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Fakulta humanitních studií

English Language VI.

Veronika Pečivová, Mgr.



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Stručná anotace předmětu:

Cílem kurzu je prohloubení znalostí studentů a zároveň osvojení si nových jazykových kompetencí na úrovni více středně pokročilý. Důraz je kladen na praktické komunikativní situace a funkční jazyk. Studenti si rozvíjí dané jazykové dovednosti: poslech, mluvení, čtení a psaní. Obecný jazyk je vyučován na základě probíraných učebnic, je však rozšiřován různými doplňujícími materiály.

Studenti jsou systematicky vedeni k domácí práci a samostudiu. Kurz je podložen e-learningovým kurzem v Moodle.

Studenti vstupují do předmětu s úrovní B1+ a dosáhnou úrovně B2 (podle Společného evropského referenčního rámce pro jazyky).

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ÚVOD

Cílem této studijní opory je poskytnout studentům podklady k samostudiu, které doplňuje kontaktní výuku anglického jazyka. Představuje zejména přehled zásadních gramatických jevů, které jsou obsahem předmětu. Materiál zahrnuje také vzory pro psaní různých typů textů, texty k procvičení čtení a slovní zásobu vztahující se k tématům probíraných během semestru.



1 PAST AND PRESENT HABITS

1.1 Past habit

When we talk about things that happened in the past but don't happen anymore we can do it in different ways.

Used to

- *We used to live in New York when I was a kid.*
- *There didn't use to be a petrol station there. When was it built?*

We can use '**used to**' to talk about past states

- *I used to go swimming every Thursday when I was at school.*
- *I used to smoke but I gave up a few years ago.*

... or we can use '**used to**' to talk about repeated past actions



Remember that '**used to**' is only for past states/actions that don't happen now – we can't use it for things that still happen now. Also, '**used to + infinitive**' should not be confused with '**be/get used to + 'ing' form**' – this is covered in a separate section.

Would

- *Every Saturday I would go on a long bike ride.*
- *My teachers would always say "Sit down and shut up!"*

We can use '**would**' to talk about repeated past actions.

Often either '**would**' or '**used to**' is possible. Both of these sentences are possible.

- *Every Saturday, I would go on a long bike ride.*
- *Every Saturday I used to go on a long bike ride.*



However, only '**used to**' is possible when we talk about past states.

- *We used to live in New York when I was a kid.*
- ~~*We would live in New York when I was a kid.*~~

Past simple

- *We went/used to go/would go to the same beach every summer.*

We can use the past simple in the same way as '**used to**' and '**would**' to talk about repeated past actions.

- *I had/used to have a dog called Charlie.*

We can also use the past simple for past states.

- *I went to Egypt in 1988.¹*



However, if something happened only once we can't use '**used to**' or '**would**' – we must use the **past simple**.

1.2 Present habits

'be/get used to'

If you **are used to** something, you are accustomed to it – you don't find it unusual. If you **get used to** something or you **are getting used to** something you are becoming accustomed to it – it was strange, now it's not so strange.

- *I found Slovak food very strange at first but I'm used to it now.*
- *I'm getting used to driving on the right.*

¹ Past habit – used to/would/past simple. Dostupné z:
<https://learnenglish.britishcouncil.org/en/quick-grammar/past-habit-used-to-would-past-simple>



Both '**be used to**' and '**get used to**' are followed by a noun (or pronoun) or the gerund – the '*ing*' form of a verb.

- *I can't get used to getting up so early. I'm tired all the time.*
- *He's not used to the weather here yet. He's finding it very cold.*

'**Be/get used to**' can be used with past, present and future tenses.

- *You might find it strange at first but you'll soon get used to it.*
- *He wasn't used to the heat and he caught sunstroke.*²



People often get confused about the use of **used to + infinitive** and **be/get used to + 'ing' form** because they look similar. They are, however, completely different.

