



evropský  
sociální  
fond v ČR



EVROPSKÁ UNIE



MINISTERSTVO ŠKOLSTVÍ,  
MLÁDEŽE A TĚLOVÝCHOVY



OP Vzdělávání  
pro konkurenceschopnost



UNIVERSITAS  
OSTRAVIENSIS

INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

# Angličtina pro studenty se speciálními potřebami – gramatická cvičení

Mgr. Vladimír Bradáč

ČÍSLO OPERAČNÍHO PROGRAMU: CZ.1.07

NÁZEV OPERAČNÍHO PROGRAMU:

OP VZDĚLÁVÁNÍ PRO KONKURENCESCHOPNOST

PRIORITNÍ OSA: 2

ČÍSLO OBLASTI PODPORY: 2.2

**KOMPETENCE ABSOLVENTŮ OU ZAMĚŘENÉ NA ROVNOST  
PŘÍLEŽITOSTÍ NA TRHU PRÁCE**

REGISTRAČNÍ ČÍSLO PROJEKTU: CZ.1.07/2.2.00/15.0456

**OSTRAVA 2013**

Tento projekt je spolufinancován Evropským sociálním fondem a státním rozpočtem České republiky

Název: Angličtina pro studenty se speciálními potřebami – gramatická cvičení

Autor: Mgr. Vladimír Bradáč

Vydání: druhé, 2013

Počet stran: 65

Jazyková korektura nebyla provedena, za jazykovou stránku odpovídá autor.

© Mgr. Vladimír Bradáč

© Ostravská univerzita v Ostravě

## FOREWORD

Dear students,

the study material which you are about to start to read has been designed to help you in the never-ending fight with learning a foreign language – this time the ubiquitous English language.

This second edition has minor changes: correction of mistakes exercises and spelling, some texts have been changed as well, but the overall look of this material remains the same.

According to long-term experience, most students start having problems or completely get stuck when they learn more than the basic grammar, vocabulary starts to be more passive than active, and the teacher wants more and more complicated expressions. This is the reason why this study material starts right at this point. It means that you will have to not only revise, but also learn new vocabulary, complicated expressions, combine more grammatical structures, etc.

Despite the fact that this study material seems to be similar to most of other textbooks, it offers a revision of grammar at pre-intermediate level, its focus is a bit different. The target group of students are university students (some of the topics deal with university environment and students' life), mainly students with special needs, those who require different approach.

This study material is divided into several units, each discussing different grammar and topic. At the end of each unit, there is a vocabulary and key, which should make studying easier.

This material has also been adapted into version for visually impaired students.

And finally, if you have problems with understanding this introduction, I suggest you to try to read it after you go through the course. I hope that you will not have any problems. There is also a Czech version of this Foreword below – the only Czech words because the rest is only in English ☺.



## PŘEDMLUVA

Milí studenti,

tento studijní materiál, který se právě chystáte začít číst, byl vytvořen k tomu, aby vám pomohl v nekonečném boji s učením cizích jazyků – tentokrát se všudypřítomnou angličtinou.

Druhé vydání obsahuje změny menšího rázu: odstranění chyb ve cvičeních či pravopisu, některé texty byly upraveny, ale celkový ráz tohoto materiálu zůstává stejný.

Dlouhodobé zkušenosti prozrazují, že většina studentů začíná mít problémy či se úplně zasekne, když se naučí základní gramatiku, slovní zásoba se spíše stává pasivní než aktivní, a když učitel požaduje složitější výrazy. Z tohoto důvodu tento materiál začíná právě v tomto momentu. Znamená to, že budete muset nejen opakovat, ale také se učit nová slovíčka, složitější výrazy, kombinovat více gramatických struktur, atd.

Přestože se může tento studijní materiál podobat jiným učebnicím, nabízí opakování gramatiky na úrovni mírně pokročilý, zaměření je trochu odlišné. Cílovou skupinou jsou studenti vysokých škol (některá témata probírají univerzitní prostředí a studentský život), zejména studenti se specifickými potřebami, kteří potřebují odlišný přístup.

Studijní materiál je rozdělen do kapitol probírající různé gramatické jevy a témata. Na konci každé kapitoly je slovní zásoba a klíč, což usnadní studium.

