_\_\_\_ a dog.

2. If I \_\_\_\_\_ more money, I \_\_\_\_\_ a house at the seaside.
3. Would you \_\_\_\_\_ it if I \_\_\_\_\_ it for you?
4. Would you \_\_\_\_\_ with me if I \_\_\_\_\_ to live in the US?
5. You would \_\_\_\_\_ better if you \_\_\_\_\_ drinking.

2 Divide the following animals into the three categories:

Insects, domestic animals, wild animals

Cow

Butterfly

Fly

Kangaroo

Wasp

Bull

Elephant

Chicken

Bee

Spider

Giraffe

Mosquito

Bear

Goat

## Klíč k řešení otázek

1)

1. If we had a garden, we would have a dog.
2. If I had more money, I would buy a house at the seaside.
3. Would you wear it if I bought it for you?
4. Would you come with me if I went to live in the US?
5. You would feel better if you stopped drinking.

2) Insects: butterfly, fly, mosquito, wasp, spider, bee

Domestic animals: goat, cow, bull, chicken

Wild animals: kangaroo, giraffe, bear

Source: [http://en.wikipedia.org/wiki/Decision\\_making\\_process](http://en.wikipedia.org/wiki/Decision_making_process)

## **Studijní materiály**

- MURPHY, Raymond. *English grammar in use: a self-study reference and practice book for intermediate learners of English : with answers. 4th ed. Cambridge: Cambridge University Press, 2012, s. 78 - 79. ISBN 978-0-521-18906-4*
  
- OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor. Oxford: Oxford University Press, 2. 167 stran. s. 140. ISBN 978-0-945988-1-1.*

## Kapitola 6: Rozhodování; may, might, should, shouldn't, tvorba slov



### Klíčové pojmy:

Decision, decide, noun suffixes, modals, should, may, might



### Cíle kapitoly:

- Decision-making proces, rozhodování, life decisions
- Slovo tvorné přípony – podstatná jména
- Vyjádření pravděpodobnosti
- seznámení se s modálními slovesy vyjadřujícími možnost a doporučení



Čas potřebný ke studiu kapitoly: 5 hodin



### Výklad:

Decisions, decisions....

Decision making can be regarded as the cognitive process resulting in the selection of a course of action among several alternative scenarios. Every decision making process produces a final choice. The output can be an action or an opinion of choice.

Human performance in decision terms has been the subject of active research from several perspectives. From a psychological perspective, it is necessary to examine individual decisions in the context of a set of needs, preferences an individual has and values they seek. From a cognitive perspective, the decision making process must be regarded as a continuous process integrated in the interaction with the environment. From a normative perspective, the analysis of individual decisions is concerned with the logic of decision making and rationality and the invariant choice it leads to.

Yet, at another level, it might be regarded as a problem solving activity which is terminated when a satisfactory solution is reached. Therefore, decision making is a reasoning or emotional process which can be rational or irrational, can be based on explicit assumptions or tacit assumptions. Decisions are likely to be involuntary and following the decision, we spend time analyzing the cost and benefits of that decision. This is known as "Rational Choice Theory," which encompasses the notion that we maximize benefits and minimize the costs.

One must keep in mind that most decisions are made unconsciously. Jim Nightingale, Author of *Think Smart-Act Smart*, states that "we simply decide without thinking much about the decision process." In a controlled environment, such as a classroom, instructors encourage students to weigh pros and cons before making a decision. However in the real world, most of our decisions are made unconsciously in our mind because frankly, it would take too much time to sit down and list the pros and cons of each decision we must make on a daily basis.



Logical decision making is an important part of all science-based professions, where specialists apply their knowledge in a given area to making informed decisions. For example, medical decision making often involves making a diagnosis and selecting an appropriate treatment. Some research using naturalistic methods shows, however, that in situations with higher time pressure, higher stakes, or increased ambiguities, experts use intuitive decision making rather than structured approaches, following a recognition primed decision approach to fit a set of indicators into the expert's experience and immediately arrive at a satisfactory course of action without weighing alternatives. Recent robust decision efforts have formally integrated uncertainty into the decision making process. However, decision analysis, recognized and included uncertainties with a structured and rationally justifiable method of decision making since its conception in 1964.

A major part of decision making involves the analysis of a finite set of alternatives described in terms of evaluative criteria. “Information Overload” is when there is a substantial gap between the capacity of information and the ways we adapt. The overload of information can be related to problems processing and tasking, which impacts decision making. These criteria may be benefit or cost in nature. Then the problem might be to rank these alternatives in terms of how attractive they are to the decision maker(s) when all the criteria are considered simultaneously. Another goal might be to just find the best alternative or to determine the relative total priority of each alternative (for instance, if alternatives represent projects competing for funds) when all the criteria are considered simultaneously.

## ? Cvičení

Text Questions:

1. What is the result of a decision making process?
2. How are most decisions made?
3. What is a “Rational Choice Theory”?
4. Where is the logical decision making important?
5. What does a major part of decision making involve?

## Klíč k řešení otázek

1. What is the result of a decision making process?

The result is a decision.

2. How are most decisions made?

Most decisions are made unconsciously.

3. What is a “Rational Choice Theory”?

Rational Choice Theory says we spend time analyzing the cost and benefits of the decision during the decision making process.

4. Where is the logical decision making important?

Logical decision making is an important part of all science-based professions.

5. What does a major part of decision making involve?

A major part of decision making involves the analysis of a finite set of alternatives described in terms of evaluative criteria.



## Studijní materiály

Source: [http://en.wikipedia.org/wiki/Decision\\_making\\_process](http://en.wikipedia.org/wiki/Decision_making_process)



## Výklad:

Modal verbs – should/shouldn't, may/might, word formation – nouns

Modal verbs

Should/shouldn't – advice

I think she should slow down.