PRACTICE

Complete the text with the correct form of the verbs in the box.

get/used/go	used/be	used/go	used/sleep	would/begin	would/be/follow
-------------	--------------------	---------	------------	-------------	-----------------

Sleep patterns today are not the same as they used to be. Today, we 1_____to bed and sleeping for up to eight hours. However, recent research suggests that the eight-hour unbroken sleep may be unnatural. There is a great deal of historical evidence that humans 2_____ in two distinct phases. The first phase of sleep 3 _____ about two hours after dusk, and this 4 _____ a few hours later by a waking period of one or two hours. The change towards an unbroken night's sleep started in the late 17th century. Due to improvements in street lighting and domestic lighting, people were now able to do much after nightfall. As a result, people soon 5 _____to bed later and sleeping all night. It wasn't until the 1920s that the idea of a first and second sleep had completely disappeared.

ANSWERS

1. are used to going 2. used to sleep 3. would begin 4. would be followed 5. got used to

² '*Used to + infinitive*' and '*be/get used to*'. Dostupné z: <https://learnenglish.britishcouncil.org/en/quick-grammar/used-infinitive-and-beget-used>



2 CONDITIONAL SENTENCES

When we talk about possible or hypothetical situations with **If ...**, we can use a **first conditional** or **second conditional** structure. Study the table below.

Structure	Examples and use
First conditional <i>If I do ..., I'll (= I will) ...</i> Instead of will , we can use other modal verbs, e.g. can, might, may, must, should .	According to the weather forecast, it might rain tonight. If it rains, I'll stay at home. <i>We use the first conditional when there is a real possibility that something will happen in the future.</i> If I don't call you tonight, you can call me. Will you wait for me if I am late?
Second conditional <i>If I did ..., I'd (= I would) ...</i> Instead of would , we can use could or might .	At the moment, it's raining. If it was sunny, I'd go out. <i>We use the second conditional when we imagine a situation or when there is very little or no possibility that something will happen.</i> What would you do if you found a lot of money in the street? If it wasn't dark outside, we could go out.

Tabulka 1: Conditional sentences



Things to remember

- We do not use **will** or **would** in the **if**-part of a conditional sentence:
If it will rain rains, I'll stay at home.

- The **if**-part of the sentence can go at the beginning or at the end:

If it rains, I'll stay at home. I'll stay at home **if it rains**.

- In the **second conditional** we use **if + past** (if I did, if I didn't, etc.), but the meaning is *not* past. In this type of structure, the past tense refers to an imaginary or hypothetical situation, such as finding a lot of money in the street:

What would you do if **you found** a lot of money in the street?



- In a **first conditional** sentence, we can use **when** instead of **if** for things that we are sure will happen: **When** she comes, I'll call you. ³

PRACTICE

First and second conditionals - circle the correct form.

1. If I go to university, *I'd study* / *I'll study* engineering.
2. They'd enjoy life more if they *didn't study* / *don't study* all the time.
3. We can't help you unless you *tell* / *told* us what the problem is.
4. I *won't* / *wouldn't* go there unless I really had to.
5. If you *can't* / *couldn't* find the street, just give me a ring.
6. If I *earn* / *earned* more, I could afford to go on an exotic holiday. ⁴

ANSWERS

1. I'll study
2. didn't study
3. tell
4. wouldn't
5. can't
6. earned

³ *First and second conditional*. Dostupné z: <https://www.linguahouse.com/esl-lesson-plans/general-english/first-and-second-conditional>

⁴ Oxenden C., Latham-Koening Ch. (2014). *English File third edition Intermediate Plus*. Oxford: Oxford University press, s. 139.



3 REPORTED SPEECH

When we report someone's words we can do it in two ways. We can use **direct speech** with quotation marks ("*I work in a bank*"), or we can use **reported speech** (*He said he worked in a bank.*)

In **reported speech** the tenses, word-order and pronouns may be different from those in the original sentence.

Present simple and present continuous tenses

- Direct speech: "*I travel a lot in my job*" Reported speech: *He said that he travelled a lot in his job.*

The present simple tense (*I travel*) usually changes to the past simple (*he travelled*) in reported speech.

- Direct speech: "*Be quiet. The baby's sleeping.*" Reported speech: *She told me to be quiet because the baby was sleeping.*

The present continuous usually changes to the past continuous.



It isn't always necessary to change the tense. If something is still true now – he *still* works in Italy – we can use the present simple in the reported sentence.