Tento studijní materiál byl také upraven do verze pro zrakově postižené studenty.

## CONTENTS

1	THE ENGLISH LANGUAGE .....	6
1.1	The history of the most used language in the world .....	6
1.2	English words used in Czech .....	9
1.3	Wrong pronunciation .....	10
1.4	Pronunciation .....	10
1.5	Vocabulary .....	11
1.6	Key .....	12
2	ALPHABET, WORD ORDER.....	13
2.1	Alphabet .....	13
2.2	Word order .....	14
2.2.1	S V O M P T .....	14
2.3	Vocabulary .....	15
2.4	Key .....	16
3	WHAT DO YOU DO vs. WHAT ARE YOU DOING? .....	17
3.1	What do you do? .....	17
3.2	What are you doing? .....	18
3.3	Present Simple x Continuous .....	20
3.4	Questions – subject, object, WH-questions .....	23
3.5	Vocabulary .....	24
3.6	Key .....	24
4	WHEN DID YOU ENTER THE UNIVERSITY? .....	26
4.1	Past Simple.....	26
4.2	Past Continuous .....	28
4.3	Extras: Prepositions of time .....	31
4.4	Vocabulary .....	31
4.5	Key .....	32
5	HOW MANY DEPARMENTS ARE THERE AT YOUR FACULTY?34	
5.1	Definite and indefinite article .....	34
5.2	Plural of nouns .....	35
5.3	Countable or uncountable? .....	35
5.4	There is, there are.....	36
5.5	Some vs. any .....	37
5.6	How much vs. how many...? .....	37
5.7	Tell me about your school.....	38
5.8	Directions .....	40
5.9	Extras .....	40
5.9.1	Numerals 1 – 1000.....	40
5.9.2	Prepositions of place and time.....	41
5.10	Vocabulary .....	42
5.11	Key .....	43
6	WHAT DO YOU THINK OUR FUTURE IS? .....	45
6.1	How to express future .....	45
6.1.1	Will – “Future Simple” .....	45
6.1.2	Going to – “near future“ .....	46
6.1.3	Present Continuous – future arrangements .....	47

6.1.4	Present Simple – timetable .....	48
6.2	Extras – if & when .....	53
6.3	Vocabulary .....	54
6.4	Key .....	54
7	ACTIVITIES – LISTENING .....	56
7.1	Unit 3 .....	56
7.2	Unit 5 .....	57
7.3	Key .....	59
8	REVISION .....	62
9	APPENDIX .....	63
10	BIBLIOGRAPHY .....	64
10.1	Printed materials .....	64
10.2	Online resources and recommended websites .....	64
11	Symboly a jejich význam .....	65

# 1 THE ENGLISH LANGUAGE



**Time: 2 hours**

## **Objective**

The second chapter of this course deals with a topic which can help you understand the language from its base.

*At the end of this chapter, the students should:*

- know where to classify the English language
- have an idea of the development of this language
- be able to specify languages that have contributed to its development
- be able to tell the differences between Czech and English

## **1.1 The history of the most used language in the world**

### **Task 1**

*Before we start talking about the history of the language, let's check out your knowledge:*

- 1) Which family of languages does English belong to?
- 2) What are its "siblings"?
- 3) Which fields does English play a prevailing role in?
- 4) Which languages have contributed to its development?
- 5) Which nations occupied the British Isles

**English** is a Germanic language of the Indo-European family. It is the second most spoken language in the world.

It is estimated that there are 300 million native speakers and 300 million who use English as a second language and a further 100 million use it as a foreign language. It is the language of science, aviation, computing, diplomacy, and tourism. It is listed as the official or co-official language of over 45 countries and is spoken extensively in other countries where it has no official status.

Speakers of languages like French, Spanish and Arabic may disagree, but English is on its way to becoming the world's unofficial international language. Mandarin (Chinese) is spoken by more people, but English is now the most widespread of the world's languages.

Half of all business deals are conducted in English. Two thirds of all scientific papers are written in English. Over 70% of all post/mail is written and addressed in English.

