



EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání



Název projektu	Rozvoj vzdělávání na Slezské univerzitě v Opavě
Registrační číslo projektu	CZ.02.2.69/0.0/0.0/16_015/0002400

Praktická cvičení 1

Distanční studijní text

Mgr. Marie Machničová

Opava 2019



**SLEZSKÁ
UNIVERZITA**
FILOZOFICKO-
PŘÍRODOVĚDECKÁ
FAKULTA V OPAVĚ

- Obor:** Filologie - angličtina
- Klíčová slova:** Gramatika, slovní zásoba, poslech s porozuměním, čtení s porozuměním, psaní, mluvení, jazykové kompetence, jazykové dovednosti.
- Anotace:** Studijní opora Praktická cvičení 1 obsahuje distanční studijní text pro předměty Praktická cvičení 1. Tento předmět spadá do skupiny povinných předmětů studijního oboru Angličtina pro odbornou praxi. Praktická cvičení 1 jsou zaměřena na systematický a všestranný rozvoj jazykových kompetencí a na praktickou aplikaci komunikativních dovedností pro středně pokročilé mluvčí anglického jazyka (úroveň B2 Společného evropského referenčního rámce pro jazyky). Studenti si ve cvičeních upevní a prohloubí znalost anglické gramatiky, rozšíří si slovní zásobu a procvičí si výslovnost. Důraz bude kladen jak na receptivní dovednosti – poslech a čtení s porozuměním, tak na produktivní dovednosti – mluvení a psaní.
- Praktická cvičení 1 jsou založena na čtyřech lekcích učebnice *Cambridge English First Result Student's Book* a *Cambridge English First Result Workbook*.
- Kromě látky z učebnice a pracovního sešitu jsou studentům také poskytnuty externí webové odkazy, prověřená online cvičení z webové stránky *Oxford University Press Cambridge English: First Online Practice*.
- Tato studijní opora je rozdělena do čtyř hlavních kapitol, které korespondují se čtyřmi kapitolami učebnice a pracovního sešitu a jsou probírány v rámci 13 výukových týdnů jednoho semestru.

Autor: Mgr. Marie Machníčová

Toto dílo podléhá licenci:



Creative Commons Uveďte původ-Zachovejte licenci 4.0

Znění licence dostupné na:

<http://creativecommons.org/licenses/by-sa/4.0>

Contents

ÚVOD	6
RYCHLÝ NÁHLED STUDIJNÍ OPORY	7
1 UNIT 1 <i>THE CIRCLE OF LIFE</i>	8
1.1 Speaking, Reading and Listening practice	9
1.2 Grammar, Vocabulary and Use of English practice	10
1.3 Writing practice	11
2 UNIT 2 - <i>WILD</i>	13
2.1 Speaking, Reading and Listening practice	14
2.2 Grammar, Vocabulary and Use of English practice	14
2.3 Writing practice	15
3 UNIT 3 – <i>WHAT'S SO FUNNY?</i>	17
3.1 Speaking, Reading and Listening practice	18
3.2 Grammar, Vocabulary and Use of English practice	18
3.3 Writing practice	19
4 UNIT 4 – <i>INSPIRED</i>	21
4.1 Speaking, Reading and Listening practice	22
4.2 Grammar, Vocabulary and Use of English practice	22
4.3 Writing practice	23
PŘEHLED DOSTUPNÝCH IKON	25
LITERATURA:	26
SHRNUTÍ STUDIJNÍ OPORY	27

ÚVODEM

Tato studijní opora se skládá z distančního textu a LMS kurzu a je nedílnou součástí kurzu Praktická cvičení 1. Požadovaná úroveň pro absolvování tohoto kurzu je B2 dle Evropského referenčního rámce pro jazyky. Studenti, kteří se rozhodnou tento kurz absolvovat by měli mít komunikační dovednosti na úrovni B2, stejně tak jako dobré znalosti gramatiky, slovní zásoby a jazykových dovedností, které tuto úroveň charakterizují. Studenti mohou tuto studijní oporu využít během kurzu Praktická cvičení 1 jako podpůrný text, nebo jako distanční text, který nahrazuje přímou výuku v hodinách. LMS kurz na e-learningové platformě Moodle nabízí studentům rozšiřující gramatická cvičení a aktivity pro rozvoj jazykových dovedností a obsahují také test s klíčem, který slouží jako opakování a zpětná vazba studentům.