- "*I work in Italy*" Reported speech: *He told me that he works in Italy.*

Past simple and past continuous tenses

- Direct speech: "*We lived in China for 5 years.*" Reported speech: *She told me they had lived in China for 5 years.*

The past simple tense (*we lived*) usually changes to the past perfect (*they had lived*) in reported speech.



- Direct speech: *"I was walking down the road when I saw the accident."* Reported speech: *He told me he'd been walking down the road when he'd seen the accident.*

The past continuous usually changes to the past perfect continuous.

Perfect tenses

- Direct speech: *"They've always been very kind to me".* Reported speech: *She said they'd always been very kind to her.*

The present perfect tense (*have always been*) usually changes to the past perfect tense (*had always been*).

- Direct speech: *"They had already eaten when I arrived"* Reported speech: *He said they'd already eaten when he'd arrived.*

The past perfect tense does not change in reported speech. ⁵

PRACTICE

Somebody says something to you which is not what you expected. Use your own ideas to complete your answers.

1. A: It's quite a long way from the hotel to the station.

B: Is it? The man on the reception desk said: it was only five minutes' walk.

2. A: Sue is coming to the party tonight.

B: Is she? I saw her a few days ago and she said she.....

3. A: Sarah gets on fine with Paul.

B: Does she? Last week you said.....each other.

4. A: Joe knows lots of people.

B: That's not what he told me. He anyone.

5. A: Jane will be here next week.

B: Oh, really? When I spoke to her, she saidaway.

⁵ *Reported Speech 1*. Dostupné z: <https://learnenglish.britishcouncil.org/en/quick-grammar/reported-speech-1>



6. A: I haven't seen Ben recently.

B: That's strange. He told me.....last weekend.⁶

ANSWERS

2. she wasn't coming / she was going somewhere else / she couldn't come

3. they didn't like each other / they didn't get on with each other / they couldn't stand each other

4. he didn't know anyone

5. she would be away / she was going away

6. he'd seen you / he saw you last weekend

⁶ Murphy, R. (2012). *English Grammar in Use 4th Edition*. Cambridge: Cambridge university press, s. 95.



4 WISH AND IF ONLY

We use **I wish ...** and **If only ...** when we regret something or when we would like something to be different than the way it is.

I wish I knew her name.

If only I knew her name.

(= *I don't know her name and I regret this.*)

After **I wish** and **if only**, we use a past tense (*I knew*) to refer to an imaginary or hypothetical situation in the present. The meaning is not past.

If only I **had** a bigger house. (*I don't have a big house now*)

I wish you **weren't** so angry all the time.

Do you wish you **lived** in another country?

When we regret something that happened in the past we use the structure **I wish / If only + past perfect**.

I wish you **had called** me yesterday.

If only you **had called** me yesterday.

(= *you didn't call me yesterday and I regret this*)

I wish I **hadn't gone out** last night.

If only you **had come** to my party last weekend.

Do you wish you **hadn't told** him?

Tabulka 2: *Wish and If only*

Things to remember

- After **I wish** and **If only** we can say **were/weren't** instead of **was/wasn't**:

I wish I was home now. **I wish I were** home now.

- If we wish something to be different in the future we can use **wish** or **if only** with **would**:

I wish he **would stop** talking!

- We can say **'d** instead of **had** or **would**:

I wish I **'d stayed** (= *had stayed*) at home. I wish he **'d stop** (= *would stop*) talking.

- **If only** is usually stronger than **I wish**.



Dialogue

A: I wish Tom was here. The party isn't the same without him.

B: But he's coming.⁷

PRACTICE

Rephrase the sentences so the meaning is similar, using the word(s) in italics.

1. She regrets not speaking to Michael last night. (*wish*)
2. It's a real shame that you can't come with us. (*if only*)
3. It would be great to have a bit more money. (*wish*)
4. I imagine Karl regret saying all those things. (*wish*)
5. It's a pity we don't know his address. (*if only*)
6. I really want him to call me. (*wish*)⁸

ANSWERS

1. She wishes she had spoken to Michael last night.
2. If only you could come with us.
3. I wish I had a bit more money.
4. I imagine Karl hadn't said all those things.
5. If only we knew his address.
6. I wish he called me.