The history of the language can be traced back to the arrival of three **Germanic** tribes to the British Isles during the 5<sup>th</sup> century AD. **Angles**, **Saxons** and **Jutes** crossed the North Sea from what is the present day Denmark and northern Germany. The inhabitants of Britain previously spoke a Celtic language. This was quickly displaced. Most of the Celtic speakers were pushed

into Wales, Cornwall and Scotland. One group migrated to the Brittany Coast of France where their descendants still speak the Celtic Language of Breton today. The Angles were named from **Engle**, their land of origin. Their language was called **Englisc** from which the word, **English** derives.

An Anglo-Saxon inscription dated between 450 and 480AD is the oldest sample of the English language.

During the 7<sup>th</sup> and 8<sup>th</sup> centuries, Northumbria's culture and language dominated Britain. The Viking invasions of the 9th Century brought this domination to an end (along with the destruction of Mercia). Only Wessex remained as an independent kingdom. Written **Old English** is mainly known from this period.

At this time, the vocabulary of Old English consisted of an **Anglo Saxon** base with borrowed words from the Scandinavian languages (**Danish** and **Norse**) and **Latin**. Latin gave English words like street, kitchen, kettle, cup, cheese, wine, angel, bishop, martyr, candle. The Vikings added many Norse words: sky, egg, cake, skin, leg, window (**wind eye**), husband, fellow, skill, anger, flat, odd, ugly, get, give, take, raise, call, die, they, their, them. **Celtic** words also survived mainly in place and river names (Devon, Dover, Kent, Trent, Severn, Avon, Thames).

Many pairs of English and Norse words coexisted giving us two words with the same or slightly differing meanings. Examples below.

<b>Norse</b>	<b>English</b>
anger	wrath
nay	no
fro	from
raise	rear
ill	sick

In 1066 the Normans conquered Britain. **French** became the language of the Norman aristocracy and added more vocabulary to English. More pairs of similar words arose.

<b>French</b>	<b>English</b>
close	shut
reply	answer
odour	smell
annual	yearly
demand	ask
chamber	room

Because the English underclass cooked for the Norman upper class, the words for most domestic animals are English (ox, cow, calf, sheep, swine, deer) while the words for the meats derived from them are French (beef, veal, mutton, pork, bacon, venison).

It wasn't till the 14<sup>th</sup> century that English became dominant in Britain again. In 1399, King Henry IV became the first king of England since the Norman Conquest whose mother tongue was English. By the end of the 14th