I should go for a walk now.

We use should/shouldn't to say what we think is/ is not good to do.

We use should/shouldn't to give advice

Should/shouldn't is the same for all persons

May/might

We might go for a trip tomorrow.

I may go for a trip too.

We use may, might /may not, might not to talk about the future possibility

Vocabulary – word formation – nouns

We can make a noun by adding – ion, -sion, -ation with some verbs:

Verb

Organize

Noun

organization

Elect	election
Inform	information
Confuse	confusion

## ? Cvičení

Fill in the sentences with should/shouldn't, may/might

Thomas was not at the match today. He \_\_\_\_\_ be ill.  
 I \_\_\_\_\_ do the homework today, but I am too lazy.  
 I think he \_\_\_\_\_ come, he likes this band.  
 You definitely \_\_\_\_\_ go there, it will be terribly boring.  
 I \_\_\_\_\_ say, it is a good idea. I love it.

Word formation

Form the nouns by adding the right suffix.

Confuse    confusion

decide

imagine

educate

communicate

translate

organize

invite

elect

inform

## 🔑 Klíč k řešení otázek

- 1)
  - a) Thomas was not at the match today. He may/might be ill.
  - b) I should do the homework today, but I am too lazy.
  - c) I think he may/might come, he likes this band.
  - d) You definitely shouldn't go there, it will be terribly boring.
  - e) I might/may say, it is a good idea. I love it.

2)

Confuse	confusion
Decide	decision
Imagine	imagination
Educate	education
Communicate	communication
Translate	translation
Organize	organization
Invite	invitation
Elect	election
Inform	information

## **Studijní materiály**

- OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012.  
*English File third edition Pre-intermediate Student's Book with iTutor*. Oxford:  
Oxford University Press, 2. 167 stran. s. 140. ISBN 978-0-945988-1-1.

## Kapitola 7: Strachy a fobie; předpřítomný čas prostý



### Klíčové pojmy:

Fears, phobias, therapy, present perfect, auxiliary verb



### Cíle kapitoly:

- seznámení se se slovní zásobou na téma strach a fobia
- schopnost vyjádřit Mám strach, bojím se
- schopnost vyjádřit dobu trvání nějakého jevu, otázka HOW LONG...?
- Předpřítomný čas – použití pro zdůraznění trvání neukončené minulosti



Čas potřebný ke studiu kapitoly: 5 hodin



### Výklad:

#### Phobia

A **phobia** (from the [Greek](#): φόβος, *Phóbos*, meaning "fear" or "morbid fear") is a type of [anxiety disorder](#), when used in the context of clinical psychology. It is usually defined as a persistent fear of an object or situation in which the sufferer goes to great lengths to avoid something and this action is typically disproportional to the actual danger posed. It is recognized as irrational. The phobia cannot be entirely avoided entirely during the event; the sufferer will endure the situation or object with marked [distress](#) and significant interference in social or occupational activities.<sup>[1]</sup>

The terms *distress* and *impairment*, as defined by the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition ([DSM-IV-TR](#)), should also take the context of the sufferer's environment into account if a diagnosis is being attempted. The DSM-IV-TR states that if a phobic stimulus, whether it be an object or a social situation, is entirely absent within an environment, then a diagnosis cannot be made. An example of this situation would be an individual who has a fear of mice ([Suriphobia](#)) but he or she lives in an area devoid of mice. Even though the concept of mice causes marked distress and impairment within the individual, because the individual does not encounter mice in the environment no actual distress or impairment is ever experienced. The proximity and the degree to which an escape from the phobic stimulus is impossible should also be considered. As the sufferer approaches a phobic

stimulus, the anxiety levels increase (e.g. as one gets closer to a snake, fear increases in [ophidiophobia](#)), and the degree to which an escape from the phobic stimulus is limited. It has the effect of varying the intensity of fear in instances such as riding an elevator (e.g. the anxiety increases at the midway point between floors and decreases when the floor is reached and the doors open).<sup>[2]</sup>

The term phobia encompasses many areas and it is usually discussed in terms of [specific phobias](#) and [social phobias](#).

## ? Cvičení

### Text Questions:

- 1) Explain the term phobia? What is the origin of this word?
- 2) Do you know if you have any of any phobias?
- 3) If so, do you think that this phobia is curable?
- 4) Do you know about any unusual phobias?
- 5) Is phobia the same as fear?

## 🔑 - Klíč k řešení otázek

- 1) unexplainable fear of something very common; Latin origin
- 4) cenosilicaphobia – fear of empty beer glass
- 5) it is different

## 📖 Studijní materiály

- OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor*. Oxford: Oxford University Press, 2. 167 stran. s. 70 - 71. ISBN 978-0-945988-1-1.
- <http://en.wikipedia.org/wiki/Phobias>

## Výklad:

### Present perfect simple

*Subject + have/has + past participle*

#### **Affirmative**

I/you/we/they have ('ve) been to Paris.

He/she/it has ('s) been to Paris.

#### **Negative**

I/you/we/they have not (haven't) been to Paris.

He/she/it has not (hasn't) been to Paris

#### **Question**

Have you/we/they been to Paris?

Yes, I have.

No, I haven't.

Has he/she/it been to Paris?

Yes, he has.

No, he hasn't.