Tato studijní opora je tvořena čtyřmi kapitolami, které se shodují se čtyřmi kapitolami učebnice *Cambridge English First Result Student's Book* a *Workbook*. Každá kapitola je pak rozdělena do třech tematických celků, využívá velké množství distančních prvků (rychlý náhled, hlavní text kapitoly, klíčová slova, kontrolní otázka, odpověď, samostatný úkol, body k zapamatování, definice, zpětná vazba, domácí úkol, případové studie, atd.) a obsahuje odkazy na další rozšiřující studium, na online cvičení a doporučenou literaturu k dalšímu studiu anglického jazyka na této úrovni.

RYCHLÝ NÁHLED STUDIJNÍ OPORY

Předmět je zaměřen na systematický a všestranný rozvoj jazykové kompetence a na praktickou aplikaci komunikativních dovedností pro středně pokročilé mluvčí angličtiny (úroveň B2 Společného evropského referenčního rámce). Studenti si ve cvičeních upevní a prohloubí znalost anglické gramatiky, rozšíří slovní zásobu a procvičí výslovnost. Důraz bude kladen na poslech a mluvení. Hodiny budou založeny na lekcích 1–4 učebnice *Cambridge English First Result*.

Syllabus:

1. Unit 1: Lead in. Reading: multiple choice. Vocabulary: describing personality.
2. Unit 1: Grammar: talking about the future. Listening: multiple choice. Speaking.
3. Unit 1: Use of English: key word transformation. Vocabulary: using a dictionary. Writing: an informal letter.
4. Unit 2: Lead in. Reading: multiple matching. Vocabulary: natural landscapes.
5. Unit 2: Grammar: verb patterns. Listening: sentence completion. Speaking.
6. Unit 2: Use of English: open cloze. Vocabulary: collective nouns. Writing: a formal email.
7. Unit 3: Lead in. Reading: gapped text. Vocabulary: extreme adjectives.
8. Unit 3: Grammar: past tenses. Listening: multiple choice. Speaking.
9. Unit 3: Use of English: multiple-choice cloze. Vocabulary: phrasal verbs with *put*. Writing: a story.
10. Unit 4: Lead in. Reading: gapped text. Vocabulary: films.
11. Unit 4: Grammar: simple and continuous tenses. Listening: multiple choice. Speaking.
12. Unit 4: Use of English: open cloze. Vocabulary: phrasal verbs with *take*. Writing: a review.
13. Revise and check 1–4.

Povinná literatura:

- Davies, P. and Falla, T. (2015). *Cambridge English First Result: Student's Book*. Oxford: OUP.
- Davies, P. and Falla, T. (2014). *Cambridge English First Result: Workbook*. Oxford: OUP.

Doporučená literatura:

- Eastwood, J. (2008). *Oxford Practice Grammar Intermediate*. Oxford: OUP
- Murphy, R. (2012). *English Grammar in Use Intermediate*. 4th ed. Cambridge: CUP.

1 UNIT 1 THE CIRCLE OF LIFE



QUICK OVERVIEW

Unit 1 is called *The Circle of life* and you will have an opportunity to develop your communicative skills connected to topics such as physical features, immortality or the life of twins. You will revise future forms and practise key word transformation and writing an informal email.



AIMS

In this unit students will talk about topics and issues connected to the circle of life, read an article about *The Jim Twins* and do the multiple choice reading comprehension exercise and learn new vocabulary connected to describing people focusing on physical features. Students will revise the system of expressing future in English using present simple, present continuous, future simple, future continuous, future perfect simple and continuous, and going to + infinitive. In the listening section, students will practise Part 4 – multiple choice listening comprehension. In the speaking section, students will practise Part 1 – short conversation about general and personal questions. Students also will practise key word transformation exercise, learn how to use a dictionary and practise writing an informal email.



WORKLOAD

Schoolwork: 16, homework: 4,5



KEY WORDS

Physical features, personality adjective, multiple choice reading, expressing future, using a dictionary, phrasal verbs.

