



Univerzita Tomáše Bati ve Zlíně
Fakulta humanitních studií

English Language IV.

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POPIS PŘEDMĚTU

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Vyučující: Mgr. Veronika Pečivová

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 QUESTIONS

1.1 Subject and object questions

There are two ways of asking questions in English: using subject questions and object questions.

Rules for forming subject and object questions

Subject questions are easy! There is no change in the word order of the sentence. Just replace the subject with the question word (**who, where, what, why**, etc.): **Somebody** won the match. **Who** won the match?

With **object questions**, we change the word order.

If there is a 'helping verb' (*auxiliary verb*), for example **will, was, have** and **can**, we put the subject after the *auxiliary verb*:

Allie will be at home tonight. Where **will Allie** be tonight?

You can speak three languages. How many languages **can you** speak?

If there is more than one *auxiliary verb*, we reverse the position of the subject and the first *auxiliary verb*:

Paul has been meeting someone. Who **has Paul been** meeting?

In **present simple** questions, we use **do/does**:

They **live** in Spain. Where **do they live**?

David **eats** yogurt for breakfast. What **does David eat** for breakfast?

In **past simple** questions, we use **did**:

They **stayed** at a cheap hotel. Where **did they stay**?

If the verb is followed by a **preposition**, the preposition normally goes at the end of the question: Janet came **with** Michael. Who did Janet come **with**?



1.2 Direct and indirect questions

When we ask for information, we often use direct questions: Where is it?

If we want to be more polite or formal, we can use indirect questions: Can you tell me where it is?

Rules for forming direct and indirect questions

Direct questions can be **simple questions** (*Are you at home?*), **subject questions** (*Who won the match?*) or **object questions** (*What did they win?*).

With **simple questions** and **object questions** we use special word order for questions:

If there is a 'helping verb' (*auxiliary verb*), for example **will**, **was**, **have** and **can**, we put the subject after the *auxiliary verb*:

Can you help me? Where **will Allie** be tonight? How many languages **can you** speak?

In **present simple** and **past simple** questions, we use **do/does/did**:

Where **do they** live? **Did you** call me?

Indirect questions have the same word order as statements (*subject before verb*):

Do you know how long **the journey takes**?

We do not use **do/does/did** in the question: Do you know, how long does the journey take?

If there is no question word (**who**, **where**, **why**, **how**, etc.) in the **direct question**, we can use **if** or **whether** in the **indirect question**:

I wonder **if** she replied to your email.

I wonder **whether** she replied to your email. ¹

¹ *Subject and object questions*. Dostupné z: <https://www.linguahouse.com/esl-lesson-plans/general-english/subject-and-object-questions>



PRACTICE

Rewrite the questions as indirect questions. Use the word in brackets.

1. What time will you be arriving? (know)
2. Is it going to rain? (think)
3. How many languages do they speak in India? (idea)
4. What time does the museum close? (idea) ²

ANSWERS

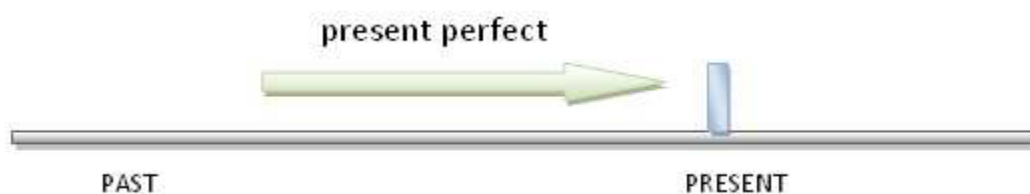
1. Do you know what time you will be arriving?
2. Do you think it is going to rain?
3. Do you have an idea how many languages they speak in India?
4. Do you have an idea what time the museum closes?

² Roberts, R., Krantz, C. (2016). *Navigate B2 Upper- Intermediate Coursebook with video*. Oxford: Oxford University press, s. 136.



2 PRESENT PERFECT SIMPLE AND CONTINUOUS

When we talk about things that happen in a period of time from the past up to now, we often use the **present perfect simple** (*have + past participle*) and **present perfect continuous** (*have + been + -ing*).