- **We use the present perfect simple to talk about the past actions that are still happening now.**
- **We use the present perfect simple + how long to talk about how long the action has been in progress**



# ? Cvičení

## Present perfect – fears, phobias

### 1) Form the answers to the questions in the present perfect.

*Do you know where Tom is? Yes, (I/just/see/him). – Yes, I have just seen him.*

- a) What time is Sarah leaving? – She/already/leave.
- b) Are Bob and Ally coming for dinner today? – No, they/already/eaten
- c) Is the teacher here yet? – No, She/not/arrive/yet.
- d) What did you have for lunch today? – I/have/not/today.
- e) What does she think about your new book? I don't know. – She/not/read/it/yet.

### 2) Fears and phobias. Fill in these words into the sentences.

Flying      heights      snakes      spiders      water  
animals

- a) My mum has always been afraid of ..... She can't swim.
- b) Aren't you afraid of ..... ? I can't even have a look out of the window how high it is.
- c) Rupert has always been afraid of ..... Especially that ones with hairy legs.
- d) My sister is terribly afraid of ..... We saw a viper in the forest and she run away.
- e) My father was not afraid of ..... since that terrible accident in which the plane was totally damaged.
- f) One of my friends has an animal phobia. She is afraid of all .....

## Key - Klíč k řešení otázek

### Key to exercises:

- 1) a) She has already left.
- b) No, They have already eaten.
- c) No, she has not arrived yet.
- d) I have not had lunch today.

e) She has not read it yet.

2)

- a) My mum has always been afraid of water. She can't swim.
- b) Aren't you afraid of heights? I can't even have a look out of the window how high it is.
- c) Rupert has always been afraid of spiders. Especially that ones with hairy legs.
- d) My sister is terribly afraid of snakes. We saw a viper in the forest and she run away.
- e) My father was not afraid of flying since that terrible accident in which the plane was totally damaged.
- f) One of my friends has an animal phobia. She is afraid of all animals.



## Studijní materiály

- OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor*. Oxford: Oxford University Press, 2. 167 stran. s. 70 - 71. ISBN 978-0-945988-1-1.
- MURPHY, Raymond. *English grammar in use: a self-study reference and practice book for intermediate learners of English : with answers. 4th ed.* Cambridge: Cambridge University Press, 2012, s. 21 - 23. ISBN 978-0-521-18906-4



## Kapitola 8: Vazba Used to; school days.



### Klíčové pojmy:

Repeated past, used to, infinitive, educational system



### Cíle kapitoly:

- seznámení se se slovní zásobou na téma škola a školský systém
- popis vzdělávacího systému v České Republice
- používání vazby used to v otázkách, oznamovacích větách a záporu



Čas potřebný ke studiu kapitoly: 5 hodin



### Výklad:

My school days

1 .....

St. Mary's Primary School in Largs, a small Scottish town. Then Largs Academy, the local secondary school.

2 .....

No, my school report usually used to say „friendly and well-behaved“. I don't think I was rebellious, in fact I used to be quite shy. I became more of a rebel in secondary school. I stayed until I was eighteen, but I was quite lazy and uninterested and I didn't use to do much work.

3....

I used to love English and art, but I wasn't very good at maths. In English lessons we used to read plays, and I sat at the back of the class thinking „Why can't you all act a bit better?“ It was the first time I thought about being an actor.

4 .....

I used to love Miss O'Toole, one of my primary teachers. I loved her because at school, even if you were doing maths with her, which I didn't like, she used to let me draw, and she never got angry. At secondary school, I liked my biology teacher, Mr Scott, and my geography teacher, Mr Bruner, because they were nice people, although I wasn't very good at their subjects.

5.....

As a little girl I wanted to be a movie star, and I used to make my dad act out scenes with me. I also wanted to be a make-up artist.

6....

Try to do the thing you love most – even if you think it’s silly. I’ve learned most through working and acting, because it teaches me about life. To earn money by doing something you love can only make you a happier person.

## ? Cvičení

Read the interview. Write questions in the correct place.

- a) Did you have a favourite teacher?
- b) Where did you go to school?
- c) Did you ever get into trouble?
- d) What’s the most important lesson you’ve learned in life?
- e) What did you want to do when you were young?
- f) What subjects were you good at?

## 🔑 - Klíč k řešení otázek

1b, 2c, 3f, 4a, 5e, 6d

## 📖 - Studijní materiály

- OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor*. Oxford: Oxford University Press, 2. 167 stran. s. 63. ISBN 978-0-945988-1-1.

## 🗨️ Výklad:

**Used to / didn't use to**

I, he, she, it, we, you, they **used to wear** long hair.

Did you use to wear long hair? Yes, I did. No, I didn't.

I didn't use to wear long hair.

- Used to/ didn't used to have the same form for all persons.
- We use **used to + infinitive** to talk about things which were true in the past and usually are not true now, or for actions that happened regularly in the past.
- We use **used to/didn't use to** when we talk for example about our childhood

## ? Cvičení

### 1) Fill in Used to + the appropriate verb. Look at the example.

*I don't do much exercise now. I used to exercise more.*

- a) My way to work is much shorter since we moved into the town, it takes me only about 20 minutes. It ..... almost one hour.
- b) Tonny was a fat child. He ..... lots of sweets and did not do any sport.
- c) Theresa doesn't travel much. In the past she ..... a lot every summer.
- d) There ..... a shop at the corner of the street. Now it is closed.
- e) When I lived in Prague, I .....to the National theatre at least twice a year.
- f) My sister .....lot of money on clothes. Since she lost the job, she can't afford it.

### 2) Write 5 sentences about what you used to do in the childhood or how you used to look like as a child. You can also used didn't use to. Look at the example:

*When I was a child I used to be very skinny. / I didn't use to wear brace when I was a child.*

- a)
- b)
- c)
- d)
- e)

## - Klíč k řešení otázek

- a) My way to work is much shorter since we moved into the town, it takes me only about 20 minutes. It used to take me almost one hour.
- b) Tonny was a fat child. He used to eat lots of sweets and did not do any sport.
- c) Theresa doesn't travel much. In the past she used to travel a lot every summer.
- d) There used to be a shop at the corner of the street. Now it is closed.
- e) When I lived in Prague, I used to go to the National theatre at least twice a year.
- f) My sister used to spend lot of money on clothes. Since she lost the job, she can't afford it.