1.1 Speaking, Reading and Listening practice

SB p. 9: Lead in: name any of the people you recognize and guess who is related and what the relationships are. Then, in pairs, compare your answers and say which physical features helped you to guess. Again, work in pairs to find out about your partner's relatives.

SB p. 10 - 11: Reading: *The Jim Twins*, talk to your partner and answer the questions in exercise 1. In task 2 – read the text quickly and answer the questions, then compare your answers with your partner.

POINTS TO REMEMBER – MULTIPLE MATCHING READING



- Read the text quickly for general meaning
 - Read the questions first. Don't read the options (A-D) yet
 - Underline the parts of the text that contain the information you need
 - Read the options and look again at the relevant part of the text. Cross out any options that are clearly wrong
 - If you can't decide between two options, make an intelligent guess
-

In task 4, discuss your reaction to the final sentence in the text with your partner.

POINTS TO REMEMBER



In the Reading and Use of English Paper you have 1 hour and 15 minutes to complete 7 sections. Make sure you don't spend too much time on each section. If you don't know or can't guess an answer, move on and come back to it if you have time at the end.

SB p. 14: Listening: discuss the questions with your partner and read the How to do it box. Then you will hear an excerpt from a radio programme about living for ever, listen and choose the best answer. In task 3, discuss the topics with your partner and give your reasons.

SB p. 15: Speaking: read the questions and match each of them with a pair of words, try to think of more words that can be added to each pair of words. In task 2, listen to six different students and put the questions in order. In task 3, complete the sentences and say whether each phrase shows the end of an answer or a contrast. In task 4, write two questions on each of these topics, talk to your partners and answer each other's questions.



POINTS TO REMEMBER – LISTENING

- You will have one minute to look at the questions. Read as much as you can in that time
- As you listen for the first time, mark the options that you think are correct
- Use the second listening to check your answers



POINTS TO REMEMBER – SPEAKING – PART 1

Listen carefully to the question and try to repeat at least one of the key words in your reply. Speak clearly and look at the persons you are talking to. Try to include some set phrases from ex. 3.



INDIVIDUAL ASSIGNMENT

WB p. 4 – Reading *You're nice than you used to be.*

WB p. Listening: listen to the radio programme and complete the tasks.

1.2 Grammar, Vocabulary and Use of English practice

SB p. 12: Vocabulary: in task 1, discuss the adjectives describing personality and then listen to five people describing a friend or a relative and do the tasks. In task 3, see the tip box and try to think of three people you know well and describe them to a partner.

SB p. 12: Grammar: Talking about the future, see the rules in the Grammar Reference section, read the rules and see the example sentences, paying attention to *will* and *going to*, the present simple and continuous, the future continuous, the future perfect simple and continuous. In case of any insecurities, talk to your tutor in the lesson and see the extra grammar practice at the end of this unit.

SB p. 16: Use of English: read the tip box and do the matching task, then use a dictionary, find verbs to replace words in task 3, compare your answers with your partner. Do the task 4 individually, paying attention to the key word transformation, spelling and meaning of the new sentence.

INDIVIDUAL ASSIGNMENT



WB p. 6 – Vocabulary: Relationships: complete the story with the correct form of the verbs in the boxes. Use a dictionary to help you. In task 2, look at the pictures and write a story of Jane and Chris's relationship using verbs from ex. 1.

WB p. 7: Talking about future, do the tasks and check your answers in the Grammar Reference, consult any problematic issues with your tutor.

WB p. 9: Read the dictionary entry, answer questions in task 1 and do the task 2 – key word transformation exercise using a phrasal verb with *look* and *set* from the first exercise.

1.3 Writing practice

In this part of this unit, you will learn how to write an informal email or letter. Have a look at an example of the informal email in SB on p. 18 – 19, do the tasks and compare your answers with your partner. Remember, emails can be formal or informal, depending on who is writing to whom. Use language appropriate to the context and do not mix formal and informal registers.

POINTS TO REMEMBER – AN INFORMAL LETTER OR EMAIL



Begin with saying something about the email you have received. Divide what you want to say into different topics in separate paragraphs. Make sure you have included all the information required. Check the number of words you have written. Don't forget to read your work through carefully and check the spelling and grammar. You will lose marks if there are mistakes.

INDIVIDUAL ASSIGNMENT



See the writing task in SB on p. 19 and write your own answer to the task in exercise 1, using your plan from exercise 8.