Obrázek 1

| present perfect simple | present perfect continuous |
|---|--|
| <p>We use the present perfect simple to talk about completed actions (but we do not say when they happened):</p> <p>I've never been to China. He has made several films since last year. I've found your phone!</p> <p>When we use the present perfect simple, we focus on a <u>completed activity</u> or the <u>result</u> of the activity:</p> <p>She is ready. She has studied everything. (We are interested in the result: She is ready.) He's smoked the whole pack!</p> <p>We use the present perfect simple to say <i>how much</i> or <i>how many</i>:</p> <p>I've met him 5 times. How many books has he written? How much money has he made since last year?</p> | <p>We use the present perfect continuous to talk about unfinished activities that started in the past and are still in progress in the present:</p> <p>I've been working in London since last year. I don't know many people in this city. I haven't been living here for very long.</p> <p>We can use the present perfect continuous to focus on a <u>recent activity</u>. It is not important if the activity is finished or unfinished:</p> <p>She'll be ready. She's been studying very hard. (We are interested in the activity of studying.) His clothes smell. Has he been smoking?</p> <p>We often use the present perfect continuous to say <i>how long</i>:</p> <p>I've been writing for two hours. How long have you been standing there? I haven't been watching television for very long.</p> |

Tabulka 1: Present perfect simple and continuous³

³ *Present perfect 2*. Dostupné z: <https://www.linguahouse.com/esl-lesson-plans/general-english/present-perfect-2/worksheet/intermediate/present-perfect-2>



PRACTICE

Put the verb into the more suitable form, present perfect simple (I have done) or continuous (I have been doing).

1. Where have you been? Have you been playing (you I play) tennis?
2. Look! _____ (somebody I break) that window.
3. You look tired. _____ (you I work) hard?
4. ' _____ (you I ever I work) in a factory?' 'No, never.'
5. 'Liz is away on holiday.' 'Is she? Where _____ (she I go)?'
6. My brother is an actor. _____ (he I appear) in several films.
7. 'Sorry I'm late.' 'That's all right. _____ (I I not I wait) long.'
8. 'Is it still raining?' 'No, _____ ('it I stop).'
⁴

ANSWERS

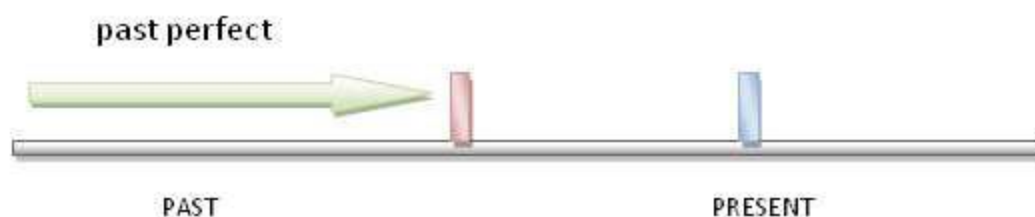
2. Somebody's broken / has broken
3. Have you been working
4. Have you ever worked
5. has she gone
6. He's appeared / He has appeared
7. I haven't been waiting
8. It's stopped / it has stopped

⁴ Murphy, R. (2012). *English Grammar in Use 4th Edition*. Cambridge: Cambridge university press, s. 21.



3 PAST PERFECT SIMPLE AND CONTINUOUS

When we talk about things that happened before or up to a specific point in the past, we often use the **past perfect simple** (*had + past participle*) and **past perfect continuous** (*had + been + -ing*).



Obrázek 2

| past perfect simple | past perfect continuous |
|---|---|
| <p>We use the past perfect simple to talk about completed actions (but we do not say when they happened):</p> <p>The match had already started when we turned on the television.</p> <p>I went to Brazil last year. I'd never been there before.</p> <p>The meeting had finished when I arrived.</p> <p>When we use the past perfect simple, we focus on a <u>completed activity</u>:</p> <p>She was ready. She had studied everything.</p> <p>There were no more cigarettes left. He'd smoked the whole pack!</p> <p>We use the past perfect simple to say <i>how much</i> or <i>how many</i>:</p> <p>I'd met him 5 times before then.</p> <p>How many books had he written?</p> <p>How much money had he made since 2001?</p> <p><i>We are referring to a year in the past, e.g. 2005.</i></p> | <p>We use the past perfect continuous to talk about unfinished activities that started before a specific time in the past:</p> <p>When I met him, I'd been working in London since 2004.</p> <p>I didn't know many people. I hadn't been living there for very long.</p> <p>We use the past perfect continuous to focus on an activity. It is not important if the activity is finished or unfinished:</p> <p>She was ready. She'd been studying very hard. (<i>We are interested in the activity of studying.</i>)</p> <p>His clothes smelt. Had he been smoking?</p> <p>We often use the past perfect continuous to say <i>how long</i>:</p> <p>I'd been writing for two hours.</p> <p>How long had you been standing there?</p> <p>I hadn't been watching television for very long. <i>We are referring to a time in the past, e.g. yesterday.</i></p> |