⁷ *I wish, If only*. Dostupné z: <https://www.lingua-house.com/esl-lesson-plans/general-english/i-wish-if-only>

⁸ Roberts, R., Krantz, C. (2016). *Navigate B2 Upper- Intermediate Coursebook with video*. Oxford: Oxford University press, s. 159.



5 ADJECTIVES WORD ORDER

Sometimes we use **more than one** adjective in front of a noun:

He was a nice intelligent young man.

She had a small round black wooden box.

Opinion adjectives:

Some adjectives give a **general opinion**. We can use these adjectives to describe almost any noun:

good	bad	lovely	strange
beautiful	nice	brilliant	excellent
awful	important	wonderful	nasty

Tabulka 3: Adjectives word order

Some adjectives give a **specific opinion**. We only use these adjectives to describe particular kinds of noun:

Food: tasty; delicious

Furniture, buildings: comfortable; uncomfortable

People, animals: clever; intelligent; friendly

We usually put a **general opinion in front of a specific opinion**:

Nice tasty soup.

A nasty uncomfortable armchair

A lovely intelligent animal



Usually we put an adjective that gives an **opinion in front** of an adjective that is **descriptive**:

a nice red dress; a silly old man; those horrible yellow curtains

We often have **two** adjectives in front of a noun:

a handsome young man; a big black car; that horrible big dog

Sometimes we have **three** adjectives, but this is **unusual**:

a nice handsome young man;

a big black American car;

that horrible big fierce dog

It is **very unusual** to have **more than three** adjectives.

Adjectives usually come in this order:

1	2	3	4	5	6	7	8
General opinion	Specific opinion	Size	Shape	Age	Colour	Nationality	Material

Tabulka 4: Adjectives word order⁹

PRACTICE

Rewrite the sentences to include the adjectives in brackets in the correct position. Add *and* if needed.

1. We had fantastic weather on holiday. (*sunny*)
2. We saw lots of amazing architecture. (*16-century*)
3. We had some homemade cake. (*chocolate / delicious*)
4. Jenny was wearing a dress. (*silk/ long / beautiful / red-and-gold*)¹⁰

⁹ *Order of adjectives*. Dostupné z: <https://learnenglish.britishcouncil.org/en/english-grammar/adjectives/order-adjectives>

¹⁰ Roberts, R., Krantz, C. (2016). *Navigate B2 Upper- Intermediate Coursebook with video*. Oxford: Oxford University press, s. 154.



ANSWERS

1. fantastic sunny
2. amazing 16-century
3. delicious homemade chocolate cake
4. beautiful long red-and-gold silk



6 WRITING AN OPINION ESSAY

A successful opinion essay should have:

- a) an **introductory paragraph** in which you **state the topic and your opinion**.
- b) a **main body** which consists of several paragraphs, each presenting a **separate viewpoint supported by reasons**. You also include a paragraph presenting the opposing viewpoint and reason why you think it is an unconvincing viewpoint; and a
- c) **conclusion** in which you restate your opinion using different words.

Introduction

Paragraph 1

state the topic and your opinion clearly

Main Body

Paragraph 2

viewpoint 1 & reason, example

Paragraph 3

viewpoint 2 & reason, example

Paragraph 4

viewpoint 3 & reason/ example

Paragraph 5

opposing viewpoint & reason/example

Conclusion

Final paragraph

summarise/restate opinion

- You may include more viewpoints, and thus more paragraphs in the main body.

Points to consider

- Decide whether you agree or disagree with the subject of the topic, then make a list of your viewpoints and reasons.
- Write well-developed paragraphs, joining the sentences with appropriate linking words and phrases. Do not forget to start each paragraph with a topic sentence which summarises



what the paragraph is about.

- Linking words and phrases should also be used to join one paragraph with the other. ¹¹

Example of an opinion essay

There is an argument that exploring space is a waste of money and that there are more urgent needs to be addressed on earth, such as reducing poverty and preventing environmental destruction. However, I completely disagree with this opinion for two reasons.

First of all, many of the technologies we take for granted today were originated thanks to space research. Take satellite technology, for example, which we depend on for broadcasting and weather forecasting. Without satellites, we would not be able to follow global events as they happen, nor give populations any warning of approaching storms. Space research has also led to the development of new lightweight materials that offer us heat protection and enable food preservation. Therefore, the challenge of sending human beings into space has often driven the development of new technologies that benefit our everyday lives.