EXTRAS - WRITING AN INFORMAL LETTER / EMAIL

SB p. 158: An Informal letter or email. Pay attention to the Phrase Bank and try to use as many useful phrases in you writing task as possible, paying attention to the register, spelling and grammar of your email or letter and using informal language, contractions, some short sentences and phrasal verbs and some exclamation marks.



COMPREHENSION CHECK

Do the unit 1 review – SB p. 20, the key will be given to you by a tutor.



EXTRAS

English Grammar in Use: future forms, online interactive exercises: future forms and key word transformation exercises.



UNIT 1 - SUMMARY

In unit 1, you practised multiple choice reading comprehension exercise, learned new adjectives connected to describing people and their relationships, and practised speaking about your family, relatives, friends and people around you. You revised talking about the future, practised key word transformation exercise and writing an informal letter/email. You also improved your listening skills when doing the multiple-choice listening comprehension and practised your speaking when expressing your ideas and plans for the future.

2 UNIT 2 - WILD

QUICK OVERVIEW



Unit 1 is called *Wild* and you will have an opportunity to develop your communicative skills when speaking about life in the wilderness or describing natural landscapes. You will revise verb patterns and practise open cloze exercise and writing an essay.

AIMS



Unit 2 from the book is about the wild, you will read an article called *Born to be wild* and do the multiple matching reading comprehension. You will listen to two teenagers experiencing “Wilderness therapy” and do the sentence completion exercise. In the speaking section, you will use the visual prompts and practise your ability to describe, compare and express opinions based on two pictures and a couple of audio units. In the writing section, you will learn about the form and content of an essay. The grammar exercises are focused on practising verb patterns: verb + bare infinitive, to infinitive and –ing form. The Use of English and vocabulary concentrate on practising open cloze and learning words connected to describing natural landscapes and collective nouns.

WORKLOAD



Schoolwork: 16, homework: 4,5

KEY WORDS



Wild, verb patterns, open cloze, collective nouns, an essay

2.1 Speaking, Reading and Listening practice

SB p. 21: Lead in: listen to five people talking about where they live, do the tasks individually, then compare your answers with your partner and together in pair, do ex. 4, describe the photos using the prompts.

SB p. 22: Reading: read the article *Born to be wild*, do the comprehension exercises, compare your answer with your partner and check them with your tutor, in ex. 4 find phrasal verbs in the text and match them with their meanings. In ex. 5, discuss the questions with your partner and tell the class.

SB p. 26: Listening: *Wilderness Therapy*, listen to the audio, answer the questions and do the sentence completion, compare your answers with your partner.

SB p. 27: Speaking: work in pairs and do the first two exercises, then listen to the audio and finish the tasks in 3 and 4. In ex. 5, compare the photos, describe them in detail, work in pairs, take turns and practise picture description and comparison.



INDIVIDUAL ASSIGNMENT

WB p. 10 – Reading: *Predators* – read the article and do the multiple matching exercise.

WB p. 14 – Listening: *Radio programme about Ten Tors Challenge* – listen to the audio and do the sentence completion exercise.

2.2 Grammar, Vocabulary and Use of English practice

SB p. 24: Vocabulary: Describing natural landscapes. Discuss the pictures in pairs and compare them to your country, then do the exercises paying attention to new words, if in doubt, check the meaning with your partner or tutor or consult a dictionary.

SB p. 25: Grammar: Verb patterns. Read the grammar reference on p. 167 and do the exercises paying attention to verb patterns verb + bare infinitive, to infinitive and –ing form, verbs *see, watch, hear, feel, etc.* somebody do something/doing something. The key to these exercises will be given to you by a tutor. For explanations and extra practice, see the extra grammar reference at the end of this unit.

SB p. 28: Use of English: complete the sentences with prepositions and check the meaning of new phrases in a dictionary, then compare your answers with a partner.

SB p. 29: Vocabulary: Collective nouns: complete the exercises on this page, check the meaning of new words in a dictionary and compare your answers with a partner and/or a tutor.

INDIVIDUAL ASSIGNMENT



WB p. 12: Vocabulary: Finding idioms in a dictionary. WB p. 13: Verbs patterns practice. WB p. 15: prepositions open cloze.