Tabulka 2: Past perfect simple and continuous ⁵

⁵ *Past perfect 2*. Dostupné z: <https://www.linguahouse.com/esl-lesson-plans/general-english/past-perfect-2>



PRACTICE

Read the situations and write sentences from the words in brackets.

1. You went to Sue's house, but she wasn't there.

(she *I go I out*) She had gone out.

2. You went back to your home town after many years. It wasn't the same as before.

(it *I change I a lot*). _____

3. I invited Rachel to the party, but she couldn't come.

(she *I arrange I to do something else*) _____

4. You went to the cinema last night. You got to the cinema late.

(the film *I already I start*) _____

5. It was nice to see Daniel again after such a long time.

(I *I not I see I him for five years*) _____

6. I offered Sue something to eat, but she wasn't hungry.

(she *I just I have I breakfast*) _____⁶

ANSWERS

2. It had changed a lot.

3. She'd arranged to do something else. / She had arranged...

4. The film had already started.

5. I hadn't seen him for five years.

6. She'd just had breakfast. / She had just had...

⁶ Murphy, R. (2012). *English Grammar in Use 4th Edition*. Cambridge: Cambridge university press, s. 31.



4 FUTURE FORMS

We use different verb forms to talk about our plans for the future – depending on what kind of plan it is.

4.1 Future forms (*will, going to*), present continuous

will

We use **will** to talk about plans decided at the moment of speaking.

- *I forgot to phone my mum. I'll do it after dinner.* He decides to phone his mum when he is speaking – he didn't have a plan.
- *I can't decide what to wear tonight. I know. I'll wear my black dress.*
- *There's no milk in the fridge. I'll buy some when I go to the shops.*

going to

We use **going to** to talk about plans decided *before* the moment of speaking.

- *I'm going to phone my mum after dinner. I told her I'd call at 8 o'clock.* He decided to phone his mum before he speaks – he already had a plan.
- *I'm going to wear my black dress tonight. I need to pick it up from the cleaners.*
- *I know there's no milk. I'm going to get some. It's on my shopping list.*

present continuous

We can also use the **present continuous** to talk about future plans. We usually use it when the plan is an 'arrangement' – more than one person is involved and we know the time and place.

- *I'm meeting Jane at 8 o'clock on Saturday.*
- *We're having a party next Saturday. Would you like to come?*



- *Are you doing anything interesting this weekend?* We often use the present continuous to ask about people's future plans.⁷

4.2 Future continuous and future perfect

Future continuous

- *Don't ring at 8 o'clock. I'll be watching Who Wants to be a Millionaire.*
- *This time tomorrow we'll be sitting on the beach. I can't wait!*

We use the future continuous to talk about something that will be in progress at or around a time in the future.

- *Don't phone grandma now, she'll be having dinner.*
- *The kids are very quiet. They'll be doing something wrong, I know it!*

These sentences are not about the future but we can use the future continuous to talk about what we *assume* is happening at the moment.

Future perfect

- *Do you think you will have finished it by next Thursday?*
- *In 5 years' time I'll have finished university and I'll be able to earn some money at last.*

We use the **future perfect** to say that something will be finished by a particular time in the future.

We often use the future perfect with '**by**' or '**in**'

- *I think astronauts will have landed on Mars by the year 2020.*
- *I'll have finished in an hour and then you can use the computer.*

⁷ *Future plans.* Dostupné z: <https://learnenglish.britishcouncil.org/en/quick-grammar/future-plans>



‘**By**’ means ‘*not later than a particular time*’ and ‘**in**’ means ‘*within a period of time*’. We don’t know exactly when something will finish.

- *I promise I’ll have done all the work by next Saturday.*

We don’t know *exactly* when he will finish the work – maybe Thursday, maybe Friday – but definitely before Saturday.⁸

PRACTICE

Future forms - complete the sentences with the correct form of *will*, *shall* or *going to* and the verbs in brackets.