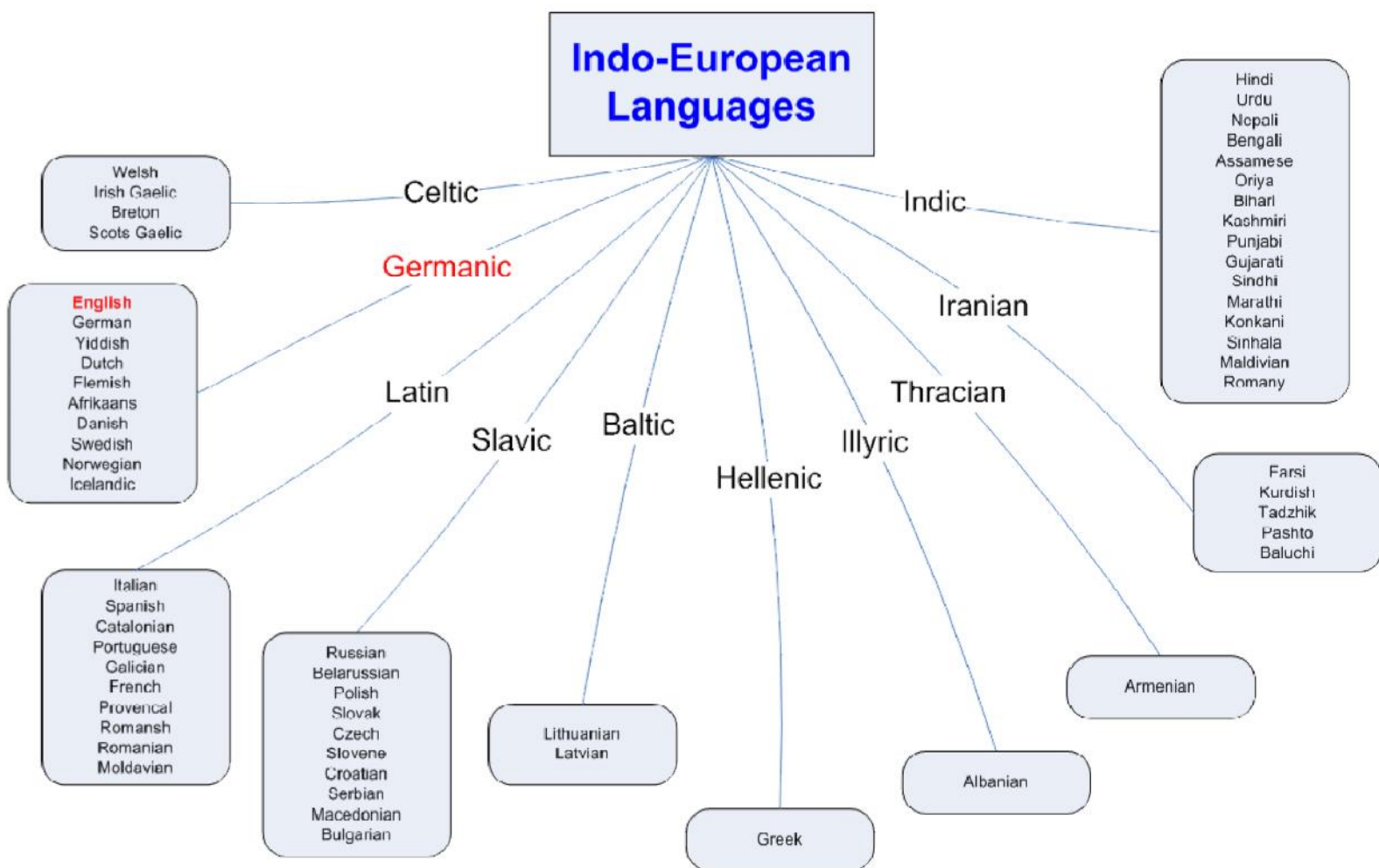
Century, the dialect of London had emerged as the standard dialect of what we now call **Middle English**. Chaucer wrote in this language.

**Modern English** began around the 16<sup>th</sup> century and, like all languages, is still changing. One change occurred when the th of some verb forms became s (loveth, loves: hath, has). Auxiliary verbs also changed (he is risen, he has risen).

Borrowed words include names of animals (giraffe, tiger, zebra), clothing (pyjama, turban, shawl), food (spinach, chocolate, orange), scientific and mathematical terms (algebra, geography, species), drinks (tea, coffee, cider), religious terms (Jesus, Islam, nirvana), sports (checkmate, golf, billiards), vehicles (chariot, car, coach), music and art (piano, theatre, easel), weapons (pistol, trigger, rifle), political and military terms (commando, admiral, parliament), and astronomical names (Saturn, Leo, Uranus).

**The vocabulary of English is the largest of any language.**

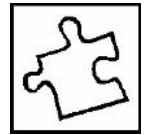
Even with all these borrowings the heart of the language remains the Anglo-Saxon of Old English. Only about 5000 or so words from this period have remained unchanged but they include the basic building blocks of the language: household words, parts of the body, common animals, natural elements, most pronouns, prepositions, conjunctions and auxiliary verbs.



Abridged from: <http://www.krysstal.com/english.html>



## 1.2 *English words used in Czech*



Before we get down to your own ideas and suggestions, study the following examples that we use in everyday Czech:

**SmartPhone**

**P R**

**N A S A manager**

**J R**

**N A T O**

**zabookovat soundtrack**

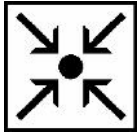
**vygooglovat**

### **Task 2**

*Can you give any examples of other similar words in use in Czech (abbreviations and full words)?:*



- .....
- .....
- .....
- .....
- .....



### 1.3 *Wrong pronunciation*

Another thing we have to be aware of is correct pronunciation of the words taken from English used in Czech. Lots of people distort or change the pronunciation somehow to fit it better to the Czech language. Or the reason might be its bad knowledge.

Here are a few examples of such words:

*EuroBrokers* – a real estate company

*VIP* – an abbreviation for “very important person”

*Carrefour* – a French super and hypermarket chain

*Student Agency* – a Czech company

*Chicago* – needs no commentary

*Christchurch* – a city in New Zealand

*token* – used in IT

### 1.4 *Pronunciation*

It is said that there is no standardised pronunciation of English. It seems to be true, but there are some rules.