Second, we cannot foresee the distant future, so we ought to develop the capability to escape from the earth. Gradually, we are learning how humans can survive for long periods in space and even travel to other planets in the future. If space exploration is halted, this valuable knowledge will never be acquired. It is true that environmental destruction is also a serious issue, but it is also true that we remain dependent on our environment if we never accept the challenge of exploring other worlds.

In conclusion, while we undoubtedly face serious problems on our own planet, it is imperative that we continue to explore space. This will promote further technological advances as well as provide a possible means of escape should earth become uninhabitable in future. Ideally, all nations should cooperate in the advancement of space research. ¹²

¹¹ *Opinion essays*. Dostupné z: <http://academicwriting.wikidot.com/opinion-essays>

¹² *IELTS Writing Task 2: Opinion Essay with Sample Answer*. Dostupné z: <http://ielts-academic.com/2012/06/24/ielts-writing-task-2-opinion-essay-with-sample-answer/>



7 WRITING A BIOGRAPHY

Michael Schumacher was born on January 3rd, 1969, in Hürth Hermülheim, Germany. He is a former Formula One driver, and a seven-time world champion. Many people say that in his heyday he was the greatest ever. He was the first German to win the Formula One World championship. In a 2006 survey, Michael Schumacher was voted the most popular driver among Formula One fans.

After winning two championships with Benetton, Schumacher moved to the Ferrari team in 1996, which had not won a drivers' championship since 1979. While he was driving for Ferrari, during a period from 2000 to 2004, Schumacher won five consecutive driver's titles with the team.

In August 1995, he married Corinna Betsch. They have two children, Gina-Maria who was born in 1997 and Mick, born in 1999. The family currently lives in Gland, Switzerland near Lake Geneva.

In 2010, Schumacher returned to the sport of Formula One with his new team, Mercedes but during that year did not regain the form that had seen him dominate the sport. Throughout the season driving for the German team, he has not made any impact on the higher reaches of the drivers' table. In 2005 Eurobusiness magazine said Schumacher was the world's first billionaire sportsman. He donated \$10 million for aid after the 2004 Indian Ocean tsunami. His donation was bigger than that of any other sports person, most sports leagues, many worldwide corporations and even some countries.¹³

Adapted from www.wikipedia.org

Write a biography of a famous person you like.

¹³ Talking about the past. Dostupné z: <https://www.teachingenglish.org.uk/sites/teacheng/files/talking%20about%20the%20past-lesson-plan.pdf>



8 WRITING A CV

1. Personal details
2. Education and qualifications
3. Work experience
4. Skills
5. Interests
6. References

Nisa Thaoto CV	
I am a nurse with qualifications and experience. I am looking for a job in healthcare in Beechen.	
.....	
Address:	391 Newbury Road, Beechen, BE2 3AC
Email:	nisathaoto@wow.com
Phone:	07746 128 497
Date of birth:	30 April 1992
.....	
2010-2011:	Boromarajonani College of Nursing, Bangkok (Thailand). Diploma in Nursing
2012-present:	Beechen College. ESOL course. I will take Entry 1 exams this term.
.....	
2011-2012:	nurse at Bumrungrad International Hospital, Bangkok
2013-present:	volunteer assistant at Help the Aged (charity shop), 14 High Street, Beechen
.....	
Languages:	Thai (fluent); English (elementary)
Computers:	Microsoft Office (Word, Excel and PowerPoint)
UK driving license	
.....	
I enjoy football and played for the women's team at school.	
.....	
Mr Mark Hargreaves, ESOL Lecturer, Beechen College: mhargreaves@beechen.ac.uk	
Ms Pikul Dangda, Head of Nursing, Bumrungrad International Hospital, Bangkok: pikul_dangda@bumrungrad.com . Ms Dangda was my supervisor when I worked at Bumrungrad Hospital.	

Obrázek 1



Now write your CV. Write information about yourself.

..... **CV**

I am a

I am looking for

Personal details

Address: ...

Email: ...

Phone: ...

Date of birth: ...

Education and qualifications

... - ... : ...

... - ... : ...

Work experience

... - ... : ...