## **Studijní materiály**

- MURPHY, Raymond. *English grammar in use: a self-study reference and practice book for intermediate learners of English : with answers. 4th ed. Cambridge: Cambridge University Press, 2012, s. 36 - 37. ISBN 978-0-521-18906-4*

## Kapitola 9: Rozdíl mezi předpřítomným časem prostým a minulým časem prostým; hudba



Klíčové pojmy:

Music, musician, genre, present perfect, past simple



Cíle kapitoly:

- Osvojení si slovní zásoby na téma hudba, diskuse o oblíbeném žánru
- Rozdíl v použití předpřítomného času prostého a minulého času prostého, typické situace



Čas potřebný ke studiu kapitoly: 5 hodin



Výklad:

Bob Marley (1945 – 1981) is often called the father of reggae as he did more than anybody to make this kind of music popular all over the world. His eldest son Ziggy has followed in his father's footsteps and is a very respected reggae musician.

1

He and three of his brothers and sisters formed a band called The Melody Makers, and they played at their father's funeral.

2

He had eleven children with several different women. However, he only married one of them, Rita Marley in 1966.

3

He has been a musician since he was ten, when his father bought him his first guitar.

4

He has lived in Miami for many years with his wife Orly, and they have three children.

5

He has won four Grammy awards for his music, including Best Reggae Album.

6

He injured his foot playing football and he later became ill with cancer. He died four years later aged 36.

7

He was born in a small village in Jamaica. His father was a captain in the British army.

8



He was born in Kingston, Jamaica, in 1968 and he was 13 years old when his father died. His father's last words to him were "Money can't buy you life".

9

His music was very influenced by social problems in his homeland, Jamaica.

10

With his band, The Wailers, he made eleven albums. His most famous songs included No Woman, No Cry, Three Little Birds, and I shot the Sheriff.

## ? Cvičení

Read ten facts about the lives of the two men. Decide which five are about Bob Marley and which are about Ziggy Marley.

## 🔑 - Klíč k řešení otázek

Bob Marley – 2,6,7,9,10

Ziggy Marley – 1,3,4,5,8

## 📖 Studijní materiály

- OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor*. Oxford: Oxford University Press, 2. 167 stran. s. 72. ISBN 978-0-945988-1-1.

## 📱 Výklad:

**Present perfect x past simple**

**Present perfect simple**

***Subject + have/has + past participle***

**Affirmative**

I/you/we/they have ('ve) been to Paris.

He/she/it has ('s) been to Paris.

**Negative**

I/you//we/they have not (haven't) been to Paris.

He/she/it has not (hasn't) been to Paris

### **Question**

Have you/we/they been to Paris?

Yes, I have.

No, I haven't.

Has he/she/it been to Paris?

Yes, he has.

No, he hasn't.

- We use the present perfect simple to talk about the past actions and experiences.
- We use the present perfect simple if we do not know exactly when it happened.

### **Past simple**

#### ***To be***

#### **Affirmative**

I/he/she/it was at home.

You/we/they were at home.

#### **Question**

Was I/he/she/it at home?

Were you/we they at home?

Yes, I was. No, I wasn't.

Yes, you were. No, you weren't.

#### **Negative**

I/he/she/it was not at home.

You/we/they were not at home.

### **Regular and irregular verbs**

#### ***Regular verbs***

infinitive      past

work            worked

#### ***Irregular verbs***

There is about one hundred of irregular verbs, we have to remember the past form by heart.

study	studied	<i>for example:</i>	
stop	stopped	infinitive – write	past - wrote

### **Affirmative**

I/he/she/it/you/we/they worked yesterday.

### **Question**

Did I/he/she/it/you/we/they work yesterday?

### **Negative**

I/he/she/it/you/we/they didn't work yesterday?

### **Past simple x present perfect simple**

- **We use the present simple:**
  - to talk about the actions and things which happened in the past and are FINISHED
  - to talk about the actions and things which were true in the past
  - generally for the periods of time in the past which are finished
- **We use the present perfect simple:**
  - to talk about actions or things that began in the past and are still true
  - to talk about the experience, how many times we have done something, etc.
  - To talk about the past experience when we don't say when it happened

## **? Cvičení**

Present perfect simple x past simple

Put the verbs in bracket into the correct tense – present perfect simple or past simple.

- a) The school is different than it used to be. It.....*has changed* a lot. (change)
- b) She ..... for a while, but now she's out again. (come)
- c) Amanda studied Italian at school, but now she .....most of it. (forget)
- d) Yesterday I ..... a new pair of shoes. (buy)
- e) I can't find it anywhere. I ..... probably ..... it. (lose)
- f) Where is my car? It ..... in the garden. Did you borrow it? (be)
- g) Who ..... the telephone? (invent)
- h) I ..... the recorder. It's working perfectly now. (repair)

Fill in the right form of a verb – use the present perfect simple or the past simple

Where *does* Tony *live* now? – In London. (live)

- a) How long ..... here? (she/live) – For two years, she ..... in June to Plzeň. (move)
- b) Raul and Ann are good friends. They ..... each other for 20 years. (know)
- c) I work as a shop assistant. I ..... here for 10 years. (work)
- d) I ..... any fruit today. (eat)
- e) I ..... a car today. (drive)
- f) It ..... last week (not rain).
- g) I'm looking for Thomas. ....you.....him? (see)
- h) Mary .....school in 2004. (leave)
- i) .....Lisa at the party last weekend? (be)
- j) I .....football last summer. (not play).
- k) .....you..... this film? (see). – yes, once.
- l) .....you at work yesterday? (be)