1. A) It’s really hot in here!

B) I _____ the air conditioning. (turn on)

2. We’ve decided that we _____ in the UK for our holiday this year.
(stay)

3. A) I told you not to use my phone without asking!

B) Sorry, I _____ it again. (not do)

4. A) Let’s go to the cinema.

B) OK, what film _____ we _____? (see)

5. A) What are you planning to do with these old books?

B) I _____ them to the charity shop. (take)⁹

ANSWERS

1. ‘ll turn on

2. ‘re going to stay

3. won’t do it again

4. shall, see

5. ‘m going to take

⁸ *Future continuous & Future perfect*. Dostupné z: <https://learnenglish.britishcouncil.org/en/quick-grammar/future-continuous-future-perfect>

⁹ Oxenden C., Latham-Koenig Ch. (2014). *English File third edition Intermediate Plus*. Oxford: Oxford University press, s.138.



5 PASSIVE FORMS

We make the passive using **'be'** – in a suitable tense – and the **past participle** (*'done'*, *'played'* etc.). We use the passive:

1) ... when we don't know, or we are not interested in, who does an action.

- *My car was stolen yesterday.*

We don't know who stole the car.

- A lot of wine is produced in France.

It's not important who produces the wine.

2) ... when the main topic of the sentence isn't who did the action.

- *Television was invented in the 1920s by John Logie Baird.*

The main topic here is television – we aren't particularly interested in 'who'.

- Kennedy was assassinated in 1963.

In English we tend to put the most important thing at the start of the sentence.

3) ... more in written English than in spoken English.

- War and Peace was written by Tolstoy.

You often see the passive in textbooks.

- The mixture is heated to 500°C.

Scientific texts especially use the passive.

Tenses

The passive can be used with all tenses - the form of 'be' changes.



- *What is tiramisu made from?* Present Simple.
- *The hall is being painted this week so our class will be in a different room.* Present Continuous.
- *Oranges have been grown here for centuries.* Present Perfect.
- *When he got home he found that his flat had been burgled.* Past Perfect.
- *The work won't be finished until next week.* Future Simple.

Modal verbs also use 'be' and the **past participle**.

- *Answers must be written in pencil.*
- *Competition entrants might be chosen to appear on TV.* ¹⁰

PRACTICE

Complete the sentences about designer Sir Jonathan Ive using the correct passive form of the verbs in the box.

| | | | | |
|--------|----------|---------|----------|-----------------|
| design | describe | develop | identify | widely/consider |
|--------|----------|---------|----------|-----------------|

1. Sir Jonathan Ive is an English designer at Apple Inc. Many of Apple's products, including the MacBook, iPod and iPad _____ by Ive.
2. Ive _____ by Apple boss Steve Jobs as his 'spiritual partner at Apple.'
3. Ive's designs for Apple _____ to have a great influence on the world of design more broadly.
4. Ive believes that his best work is yet to emerge and that today he prefers to _____ as a maker of products, rather than a designer.
5. In a recent interview, he said that 'we are at the beginning of a remarkable time' and that, in the future, 'a remarkable number of products _____'. ¹¹

¹⁰ *Passives*. Dostupné z: <https://learnenglish.britishcouncil.org/en/quick-grammar/passives>

¹¹ Roberts, R., Krantz, C. (2016). *Navigate B2 Upper- Intermediate Coursebook with video*. Oxford: Oxford University press, s. 142.



ANSWERS

1. were designed
2. was described
3. are widely considered
4. be identified
5. will be developed



6 CAUSATIVES: HAVE AND GET

We use a causative verb when we want to talk about something that someone else did for us or for another person. It means that the subject caused the action to happen, but didn't do it themselves. Maybe they paid, or asked, or persuaded the other person to do it. For example, we can say:

- I cleaned my house. (This means I cleaned it myself).

If I paid someone to clean it, of course I can say:

- A cleaner cleaned my house.

But, another way is to use a **causative construction**. So I can also say:

- I had my house cleaned.

In a sense, using a causative verb is similar to using a passive. The important thing is that the house is now clean. We don't focus on who did the cleaning.

Have + object + past participle (have something done)

We usually use 'have something done' when we are talking about paying someone to do something for us. It's often used for services. The form is '**subject + have + object + past participle**'.