Study the following diagram: do you know all these sounds? What do the symbols stand for?

Source :<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds/>

## Sounds of English

### VOWELS

ɪ	ʊ	ʌ	ɒ	ə	e	æ		‘short’
iː	uː	aː	ɔː	ɜː				‘long’
ɪə	ʊə	aɪ	ɔɪ	əʊ	eə	aʊ	eɪ	diphthongs

### CONSONANTS

p	t	tʃ	k	f	θ	s	ʃ	voiceless
b	d	dʒ	g	v	ð	z	ʒ	voiced
m	n	ŋ	h	l	r	w	j	

### Task 3

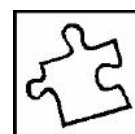
Study and read aloud the following group of words with similar spelling:



OU	AU	CH	OO	EA
tough	restaurant	machine	blood	bear
cough	automatic	architect	good	hear
though	Australia	watch	food	pear
thought			roof	heard
through				
thorough				

### Task 4

Write the differences between the Czech language and English:



	<u>CZECH</u>	<u>ENGLISH</u>
1) How many tenses	- .....	.....
2) Articles (a, the)	- .....	.....
3) 7 forms of nouns (declination)	- .....	.....
4) 6 forms of verbs (conjugation)	- .....	.....
5) give your ideas	- .....	.....

All of these differences make problems when we want to speak English, so we have to think about them!!!

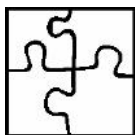
And try to think in English, not in Czech.

## 1.5 Vocabulary

objective	cíl, záměr	inhabitant	obyvatel
able	schopný	inscription	nápis
arise	povstat	occupy	zabírat
be aware of	být si vědom	preposition	předložka
belong	patřit	prevailing	převažující
blood	krev	pronoun	zájmeno
classify	zařadit	push	tlačit
conduct	řídít, vést	remain	zůstat
conjugation	časování	roof	střecha
conjunction	spojka	sibling	sourozenec
contribute	přispět	slightly	trochu
cough	kašel	stand for	znamenat
deal with	jednat s, zaobírat se	such	takový
declination	skloňování	tense	čas (gramatický)
descendant	potomek	thorough	důkladný
disagree	nesouhlasit	though	přesto



distort	pokřivit, pozměnit	through	skrz
during	během	topic	téma
emerge	objevit se	tough	drsný
estimate	odhadnout	trace	vystopovat
extensively	značně	whose	jehož, jejíž
chapter	kapitola	widespread	rozšířený
include	obsahovat		



## 1.6 Key

### Task 1

NASA – National Aeronautics and Space Administration

NATO – North Atlantic Treaty Organisation

JR – junior or junior researcher

PR – Public relations

### Task 2

Subject of class discussion

### Task 3

Subject of class discussion

### Task 4

		<u>CZECH</u>	<u>ENGLISH</u>
1) How many tenses	-	.....3.....	.....12.....
2) Articles (a, the)	-	.....NO.....	.....YES.....
3) 7 forms of nouns (declination) -		.....YES.....	.....NO.....
4) 6 forms of verbs (conjugation) -		.....YES.....	.....NO.....

## 2 ALPHABET, WORD ORDER

Time: 2 hours



### Objective

The second chapter of this course will help you revise alphabet and structure of sentences.

*At the end of this chapter, the students should:*

- use the English alphabet without any problems
- understand its importance
- know the basic structure of an English sentence
- be able to work with the sentence

### 2.1 Alphabet

When learning English alphabet, I often hear that the students don't understand the way of pronunciation or that they don't know the English alphabet at all.

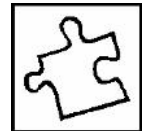
The following exercise will easily prove that they are wrong. Can you work the exercise out?



#### Task 1

*Finish the spelling of well-known abbreviations:*

D_	_NN	NH_
E._	B_ _	_IP
_ _ Money Bank	H_O	I_ _
U_A	_BI	_K
U_	C_A	J_



#### Task 2

*Say the following groups of letters:*

- 1) G J
- 2) A I E Y
- 3) C S
- 4) V W U



#### Task 3

*Write down the words that you hear:*

..... - ..... - ..... - ..... - ..... - ..... - .....