2.3 Writing practice

SB p. 30: Writing: *An essay* – you learn about the form and content of an essay, practising your ability to outline and discuss issues on a particular topic. Read the example essay and try to write a similar one, paying attention to the spelling, grammar, phrases and style. See *How to do it box* on p. 31.

EXTRAS – WRITING AN ESSAY



SB p. 156: Writing: An essay, read the instruction, pay attention to the Phrase Bank and complete the writing task.

COMPREHENSION CHECK



Do the unit 2 review – SB p. 32, the key will be given to you by a tutor.

EXTRAS



English grammar in use – verb patterns, English vocab in use – collective nouns, describing landscapes. Use of English – open cloze.

UNIT 2 SUMMARY



In the unit 2, you have read an article on wilderness, practised verb patterns, learned new vocabulary connected to describing landscapes and collective nouns, developed your

UNIT 2 - Wild

listening and speaking skills connected to describing what it is like to live in a city and in a village, and practised writing an essay.

3 UNIT 3 – WHAT'S SO FUNNY?

QUICK OVERVIEW



In this unit called *What's so funny?* you will talk about jokes and what makes them funny and read an article about a research into jokes. The grammar section deals with talking about past and you will also learn new vocabulary connected to films and phrasal verbs with *take*. You will also learn about the form and content of an article.

AIMS



Unit 3 is all about fun, you will read an article about research into jokes *Strange but true* and complete the gapped text exercise. In the listening section, you will practise the multiple choice listening exercise and in the speaking section you will focus on the discourse markers used when making suggestions. In the grammar section you will learn and revise the system of past tenses in English: past simple, past continuous, past perfect simple and continuous, present perfect simple and continuous. In the vocabulary section, you will discuss and learn new extreme adjectives and adverbs and in the Use of English section, you will have a look at the multiple-choice cloze and phrasal verbs with *put*. In the writing section, you will learn about the form and content of a review.

WORKLOAD



Schoolwork: 16, homework: 4,5

KEY WORDS



Past tenses in English, extreme adjectives, multiple-choice cloze, verbs with *put*, an article.

3.1 Speaking, Reading and Listening practice

SB p. 33: Lead in: work in pairs and discuss the topics and then answer the questions in all three exercises, in case of any troubles, consult the new vocabulary with a partner or a dictionary.

SB p. 34: Reading: read the text *Strange but true* and do the gapped text reading comprehension exercise, then compare your answers with a partner and in pair, discuss the questions in last two exercises.

SB p. 38: Listening: listen to eight people talking in different situations and complete the multiple choice listening exercise. In the Speaking section on the following page, listen to people arranging to go out and complete all the tasks, then discuss the questions in pairs and afterwards in a whole class.



POINTS TO REMEMBER – SPEAKING PARTS 3 AND 4

Give your own opinions clearly and simply. Listen to your partner and react to what they say. Try to correct any mistakes you make, but don't spend time worrying about them. And finally, keep talking until your tutor/examiner/partner stops you.



INDIVIDUAL ASSIGNMENT

WB p. 16-17: Reading: *Laughter Therapy*

WB p. 20: Listening: multiple-choice listening exercise

3.2 Grammar, Vocabulary and Use of English practice

SB p. 36: Vocabulary: work in pair, match the extreme adjectives with their meaning, compare your answers with your partner and do ex. 2 and 3 together, then swap partners and compare your answers.

SB p. 37-38: Grammar: Talking about the past: see the Grammar reference on p. 166-167, work in pairs and discuss the past tenses in ex. 1, correct the mistakes in ex. 2 and complete the rest of the exercises, paying attention to the correct choice of past tenses, namely the past simple and continuous, the present perfect simple and continuous, the past perfect simple and continuous, *used to* and *would*. In case of any queries, ask your partner or tutor or see the extra grammar practice section at the end of this unit.

SB p. 40-41: Use of English: complete the multiple-choice cloze and compare your answers with your partner. Work in pairs and complete the Vocabulary section on phrasal verbs with *put*. Check your answers with a partner and then a tutor.

INDIVIDUAL ASSIGNMENT



WB p. 18: Vocabulary: adjectives collocations and phrasal verbs with *pull*.