## Klíč k řešení otázek

1)

- a) The school is different than it used to be. It.....*has changed* a lot. (change)
- b) She came for a while, but now she's out again. (come)
- c) Amanda studied Italian at school, but now she's forgotten most of it. (forget)
- d) Yesterday I bought a new pair of shoes. (buy)
- e) I can't find it anywhere. I've probably lost it. (lose)
- f) Where is my car? It was in the garden. Did you borrow it? (be)
- g) Who invented the telephone? (invent)
- h) I've repaired the recorder. It's working perfectly now. (repair)

2)

- a) Where *does* Tony *live* now? – In London. (live)
- b) How long has she lived here? (she/live) – For two years, she moved in June to Plzeň. (move)
- c) Raul and Ann are good friends. They've known each other for 20 years. (know)
- d) I work as a shop assistant. I've worked here for 10 years. (work)
- e) I haven't eaten any fruit today. (not eat)
- f) I haven't driven a car today. (not drive)
- g) It didn't rain last week (not rain).
- h) I'm looking for Thomas. Did you see him? (see)
- i) Mary left school in 2004. (leave)
- j) Was Lisa at the party last weekend? (be)
- k) I didn't play football last summer. (not play).
- l) Have you seen this film? (see). – yes, once.
- m) Were you at work yesterday? (be)



## Studijní materiály

- OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor*. Oxford: Oxford University Press, 2. 167 stran. s. 132. ISBN 978-0-945988-1-1.
- MURPHY, Raymond. *English grammar in use: a self-study reference and practice book for intermediate learners of English : with answers. 4th ed.* Cambridge: Cambridge University Press, 2012, s. 26 - 29. ISBN 978-0-521-18906-4

## Kapitola 10 Objevy, vynálezy; trpný rod.



### Klíčové pojmy:

Invent, discover, invention, discovery, passive voice, auxiliary verb, past participle



### Cíle kapitoly:

- Slovní zásoba související s objevy a v ynálezy, popis nejvýznamnějších objevů historie
- Rozdíl mezi VYNALÉŽT a OBJEVIT
- Tvorba trpného rodu pomocí TO BE a minulého přičestí
- Rozdíl v použití aktiva a pasiva



Čas potřebný ke studiu kapitoly: 5 hodin



### Výklad:

Did you know?

One of the most famous logos in the world is the Nike logo. It was ...1... by an American student, Carolyn Davidson, in 1971. Ms Davidson was only paid 35 dollars for her design. However, she was later ...2... a gold ring in the shape of the logo and Nike shares.

Tinned food was ...3.... in 1810 in Britain by Peter Durand. Unfortunately, he did not also invent a tin opener, so tins were ...4....with difficulty using a knife and a hammer. It wasn't until nerly 50 years later that the American Ezra Warner invented the tin opener.

When people at toy company Parker Brothers were first ...5..... the board game „Monopoly“, they were not interested. They said it had 52 fundamental errors, including taking too long to play. However, a few days later the company president saw the game and took it home to try it. He stayed up until 1 a.m. to finish playing it, and the next day he wrote to the inventor, Charles Darrow, and offered to buy it.

The modern game of golf was invented in Scotland in the 18th century. It was orginally only ...6.. by men, and was ...7...“golf“ because of the rule Gentlemen Only Ladies Forbidden. This is how the word golf entered into the English language.

Botox was first ...8... in 1985 to correct strabismus (lazy eye) in children. The possibility of using it to make people's faces look younger was only ...9... 20 years later.

The character Gregory House in the hit TV series House M.D. is ...10.... on Conan Doyle's detective Sherlock Holmes. Like Holmes, House uses his intelligence and knowledge of psychology to solve cases. House's relationship with his friend Dr James Wilson is similar to

that between Holmes and his friend, Dr John Watson, and the address on his driving licence is 221B Baker St, a direct reference to Holmes's address.

## ? Cvičení

Complete the text with the past participle of a verb from the list:

Base call design discover give

Invent open play show use

## 🔑 Klíč k řešení otázek

1 designed, 2 given, 3 invented, 4 opened, 5 showed, 6 played, 7 called, 8 used, 9 discovered, 10 based

## 📖 Studijní materiály

- OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor*. Oxford: Oxford University Press, 2. 167 stran. s. 77. ISBN 978-0-945988-1-1.

## 📱 Výklad

### Passive Voice

#### be + past participle

##### Present

##### Affirmative

This food *is made* with potatoes.

The classrooms *are cleaned* every evening.

##### Negative

This *food is not* made with potatoes.

The classrooms *are not cleaned* every evening.

##### Question

Is it **made** with potatoes?

Are the classrooms **cleaned** every evening?

## Past

### Affirmative

The picture *was painted* in 1937.

The photos *were taken* yesterday.

### Negative

The picture **was not painted** in 1937.

The photos **were not taken** yesterday.

### Question

**Was** the picture **painted** in 1937?

**Were** the photos **taken** yesterday?

## ? Cvičení

### Passive Voice

- 1) **Fill in the following verbs in the correct form (present or past) of the passive. You sometimes need the negative.**

build	clean	invite	make	paint	write
		employ		damage	wake

- The cottage .....*was built*..... by my father and grandfather.
- Ten people ..... in my brother's small company.
- The floor ..... perfectly. There was no dirt at all on it.
- Although Adam and Lenka ..... to the party they came.
- This mistake .....still.....by many students.
- Mona Lisa .....by Leonardo da Vinci.
- This book .....by famous Czech author, Škvorecký.
- The house .....by water. It was last summer.
- I .....by a strange sound. It was a mouse probably.