... - ... : ...

Skills

Languages: ...

Computers: ...

...

Interests

...

References

...

...

Obrázek 2¹⁴

¹⁴ *Writing a CV.* Dostupné z: <http://esol.britishcouncil.org/content/teachers/lessons-and-activities/lesson-plans/writing-cv>



9 READING A

Create your own top 20 „Bucket list“

Today I thought we could talk about creating your own ‘Bucket list’. What is that I hear you ask? It is a list of things to do before you die. Most of us have still got a few years ahead of us however I thought it would make a good talking point in an English lesson. Of course, there was the 2007 movie called ‘The Bucket list’ starring Morgan Freeman and Jack Nicholson. The film was about two terminally ill men who were sharing a ward together. Edward Cole was a corporate millionaire; Carter Chambers was a working class mechanic. The men had nothing in common except for their terminal illnesses. While sharing a room together they decided to leave it and do all the things they had ever wanted to do before they died - according to their bucket list. Certainly, it’s a great movie to watch. The theme I thought would make a good talking point in today’s English lesson. I mean, what things would you like to do before you pop off? What would you put on your bucket list? There are hundreds of ideas to choose from. You might be good at sports and decide to try running a marathon. Then again you might want to sail around the world. You could always learn to water ski! What about learning a foreign language? Okay, you are learning English, but what about another language? Maybe, say hello in 50 languages? You could learn to play a musical instrument like the piano or the triangle! You could learn to yodel or how to write a song. Perhaps you could learn to dance? Salsa is popular these days but then again you could try a traditional dance like the Waltz. There is always belly dancing! Adventure is probably top of many people’s lists. You might want to climb Mount Everest or go scuba diving on the Great Barrier Reef. You might want to go into space or experience weightlessness. Perhaps you could try bungee jumping or white water rafting? Some people may prefer to go on a cruise or go on a helicopter ride. There are many places in the world to visit like Machu Picchu in Peru or the Galapagos Islands off Ecuador. You might want to visit the Great Wall of China or tour around Australia. You could try island hopping in the Caribbean or take a trip along the Panama Canal. The world is your oyster. Let’s see what you come up with...¹⁵

¹⁵ *Create your own top 20 ‘Bucket list’*. Dostupné z:
<http://www.newsflashenglish.com/english-lessons/create-your-own-top-20-bucket-list>



?

Look at the pictures below. These are popular bucket list items in the UK.

Which ones have you done?

Which ones would you like to do?

Which ones don't interest you?



1.



2.



3.



4.



5.



6.

Obrázek 3¹⁶

¹⁶ *Bucket lists*. Dostupné z: <https://www.linguahouse.com/esl-lesson-plans/general-english/bucket-lists>



10 TELEVISION AND NEWS

TV programmes a TV series, a sitcom, a soap opera, the news, a TV show

a documentary, a wildlife documentary, a drama serial

People on TV: an announcer, a foreign correspondent, a broadcaster

a critic, a newsreader, a commentator

Other: a commercial, a sequel



Match the words to their definitions.

- | | |
|---------------|---|
| 1. fact | a. annoyed because things don't happen how you want them to |
| 2. frustrated | b. an organisation that protects the rights of workers |
| 3. accept | c. causing you to feel anxious |
| 4. influence | d. not fake |
| 5. a union | e. something that happened which there is information about |
| 6. worrying | f. to affect how someone behaves |
| 7. real | g. to believe that something is true, especially when it is bad |
| 8. judge | h. to form an opinion after carefully thinking about something |

17

- Is it important to you to know what is happening in other countries?
- When was the last time you watched the news on TV?
- Do you read the news on the internet? Do you have a favourite website for this? • Do you listen to the news on the radio?
- Do you buy a newspaper every day?
- Do you think that the internet has changed the way we find out about what's happening in the world? In what ways?
- Do you always believe everything you see and hear on the news?