WB p. 19: Grammar: past tenses practice

WB p. 21: Use of English: multiple-choice cloze

3.3 Writing practice

SB p. 42-43: Writing: An article – read the article paying attention to the style and do the writing task. Make sure that you check your style, spelling, grammar and phrases you use. See thee how to do it box below.

POINTS TO REMEMBER – WRITING AN ARTICLE



Think of a good title for your article that will attract the readers' attention. Divide your article into clearly organized paragraphs. Give your opinion, reaction or final summarizing comment in the final paragraph. Think about who will be reading the article and adopt an appropriate style (it could be formal or informal).

COMPREHENSION CHECK



Do the unit 3 review – SB p. 44, the key will be given to you by a tutor.

EXTRAS



English grammar in use – past tenses, English vocabulary in use – extreme adjectives and phrasal verb



UNIT 3 SUMMARY

In this unit you have developed your communicative skill when speaking about jokes and what makes them funny. You practised a gapped text reading comprehension exercise and a multiple choice listening exercise. You revised and learned about extreme adjectives and phrasal verbs with *put* and *pull*. You have revised past tenses and practised talking about the past. You have also learned about the form and content of an article.



REVIEW UNITS 1 - 3

WB p. 22-23: Complete the review units 1 – 3, the key will be given to you by a tutor.

4 UNIT 4 – INSPIRED

QUICK OVERVIEW



In unit 4 you will talk about what makes you inspired and read an article on inspirational music. You will learn new vocabulary connected to music, films and phrasal verbs with *take*. You will also revise simple and continuous forms of tenses and practise open cloze exercise. You learn how to write a review.

AIMS



In the skills section, you will talk about getting inspired and read an article called *When the music takes you*. In the speaking and listening section, you will listen to eight people in eight different situations and practise a multiple choice listening comprehension and then you will practise Part 2 of the exam and practise describing, comparing and speculating about pictures. In the vocabulary section, you will revise phrasal verbs with *take* and learn new words connected to music, films and art in general, you will learn how to present your opinion on a piece of art in the writing section where you will learn about the form and content of a review. In the grammar section, you will revise simple and continuous forms of tenses, and an open cloze exercise.

WORKLOAD



Schoolwork: 16, homework: 4,5

KEY WORDS



Inspiration, music, films, phrasal verbs with *take*, simple and continuous tenses, a review.

4.1 Speaking, Reading and Listening practice

SB p. 45: Lead in: work with a partner and discuss the questions and pictures, then compare your answers with others in your class.

SB p. 46-47: Reading: *When the music takes you*. Read the article and do the gapped text reading comprehension exercise, match the phrasal verbs with their meaning, checking them with your tutor or a dictionary. Work in pairs and discuss the phrasal verbs and their meaning.

SB p. 50: Listening: listen to eight different audios and do the multiple-choice exercise paying attention to the “how to do it box”, compare your answers with your partner.

SB p. 51: Speaking: Part 2: describe and compare the pictures and discuss them with your partner paying attention to the Phrase bank with tips on how to speculate and present your opinion to others.



INDIVIDUAL ASSIGNMENT

WB p. 24: Reading: *\$21 Million, 7,500 gates, one dream*. Complete the gapped text exercise.

WB p. 28: Multiple choice listening exercise.

4.2 Grammar, Vocabulary and Use of English practice

SB p. 48: Vocabulary: complete the tasks using vocabulary connected to films. SB p. 53: complete all the tasks with phrasal verb with *take*, bear in mind that phrasal verbs have often more than one meaning. Use the context to help you, and then check your ideas with your partner and/or in a dictionary.

SB p. 48-49: Grammar: Simple and continuous tenses. Read the Grammar reference on p. 163-164 and complete the tasks, paying attention to the correct usage of simple and continuous forms of tenses, discuss your answers with your partner and a tutor, in case of any questions or when in need of more exercises dealing with simple and continuous tenses, see the extra grammar practice at the end of this unit.

SB. p. 52: Use of English: open cloze – read the rules about articles in the Grammar Reference (p. 163) and complete the tasks.

INDIVIDUAL ASSIGNMENT



WB p. 26: Vocabulary: Television programmes

WB p. 27: Grammar: simple and continuous tenses

WB p. 29: Use of English: part 2 – open cloze

4.3 Writing practice

SB p. 54-55: Writing a review: discuss the questions in pairs, complete the tasks, read the review. Read the how to do it box below and write your review.