- 2) **Fill in the verb in the bracket. Use the passive – present or past.**



- a) The dresses .....especially for her. It was a gift. (make)
- b) America .....by Christopher Columbus in 1492. (discover)
- c) Football .....here every weekend. (play)
- d) The songs .....last year. (record)
- e) Some children .....in special schools. (educate)
- f) Guernica .....by Picasso. (paint)
- g) The offices .....on Saturdays (not clean)
- h) .....it.....with meat? (make)
- i) The accident .....by thick traffic. (cause)
- j) My umbrella .....away by somebody this morning. (take)
- k) The money ..... from the bank yesterday. (steal)
- l) Somebody is behind us. We ..... (follow)

## Klíč k řešení otázek

- 1)
  - a) The cottage .....*was built*..... by my father and grandfather.
  - b) Ten people are employed in my brother's small company.
  - c) The floor was cleaned perfectly. There was no dirt at all on it.
  - d) Although Adam and Lenka weren't invited to the party they came.
  - e) This mistake is still made by many students.
  - f) Mona Lisa was painted/is painted by Leonadro da Vinci.
  - g) This book was written/is written by famous Czech author, Škvorecký.
  - h) The house was damaged by water. It was last summer.
  - i) I was woken by a strange sound. It was a mouse probably.
- 2)
  - a) The dresses were/are made especially for her. It was a gift. (make)
  - b) America was discovered by Christopher Columbus in 1492. (discover)
  - c) Football wass/is played here every weekend. (play)
  - d) The songs were recorded last year. (record)
  - e) Some children are educated in special schools. (educate)
  - f) Guernica was painted by Picasso. (paint)
  - g) The offices were not cleaned on Saturdays (not clean)
  - h) Was/Is it made with meat? (make)
  - i) The accident was/is caused by thick traffic. (cause)
  - j) My umbrella was taken away by somebody this morning. (take)

- k) The money was from the bank yesterday. (steel)  
l) Somebody is behind us. We are followed. (follow)



## Studijní materiály

- OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor*. Oxford: Oxford University Press, 2. 167 stran. s. 77-78. ISBN 978-0-945988-1-1.
- MURPHY, Raymond. *English grammar in use: a self-study reference and practice book for intermediate learners of English : with answers. 4th ed.* Cambridge: Cambridge University Press, 2012, s. 84 - 89. ISBN 978-0-521-18906-4

## Kapitola 11: Popis budovy; složeniny some, any, no.



### Klíčové pojmy:

Description, building, describe, compounds, some, any, no



### Cíle kapitoly:

- Osvojení si slovní zásoby k popisu budovy
- Schopnost popsat místo, kde žijeme
- Osvojení si pravidel pro používání zájmen some, any, no a jejich složenin



Čas potřebný ke studiu kapitoly: 5 hodin



### Výklad:

#### *The Smallest House in Great Britain*

The Smallest House in Great Britain, also known as the Quay House, is a tourist attraction on the [quay](#) in [Conwy](#), [Wales](#). The house, which has a floor area of 3.05 metre by 1.8 metre (10 feet by 6 feet) and a height of 10 feet 2 inches, was used as a residence from the 16th century until 1900; as its name indicates, it is reputed to be Britain's smallest [house](#).

The house was lived in until 1900, when the owner was a 6 ft 3 inch (1.9 metres) [fisherman](#) named Robert Jones. The rooms were too small for him to stand up in fully and he was eventually forced to move out when the council declared the house unfit for human habitation. The house is still owned by his descendants. In June 2006, there was a 50% loss of tourists to the house because of nearby roadworks.

This house is currently red. It stands near the [Conwy Castle](#) walls and people can enter for £1.00 (or 50p for children). There is information about the house inside. A Welsh lady in traditional clothing stands outside most days. The upstairs is so minute that there is room only for one bed and a bedside cabinet. Visitors are unable to go upstairs to the first floor, due to structural instability, but can view it from the step ladder.

# ? Cvičení

Text Questions:

- 1) Under which name is also known the smallest house in Britain?
- 2) Where is the smallest house located?
- 3) In which centuries was the house used as a residence?
- 4) What was the name of the owner of the house in 1900?
- 5) What is the current colour of the house?

## 🔑 Klíč k řešení otázek

- 1) **Under which name is also known the smallest house in Britain?** It is called a Quoy House.
- 2) **Where is the smallest house located?** It is in Wales.
- 3) **In which centuries was the house used as a residence?** In the 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> centuries.
- 4) **What was the name of the owner of the house in 1900?** His name was Robert Jones.
- 5) **What is the current colour of the house?** It is red now.

## 📖 Studijní materiály

[http://en.wikipedia.org/wiki/Smallest\\_House\\_in\\_Great\\_Britain](http://en.wikipedia.org/wiki/Smallest_House_in_Great_Britain)

## 🗨️ Výklad:

**Something, anything, nothing**

**Some = nějaký**

- **Used in affirmative sentences:** There are some people there.
- **In polite requests and offers:** Can I have some tea? Would you like something to drink?

**Any: nějaký – in questions:** Is there any problem?

**Žádný – in negative sentences:** No, I don't have any problem.

**Jakýkoli – in affirmative sentences:** Everybody knows the answer, so you can ask anybody.

**No – žádný - in negative sentences (with a positive verb)**

I have no problem.