¹⁷ *Talking about television.* Dostupné z: <https://www.linguahouse.com/esl-lesson-plans/general-english/talking-about-television>



11 READING B

THE INDEPENDENT

Pupils think fake news is fact and are using it in their schoolwork, say teachers

Teachers are frustrated that pupils can't accept that some stories on social networks are false, as experts say pupils need better education about online dangers

- 1 Pupils believe that fake news is fact and are repeating it in lessons and using it in written work, teachers have warned.
 - 2 More than a third of teachers say their students have used false information that they found online, according to a survey by a teacher's union.
 - 3 The union's general secretary, Chris Keates, said that the information was "worrying" and it showed that internet companies have a lot of power to influence people's opinions, especially young people.
 - 4 International education experts are becoming more worried about the situation and say that teachers will need to teach children how to spot fake news.
 - 5 Others were frustrated that students didn't believe that news they had seen on Facebook and other social media sites was not true, even when the problem was explained to them.
 - 6 One teacher said that pupils often thought that fake news sites were real, and also that anything that President Donald Trump said was a fact.
 - 7 Last week, German officials said they would give fines of up to 50 million euros to social networks if they didn't take down illegal fake news posts.
 - 8 The new law would give social networks 24 hours to delete or block the content and seven days to concentrate on more complicated cases.
 - 9 Commenting on the results of the survey, Ms Keates said that she was worried about the trend, particularly because many young people have never known a world without internet, and are less able to judge whether information that they read online is real or fake.
 - 10 She added that: "It is important for children and young people to be made aware that not everything they see and read online is real."
 - 11 She said that teachers are trying to help educate pupils about using false information, but added that it was important for internet providers and websites to take responsibility for any material that is available, and also to deal with people who misuse their services.
 - 12 Last month Andreas Schleicher, the director of education and skills at OECD, (The Organisation for Economic Co-operation and Development), said that in the modern age, being able to tell the difference between what is real and what is fake is a critical skill.
 - 13 He added that: "This is something that we believe schools can do something about."
- Adapted from the Independent by Rachel Pells, 12th of April 2017*

Decide whether the following statements are 'T' (True) or 'F' (False).

1. Pupils are creating their own fake news. _____
2. 20% percent of teachers said that their pupils used fake news as fact in schoolwork. _____
3. Teachers will need to teach children how to tell the difference between real and fake news. _____
4. Pupils still believe that false news is true even when their teachers tell them it is fake. _____
5. Websites could get a 50 million euro fine if they don't remove fake news posts. _____
6. Most fake news posts will need to be removed quickly from websites. _____



Choose the correct words to complete each of the sentences below.

content
posts

internet providers
social media

online
websites

1. Messaging on _____ is a typical way for young people to communicate.
2. He's not available. His Skype status says that he's not _____.
3. He wrote several _____ that day about his trip to Mexico.
4. Many _____ can also sell you a TV and phone package.
5. There are a lot of _____ which offer cheap holiday accommodation.
6. Social networks will have 24hrs to remove _____ that is illegal.

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¹⁸ *Fake news.* Dostupné z: <https://www.linguahouse.com/esl-lesson-plans/general-english/fake-news>



12 LIFESTYLE AND FAMILY

Your lifestyle

- Which adjectives best describe the life you live?
- Which adjectives describe the life you would like to have in the future?
- Are there any differences?

Sporty	Peaceful	Glamorous	Calm
Exciting	Active	Hectic	Fast-paced
Rural	Boring	Adventurous	Action-packed
Urban	Slow-paced	Fun-filled	

Tabulka 5: Life-style adjectives

Countryside and town life

Think of 2 differences between living in cities in your country and living in rural areas. Compare:

- pace of life
- expenses
- job opportunities
- schools
- entertainment for young people
- types of housing
- transport networks
- climate
- environment

**Changing Lives**

Read about two families who changed their type of life and find out:

- Where did Jake and his family move to?
- Where was Jo living when she decided to move?
- Who came back to their childhood home?
- Who gave up a lot of material possessions and money?
- When did Jake's parents decide to change their life?
- When did Jo decide to change her life?