POINTS TO REMEMBER – WRITING A REVIEW



Divide your review into four paragraphs: introduction, brief outline of the plot, reasons why you enjoyed it and your overall opinion and recommendation.

EXTRAS – WRITING A REVIEW



SB p. 159: Part 2 – A review: read the example review paying your main attention to the Phrase Bank.

COMPREHENSION CHECK



Complete the review in SB p. 56, the key will be given to you by a tutor.

EXTRAS






















English grammar in use – simple and continuous tenses, English vocab: art, films, music



UNIT 4 SUMMARY

In this unit, you have developed your communicative skills connected to speaking and reading about films and music. You have revised simple and continuous tenses and learned new words connected to films, music and phrasal verbs with *take*. You have learned the form and content of a review and practised writing one.

PŘEHLED DOSTUPNÝCH IKON

	Čas potřebný ke studiu		Cíle kapitoly
	Klíčová slova		Nezapomeňte na odpočinek
	Průvodce studiem		Průvodce textem
	Rychlý náhled		Shrnutí
	Tutoriály		Definice
	K zapamatování		Případová studie
	Řešená úloha		Věta
	Kontrolní otázka		Korespondenční úkol
	Odpovědi		Otázky
	Samostatný úkol		Další zdroje
	Pro zájemce		Úkol k zamyšlení

Pozn. Tuto část dokumentu nedoporučujeme upravovat, aby byla zachována správná funkčnost vložených maker. Tento poslední oddíl může být zamknut v MS Word 2010 prostřednictvím menu Revize/Omezit úpravy.

Takto je rovněž omezena možnost měnit například styly v dokumentu. Pro jejich úpravu nebo přidávání či odebrání je opět nutné omezení úprav zrušit. Zámek není chráněn heslem.

LITERATURA:

Davies, P. and Falla, T. (2015). *Cambridge English First Result: Student's Book*. Oxford: OUP.

Davies, P. and Falla, T. (2014). *Cambridge English First Result: Workbook*. Oxford: OUP.

Eastwood, J. (2008). *Oxford Practice Grammar Intermediate*. Oxford: OUP

Murphy, R. (2012). *English Grammar in Use Intermediate*. 4th ed. Cambridge: CUP.

Carter, R. and McCarthy M. (2006). *Cambridge Grammar of English*. Cambridge: CUP.

Hornby, P. and Turnbull, J. (ed. 2010). *Oxford Advanced Learner's Dictionary*. Oxford: OUP.

Wells, J. (2008). *Longman Pronunciation Dictionary*. Harlow: Pearson Longman.

McCarthy, M. and O'Dell, F. (2007). *English Vocabulary in Use Upper-intermediate*. Cambridge: CUP.

Peters, S. and Gráf, T. (2009). *Cvičebnice anglické gramatiky*. Polyglot.

SHRNUTÍ STUDIJNÍ OPORY

Studijní opora k předmětu Praktická cvičení 1 vám přinesla podpůrný text k prvním čtyřem kapitolám učebnice *Cambridge English First Result Student's Book a Workbook*. Je přehledně členěna do čtyř základních kapitol, z nichž každá má dvě hlavní části. Naleznete v nich základní jakéhosi průvodce pro práci s učebnicí a pracovním sešitem a může svým způsobem nahrazovat přímou výuku v hodině a to i tím, že pracuje s určitým množstvím distančních prvků, které pomáhají studentům se v tomto studijním textu lépe orientovat. Každá kapitola se shoduje s LMS kurzem na e-learningové platformě Moodle, který nabízí studentům možnost zopakovat si učivo samostatně nebo si procvičit gramatiku a slovní zásobu nad rámec této studijní opory. V rámci tohoto předmětu se předpokládá i účast studenta na různých případových studiích či projektech, které jsou k nalezení v LMS kurzu či s osobní přípravou studenta nad rámec hodinové dotace.

Název: **Praktická cvičení 1**

Autor: **Mgr. Marie Machničová**

Vydavatel: Slezská univerzita v Opavě
Filozoficko-přírodovědecká fakulta v Opavě

Určeno: studentům SU FPFOpava

Počet stran:

Tato publikace neprošla jazykovou úpravou.