- I had my car washed.
- John will have his house painted.

Get + object + past participle (get something done)

We can also use '**subject + get + object + past participle**'. This has the same meaning as 'have', but is less formal.

- The students get their essays checked.
- I'll get my hair cut next week.



- He got his ashing machine fixed.

Have someone do something (have + person + infinitive)

We can also use the construction '**subject + have + person + infinitive**'. This has a very similar meaning to 'have something done', which we've already talked about, but this time we say who did the thing - we talk about the person who we asked to do the thing for us.

- I had the electrician look at my broken light.
- The doctor will have the nurse call the patients.
- The teacher had the students write the answers on the whiteboard.

Get someone to do something (get + person + to + infinitive)

Finally, we can also use the construction '**get + someone + to + infinitive**'. Again, this means that you cause the other person to do the action, maybe by paying them to do it, or by asking them to do it, or by persuading them to do it.

- She gets her son to do his homework by promising him ice cream when he's finished.
- I got the cleaner to clean under the cupboards. ¹²

PRACTICE

Put the words in the correct order to make sentences.

1. Haveeyes your tested had ever you?
2. I...never whitened teeth have my would
3. It's ... expensive the to have too replaced carpets
4. I...have before legs going want waxed holiday on to my
5. He's... professionally have passport taken going to photo his
6. We... have need oil to checked the ¹³

¹² *Causatives*. Dostupné z: <https://www.perfect-english-grammar.com/causatives-have-get.html>

¹³ Oxenden C., Latham-Koening Ch. (2014). *English File third edition Intermediate Plus*. Oxford: Oxford University press, s. 146.



7 TELEPHONING PHRASES

Making contact:

Hello.

Good morning.

This is John.

John is speaking.

This is 541 890 542.

I'd like to speak to....

Could I speak to...?

Who is calling, please? / Who is speaking, please?

Can I help you?

Are you sure you have the right number/name?

Asking the caller to wait:

Hold the line please.

Could you hold on, please?

Just a moment, please.

Connecting:

I'll put you through.

I'll connect you now.

Could you put me through to Mr. Jones?

Could I speak to the manager?

Could I speak to someone responsible for...?

Leaving/taking a message:

Can I leave/take a message?

Would you like to leave a message?

Could you ask him to call me back?

Could you tell him I called?

Could you pass on this message?

I'll pass on your message.



Giving negative information:

He's at the meeting right now.

He's gone.

He's out of the office.

He has a day off.

He's on a business trip.

I'm sorry the line is engaged. Could you call back later?

There's nobody here by that name.

I'm sorry you must have the wrong number.

I'm afraid you have dialled the wrong number.

Telephone problems:

The line / the signal is very bad. Could you speak up, please?

Could you repeat it, please?

I'm sorry, I didn't catch that, could you repeat it, please?



8 WRITING FORMAL AND INFORMAL EMAIL



It is important that you use the correct style when writing an email.
Think about Formal Informal.

| Think about | Formal | Informal |
|--|---|---|
| Purpose | Business and important messages. | Informal messages. |
| Audience | Business and work colleagues. | Friends and family. |
| Style and accuracy Don't use slang, exclamation marks or smilies in formal emails. | Professional - accurate spelling, punctuation and grammar Thank you for your prompt response. | Friendly - accuracy is less important Thx 4 email, will call you l8r! 😊 x |
| Beginning and ending Email is a fairly new format and there are no agreed rules for starting and ending. Remember to use a formal style when writing business or work emails. | Start and end appropriately Dear Mr/Mrs/Chris Dear Sir/Madam Yours sincerely (if you know their name) Yours faithfully (if you don't know their name) Regards Kind regards (use first name if you know the person or if they have asked you to) | No rules - your choice |
| Use of contractions No contraction: "I will not be able to come to the meeting." Contraction: "I won't be able to come to the party." | No contractions Thank you very much for the voucher. I am looking forward to spending it next time I visit your shop. | Contractions can be used Thanks so much for the voucher - I'm chuffed, can't wait to spend it! Just gotta decide what to buy LOL! |
| Common contractions | I am We are You are Will not Was not | I'm We're You're Won't Wasn't |

Tabulka 3: Writing formal and informal email ¹⁴

¹⁴ *Writing formal and informal email.* Dostupné z: <http://www.bbc.co.uk/skillswise/fact-sheet/jo10tech-11-f-formal-informal-emails>



9 READING - SKIMMING

Skimming is a reading technique that can help you:

- read more quickly
- decide if the text is interesting and whether you should read it in more detail

You can use the skimming technique when you want to identify the main ideas in the text.