Compounds:

**People** – somebody, someone, anybody, anyone, nobody, on one

**Things** – something, anything, nothing

**Places** – somewhere, anywhere, nowhere

## ? Cvičení

**Something anything, nothing**

1) **Fill in something, anything, nothing, anybody, somebody, nobody, somewhere, anywhere, nowhere.**

- a) The dog was barking, there probably was \_\_\_\_\_ in the street.
- b) She didn't like \_\_\_\_\_ in the class.
- c) Let's go \_\_\_\_\_ nice.
- d) I hope I didn't forget \_\_\_\_\_.
- e) She got lost in the middle of \_\_\_\_\_.
- f) Do you need \_\_\_\_\_?
- g) He thought he didn't need \_\_\_\_\_.
- h) Tom wanted \_\_\_\_\_ to see him.

## 🔑 Klíč k řešení otázek

- a) The dog was barking, there was probably somebody in the street.
- b) She didn't like anybody in the class.
- c) Let's go somewhere nice.
- d) I hope I didn't forget anything.
- e) She got lost in the middle of nowhere.
- f) Do you need anything?
- g) He thought he didn't need anybody.
- h) Tom wanted nobody to see him.

## - Studijní materiály

MURPHY, Raymond. *English grammar in use: a self-study reference and practice book for intermediate learners of English : with answers. 4th ed. Cambridge: Cambridge University Press, 2012, s. 170 - 171. ISBN 978-0-521-18906-4*

## Kapitola 12: Zdraví a životní styl; frázová slovesa.



### Klíčové pojmy:

Health, healthy lifestyle, advice, phrasal verbs, literal meaning



### Cíle kapitoly:

-prohloubení si slovní zásoby na téma zdraví a životní styl

-schopnost popsat a zhodnotit zlozvyky a životní styl

-osvojení si základní problematiky frázových sloves, přenesený i doslovný význam.



**Čas potřebný ke studiu kapitoly: 5 hodin**



### Výklad:

Early bird

Sara Mohr-Pietsch tells us what it is like to be an early morning presenter on the Breakfast programme on BBC Radio 3.

1

I get up at 4.45 a.m. and leave the house at 5.20.

2

Yes. I usually set my radio alarm to come on at 4.30 so that I can wake up slowly as I listen to the world news. I set my phone alarm for 4.45 and leave it on the other side of the room so I have to get up to turn it off.

3

It depends – some mornings I feel rested and awake, but other mornings it's quite hard to get out of bed. It depends on the season. I find I need much more sleep in the winter.

4

If I'm slow to get up, then I wait until I'm in the studio before having breakfast, but most mornings I have a bowl of cereal before I leave the house.

5

That depends on the season too. In the summer I usually wait until the morning to decide. But in the winter I often leave clothes out the night before so that I can stay in bed until the last minute.

6

A car picks me up at 5.20.

7

In the winter, any time between 8.30 and 9.30 p.m. In the summer, usually more like 9.00 to 10.00 p.m.

8

What social life? I certainly can't go out for a wild night during the week, but I'm lucky because a lot of my closest friends live near me, so I can see them in the evenings and still go to bed quite early.

Sometimes I think I would like to have more normal working hours, but I love my job so much that I'd never want to give it up. The buzz of being "live" on the radio early in the morning as people start their days is really wonderful.

## ? Cvičení

Read the interview with Sara. Match the questions and answers.

- A Do you choose what you wear the night before?  
 B Do you have anything to eat before you go to work?  
 C Do you use an alarm clock to wake up?  
 D How do you feel when you wake up?  
 E How do you get to work?  
 F How does this affect your social life?  
 G What time do you get up when you're doing the Breakfast show?  
 H What time do you go to bed when you're working the next day?  
 I Would you like to change your working hours?

## 🔑 Klíč k řešení otázek

1 G, 2 C, 3 D, 4 B, 5 A, 6 E, 7 H, 8 F, 9 I

## 📖 Studijní materiály

- OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor*. Oxford: Oxford University Press, 2. 167 stran. s. 86. ISBN 978-0-945988-1-1.

## 📺 Výklad:

Word order of phrasal verbs:

Phrasal verb – verb + particle (preposition or adverb) which gives an extra meaning to it

Get up, turn on, look after

Word order: depends on the position of an object:

- 1) Phrasals without an object. Those can stand independently in the sentence:  
Come in. Sit down.
- 2) Separable phrasals with an object:



- a) Object = noun – goes between the verb and particle or after the phrasal  
b) = pronoun – object goes BETWEEN the verb and particle

## ? Cvičení

a) Complete the sentences with the right particle:

1. Turn ..... the radio. It's too loud.
2. What time do you usually get ..... in the morning?
3. John phoned when you were out. He'll call ..... later.
4. My brother is looking ..... a new job.
5. I think you should throw ..... those old jeans.
6. I always try ..... new clothes before I buy them.
7. I have to look ..... my little sister tonight.
8. You should write ..... new words in your book.

b) Complete the sentences with *it* or *them*.

1. I can't hear the radio. Turn .....
2. Your clothes are all over the floor. Pick .....
3. Here's your coat. Put .....
4. What does this word mean? Look .....
5. Your shoes are wet. Take .....
6. I don't need those papers. Throw .....
7. Don't watch the TV now. Turn .....