Jake's story

My parents had a small cottage in The Peak District, which they used for walking holidays. After I was born they started to go to the cottage more. In the end, we used to pack up the car every Friday evening after school and drive for 3 hours to get to the peace and quiet of our lovely cottage. During the week my parents worked in the IT industry near London, we went to expensive private schools and we all worked long hours and travelled a long way to school or work. We hardly saw each other. We had a lot of babysitters as my parents had to work long hours. Every Sunday evening we used to lock up the cottage. But it got harder and harder to leave. Every Sunday morning was torture and we all hated the idea of leaving our village friends and the beautiful views. Last year my Dad had had enough. He sold our big house near London and my parents gave up their jobs and long working hours. They bought a smaller car and sold our speedboat. We are now squashed in to our holiday cottage, two adults, three kids and a dog. My parents get the work they can and do lots of work from home. We never have babysitters. The best change for me is that I am not in a large class in a huge school. I go with my brothers to a tiny local school. After school my Mum doesn't need to drive us around as we get on our bikes and cycle round to see friends. My life is just so different. We feel calm and happy. We have got fewer things. Dad can't buy us all the CDs and stuff we used to want. I am outdoors more and have less time for my computer. I have got less but for me it seems like so much more. I am so glad we changed our life.

**Jo's story**

I grew up on a farm in a small village in the Peak District. We had the freedom of the fields and were outdoors in all types of weather. When I grew up I started to see that there was a big world out there and I wanted an exciting life. I wanted more glamour and adventure. Life on the farm seemed so boring and I couldn't wait to get away. I studied in London and travelled around the world.

In the 1990s I was a stylist working on magazines in New York and other parts of America. I lived in Boston and had a hectic social life. It was a million miles from my village. It was exciting but it was also exhausting. After having two children I started to change. My mind kept going back to those fields and hills in the English countryside. In my dreams I walked down all the roads and across the rivers that I knew. I thought of the smells and sounds of that peaceful life. I had everything in Boston. An exciting, successful life and a beautiful home. I wanted to look out at the hills and green fields of England. Boston wasn't home. When my Dad rang to say an old farmhouse in the village was up for sale I jumped at the chance to buy back in to my old life. I persuaded my husband and kids to leave behind the American lifestyle. We made a difficult decision. It was more frightening than travelling around India by myself as a student. Then when we got here I saw that my decision is not unusual. I have met old school friends who still live and work in the countryside but I meet more and more new faces. In our local school over half of the families are not locals. They are people who come from cities all over Britain. They have usually given up expensive houses and good jobs to move their families to a smaller house. They do the work they can find and they say they are happier. I know I am happier to be in my village and my family are too.



- List the factors that made Jake's family and Jo's family decide to change their lifestyles.
- What might be the biggest change for Jake and for Jo's kids?
- What types of things did Jake and his family find hard to leave in the village?
- What things might be hard to leave behind in Boston for Jo and her husband?
- Describe the type of life that Jake and Jo prefer in your own words.
- Do people make lifestyle changes like this in your country?



- Have you ever moved house? Describe what happened and how you felt about the move.



Describe a typical day in the life of your family.

- The type of lifestyle you have
- The hours you see each other
- The routines you follow on a normal day ¹⁹

¹⁹ *Changing lives*. Dostupné z: <https://www.teachingenglish.org.uk/article/changing-lives>



ZÁVĚR

Znalost anglického jazyka patří v současnosti k nutné výbavě studenta a následně absolventa vysoké školy, která mu usnadní hledání pracovního uplatnění. Cílem této studijní opory je poskytnout studentům kombinované formy studia materiály k samostudiu, které nezbytně doplňuje kontaktní výuku. Konkrétně se zaměřuje na rozvíjení znalosti gramatiky, slovní zásoby a dovedností čtení a psaní. Opora tedy nabízí studentům v první řadě přehled gramatiky obsažené v učivu daného semestru, dále zahrnuje aktivity k procvičení čtení, psaní a také slovní zásoby. Obsah odpovídá tématům, které mají studenti během semestru obsáhnout.

Kromě teoretického objasnění gramatických jevů ilustrovaných na uvedených příkladech, mají studenti možnost praktického procvičení. V aktivitách ke čtení si studenti mohou ověřit správné pochopení textů. Studijní materiál dále nabízí také tipy pro psaní různých druhů textů a vybízí studenty k aplikaci poznatku v rámci vytvoření vlastního textu.

Obsah studijní opory byl definován požadavky studijního programu rozvíjet obecný jazyk. Doufáme, že zvolené kapitoly budou pro studenty přínosné a pomohou jim lépe pochopit témata předmětu daného semestru.



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