How is skimming different to scanning?

The term **skimming** is often confused with **scanning**.

- You skim a text to obtain the **gist** - the overall sense - of a piece of writing. This can help you decide whether to read it more slowly and in more detail.
- You scan a text to obtain specific information. For example, to find a particular number in a telephone directory.

Sometimes you can use **both** reading methods. After you've skimmed a piece of text to decide whether it's of interest, you might then use scanning techniques to find specific information.

How do you skim read?

When you use the skimming technique you don't read the whole text word for word. You should use as many clues as possible to give you some background information. There might be **pictures** or images related to the topic, or an eye-catching **title**. Let your eyes skim over the surface of the text and look out for **key words** while thinking about any clues you've found about the subject.



15

- Read the title, subtitles and subheadings to find out what the text is about.
- Look at the illustrations to give you more information about the topic.
- Read the first and last sentence of each paragraph.
- Don't read every word or every sentence. Let your eyes skim over the text and look out for key words.
- Continue to think about the meaning of the text.

¹⁵ *Skimming and scanning*. Dostupné z: <http://www.bbc.co.uk/skillswise/fact-sheet/en05skim-e3-f-skimming-and-scanning>



10 READING COMPREHENSION A – „CULTURAL DIVERSITY“

THE
INDEPENDENT

Manchester's cultural diversity

Manchester revealed as most linguistically diverse city in western Europe

Adapted from The Independent, 13 August 2013

- 1 Manchester's Curry Mile has long enjoyed a reputation as a place to get a decent Indian meal. It is not bad if you fancy Lebanese, Palestinian, Turkish or Persian cuisine either. There is even a fish and chip shop. Yet this culinary diversity is just the outward sign of an even richer and largely unrecognised culture.
- 2 "At this moment, there could be 60 or 70 different languages spoken here on this street, explains, Professor Yaron Matras, who leads the Multilingual Manchester project, the largest of its kind in the world.
- 3 According to the study's findings - which will be revealed this week - there are up to 200 languages spoken in the city at any one time. Given its population size of 480,000, this makes it possibly the most linguistically diverse urban area in the world.
- 4 It is now estimated that half of the city's adult population is multilingual, and four in 10 young people are able to converse in more than one language. The figure of 200 languages is far higher than previous estimates.
- 5 Professor Matras speaks 10 languages fluently, and he can get by in seven others. He believes the diversity provides a vast economic and educational opportunity.
- 6 Jobs asking for local candidates with knowledge of Arabic, Cantonese, French, German, Indonesian, Italian, Japanese, Mandarin, Polish, Portuguese, Panjabi have all been advertised on the internet recently, the research showed. And the good news for supporters of Britain's multi-cultural experiment is that this vast linguistic resource is almost entirely self-supporting and self-funded, according to the researchers.
- 7 One cause of the phenomenal explosion in languages is that Manchester's population grew at 19 per cent between 2001 and 2011 - compared to an average national growth rate of seven per cent. The Pakistani community is the fastest growing in the city, followed by ethnic Africans.
- 8 Manchester's most widely spoken non-English language remains Urdu, a product of immigration from the Indian sub-continent which dates back to the 1950s. But other languages are catching up. Arabic, Cantonese, Polish, Bengali and Somali are all widely spoken but there are many others in everyday use. And each year the diversity is continuing to grow as 1,500 children of school age arrive in the city.
- 9 Meanwhile, official figures downplay the variety of the linguistic groups. Researcher Deepthi Gopal said that for many people, the language they claim to be their main language is down to prestige or other factors.
- 10 "In the UK, 86 per cent of people born in Nigeria say that English is their main language but logically a lot of them must speak languages other than English which are significant in their lives."
- 11 Manchester, along with Paris, London and New York, offers a vision of a globalised multilingual future. The lessons from the world's first industrial city, which has been welcoming immigrants since the 19th century, is surprising for those who assumed integration would see languages disappear in two generations.