## 🔑 Klíč k řešení otázek

- a) 1 down, 2 up, 3 back, 4 for, 5 away, 6 on, 7 after, 8 down  
b) 1 it up, 2 them up, 3 it on, 4 it up, 5 them off, 6 them away, 7 it off

## 📖 Studijní materiály

- OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor*. Oxford: Oxford University Press, 2. 167 stran. s. 47. ISBN 978-0-945988-1-1.
- MURPHY, Raymond. *English grammar in use: a self-study reference and practice book for intermediate learners of English : with answers. 4th ed.* Cambridge: Cambridge University Press, 2012, s. 264 - 274. ISBN 978-0-521-18906-4

# Kapitola 13: Shrnutí látky; procvičení vybraných gramatických jevů



## Klíčové pojmy:

Verb tenses, prepositions, adjectives



## Cíle kapitoly:

- závěrečné opakování
- Shrnutí a procvičení probrané slovní zásoby
- procvičení všech osvojených dovedností na základě struktury mezinárodní zkoušky B1
- procvičení vybraných gramatických a lexikálních jevů



Čas potřebný ke studiu kapitoly: 5 hodin



## Výklad:

Angelina was born in LA in 1976. She loved movies and 1) *starred / started* acting classes to follow her dream of movie 2) *starred / stardom*. She was rebellious and became a 3) *punk / pink* with dyed purple hair and tattoos. Her movie career took off in 1997 and within a few years she had won an Oscar. Her 2001 role as Lara Croft in the blockbuster “Tomb Raider” 4) *shot / shoot* her to international fame.

Angelina hasn't 5) *limiting / limited* her career to acting. She became involved in humanitarian work while filming in Cambodia. She is now 6) *a / an* UN Goodwill Ambassador, visiting refugee camps in poor countries. She 7) *donations / donates* large sums of money to help the plight of underprivileged people. She has effectively 8) *used to / used* her stardom to highlight world problems.

Unfortunately, Jolie's personal life has come to overshadow her 9) *other / another* pursuits. The tabloids are obsessed with her relationships, especially the 10) *current / currant* one with Brad Pitt. The couple is now referred to 11) *didn't / not* as Brad and Angelina but as “Brangelina”. The media seem more caught 12) *up / on* with what they eat and drink than the important humanitarian work Angelina continues to do.

Helping other people is what 13) *truly / truth* motivates Angelina. In 2001, she said: “We cannot close ourselves 14) *off / on*... and ignore the fact that millions of people are 15) *in / out* there suffering.” In addition to acting awards, she has received wide recognition for her humanitarian work. She became the first winner of the UN's Citizen of the World Award. It seems 16) *likeable / likely* more accolades will follow.

## ? Cvičení

Choose the right word:

## 🔑 Klíč k řešení otázek

1 started, 2 stardom, 3 punk, 4 shot, 5 limited, 6 a, 7 donates, 8 used, 9 other, 10 current, 11 not, 12 up, 13 truly, 14 off, 15 out, 16) likely

## 📖 Studijní materiály

[https://www.famouspeoplelessons.com/a/angelina\\_jolie.html](https://www.famouspeoplelessons.com/a/angelina_jolie.html)

## 📺 Výklad:

### Modal verbs

should - měl bych

shall - mám (něco udělat)

can - můžu, umím

could - mohl bych

must - musím, určitě

don't have to - nemusím

mustn't - nesmím

can't - nemůžu, neumím

shouldn't - neměl bych

might - možná

may - moci, smět (zdvořilejší forma)

### použití: s holým infinitivem (bez to)

I can go. She can't sing. We should leave. You mustn't smoke in here. It must be like this. We ought to know it. They might come at five. I needn't study today.

**Otázka:** Shall I come? What shall I bring? Should I start now? Must you really go? Can you call me? could she speak with him?

Have to - muset: don't have to / doesn't have to - nemuset

použití s holým infinitivem - I have to work overtime tonight.

otázka: Do you have to go? Does she have to stay there?

zápor: I don't have to leave. We don't have to go by bus. She doesn't have to walk the dog, her

mother has already done it.

rozdíl mezi have to x must:

must - silné doporučení, vnitřní povinnost, mluvčí sám cítí že je to nutné: I must think about it before I answer it. The film was amazing, you must see it.

have to: nutí nás vnější okolnosti: I had to stay at work till six pm, because my boss wanted it.

! u záporu záleží na překladu - I mustn't - nesmím, I don't have to – nemusím

## ? Cvičení

a) Přeložte:

Nesmím kouřit. Nemusíte to vědět. Můžu řídit? Mohla bych mluvit s ředitelem? Můžu přijít v šest? Neumím zpívat. Musím tu uklidit, je tu nepořádek. Neměla bych to dělat.

b) Rozhodněte zda použít must x have to:

1. You *must / have to* wear seat belts. 2. I feel I'm getting worse at English. I *must / have to* study more. 3. I *must / have to* arrive at work at 8. My boss is very strict. 4. You have a runny nose and I've just heard you coughing. You *must / have to* be ill. 5. you *mustn't / don't have to* leave your bags unattended. Somebody could steal them.

c) Have to v různých časech: přeložte:

Budeme muset čekat. Musel jsem tam jít. Ona musela pracovat přesčas. Budeme to muset zařídit do konce týdne.

## 🔑 Klíč k řešení otázek

a)

I mustn't smoke. You don't have to know. Can I drive? Can I speak to the director? Could I come at six? I can't sing. I must clean it here. I shouldn't do it.

b) Decide whether to use must or have to:

1 must, 2 must, 3 have to, 4 must, 5 mustn't

c) We will have to wait. I had to go there. She had to work overtime. We will have to arrange it by the end of the week.

## **Studijní materiály**

- OXENDEN, Clive, Christina KOENIG LATHAM a Paul SELINGSON, 2012. *English File third edition Pre-intermediate Student's Book with iTutor*. Oxford: Oxford University Press, 2. 167 stran. s. 56 - 58. ISBN 978-0-945988-1-1.
- MURPHY, Raymond. *English grammar in use: a self-study reference and practice book for intermediate learners of English : with answers. 4th ed.* Cambridge: Cambridge University Press, 2012, s. 53 - 75. ISBN 978-0-521-18906-4