Checking understanding

Put T (True) or F (False) next to each of the following statements:

1. Manchester is the most linguistically dense and diverse urban area in the world.
2. Manchester's linguistic diversity is financially supported.
3. African's are the largest growing ethnic community in Manchester.
4. Urdu is the only foreign language which is widely spoken.
5. There could be more than 200 languages spoken.
6. It is likely that Nigerians speak other languages than they declare.
7. People assumed that other languages would disappear within two generations.



Find the word

Find a word or phrase in the text that means:

1. full of variety (*adjective, subtitle*)
2. good (*adjective, P1*)
3. results (*plural noun, P3*)
4. know enough to survive (*phrasal verb, P5*)
5. a sudden and very fast increase (*noun, P7*)
6. has existed since (*phrasal verb, P8*)
7. managing to reach (*phrasal verb -ing, P8*)
8. results from, is caused by (*phrasal verb, P9*) ¹⁶

¹⁶ *Cultural diversity*. Dostupné z: <https://www.linguahouse.com/esl-lesson-plans/general-english/cultural-diversity>



11 READING COMPREHENSION B – „*MOON VACATION POSSIBLE BY 2014*“

2nd October, 2014

A website that provides price comparisons for flights, hotels and car hire across the globe has made some bold predictions for what travel will look like in a decade from now. Perhaps the most mouth-watering destination for 2024 holidaymakers will be a trip to the Moon or a stay in space. The site Skyscanner.com has just released a report of what holidays in the not-too distant future might look like. The report is titled 'The Future of Travel 2024' and outlines a whole series of previously unimaginable vacation choices for the thrill-seeking traveller and those who just want to get there quicker. The report is a result of the collaboration between travel experts and international technology experts. Holidays in space are perhaps the most spectacular of Skyscanner's predictions. Its report says: "Orbital space travel will be the next hot ticket, and commercial companies are lining up to make it a more affordable proposition." Indeed, Virgin Galactic and SpaceX are already accepting bookings. The cost of a seat on the Virgin craft (round trip, of course) is \$250,000. Skyscanner also predicts an explosion in the number of underwater hotel rooms, which it says will become a mainstream travel option. Other things to look forward to include a supersonic aircraft that will fly London-Sydney in two hours and the emergence of "danger-zone" tourism. We can also expect futuristic advances in shopping and dining.

Sources: Skyscanner.com / Fox News / The Guardian



1. What does the website provide for flights, hotels and car hire?
2. What did the site say will be the most mouth-watering place to visit?
3. What did the website release?
4. What kind of traveller did the website mention?
5. Who collaborated to make the report?
6. What did the report say would be the next "hot ticket"?
7. What are companies lining up to do?
8. How much is a seat on a Virgin Galactic space flight?
9. What will become mainstream in the future?
10. How long might it take to fly from London to Sydney? ¹⁷

¹⁷ *Moon vacations possible by 2024* (2014). Dostupné z: <https://breakingnewsenglish.com/1410/141002-travel.html>



12 VOCABULARY TRAVEL AND HOLIDAY



Which of the items below would you take with you on a camping, beach or sightseeing holiday?

a backpack
a kite
a snorkel

a beach towel
a penknife
a torch

a first-aid kit
a plug adapter
flip-flops

a guidebook
a sleeping bag
sun cream

A camping holiday:

A beach holiday:

A sightseeing trip:



Synonyms for 'trip/journey'

Match the words on the left with the definitions on the right:

- | | |
|------------------|--|
| 1. a voyage | a journey on a ship for pleasure |
| 2. a trek | a journey or trip for pleasure in which you visit different places |
| 3. a cruise | a long journey, especially by ship |
| 4. a tour | a long walk in the mountains or countryside |
| 5. an expedition | an organised journey by a group of people for a particular purpose |
| 6. an outing | a trip/visit for pleasure or education which usually lasts less than a day |



Now complete the sentences with words from above:

1. We are going on an _____ to Mount Everest next year.
2. Travis was exhausted after the _____ in the forest.
3. James and Maria spent their honeymoon on a Caribbean _____.
4. Dianne's children are going on a school _____ to the British Museum.
5. Columbus's most famous _____ took place in 1492 when he discovered the Americas.
6. Mario took us on a guided _____ of Rome. ¹⁸

¹⁸ *Travel and holidays*. Dostupné z: <https://www.linguahouse.com/esl-lesson-plans/general-english/travel-and-holidays>



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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