## 2.2 Word order

One of the most problematic areas of English is to know how to put the words together so that they create a meaningful sentence with no mistakes. You already know that Czech and English sentence have different structure and we cannot “translate” only one word after another, but the meaning. Keep this in mind!!!

### 2.2.1 SVOMPT

The word “SVOMPT” is an abbreviation that reveals the basic structure of an English sentence. But because it is only the basic structure, you can find a lot of sentences that have more or less structure

<u>Subject</u>	<u>Verb</u>	<u>Object</u>	<u>Manner</u>	<u>Place</u>	<u>Time</u>
I	see	my friends		at work	on Monday.
He	sings	this song	happily.		



#### Task 4

Write a sample sentence which follows the structure of SVOMPT:

.....

#### Task 5

Can you change the position of some parts in your sentence?

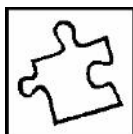
.....



#### Task 6

Read the following text, translate it and say which sentences are typical SVOMPT examples.

Source: <http://www.praguepost.com/education/7953-its-never-too-soon-to-start-learning.html>, Praguepost, 10<sup>th</sup> May 2011



1)

Though compulsory schooling begins at the age of 5 or 6 in most of Europe, everyone knows how important it is to get an early start in order to ensure your child's success later at school and in life.

....

2)

"Investing in early education and care is one of the best investments we can make for our children and for Europe's future," he said.

....

3)

In addition to painting activities, the toddlers also do pasting and, of course, playing. There are loads of toys in the pre-nursery facility, including a plastic ball pit and a sand tray.

....

4)

He particularly enjoys playing in the ball pit, with the farm animals and with the cars, and is starting to interact more with the other children.

### Task 7

Translate the following text into English:

- 1) Angličtina je jeden z nejdůležitějších jazyků na světě.

.....

- 2) Angličtinou hovoří miliardy lidí.

.....

- 3) Angličtina se stala světovým jazykem v 19. století.

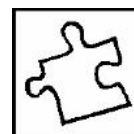
.....

- 4) Od té doby se rozšířila do všech koutů světa.

.....

- 5) Studenti univerzit musí studovat tento jazyk, aby se dorozuměli v zahraničí.

.....



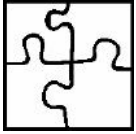
### Task 8

Write a short text about you and English. How long have you been learning this language? Do you like it? Is it difficult for you to learn? Give your own experience with learning this language. Upload it to Moodle.



## 2.3 Vocabulary

alphabet	abeceda	nursery	školkový
abbreviation	zkratka	object	předmět
bachelor	bakalář	pasting	lepení
compulsory	povinný	pit	jamka
early	brzy	reveal	odhalit
ensure	zajistit	sand tray	pískoviště
importance	důležitost	sentence	věta
in addition	navíc	subject	podmět
including	včetně	toddler	batole
manner	způsob	view	pohled
mind	mysl, paměť	youth	mládež
more or less	více méně		



## 2.4 Key

### Task 1

DJ	CNN	NHL
E.T.	BBC	VIP
GE Money Bank	HBO	ICQ
USA	FBI	OK
UK	CIA	JR

### Task 2

Subject of class discussion

### Task 3

*view - youth - sing - hear - pupil - science - bachelor - job*

### Task 4

Subject of class discussion

### Task 5

Subject of class discussion

### Task 6

- 1) YES
- 2) YES
- 3) NO
- 4) NO

### Task 7

- 1) English is one of the most important languages in the world.
- 2) English is spoken by billions of people./Billions of people speak English.
- 3) English became the world language in the 19<sup>th</sup> century.
- 4) Since then it has spread into all corners in the world.
- 5) University students must study this language to be able to communicate abroad.



### 3 WHAT DO YOU DO vs. WHAT ARE YOU DOING?

Time: 4 hours



#### Objective

The chapter brings an overall description of differences between the use of *Present Simple* and *Continuous* tenses with examples of their daily use.

At the end of this chapter, the students should:

- be able to use correctly present tenses;
- use *have*, *see*, *think* and other verbs with different meaning in simple and continuous;
- know how to make a subject and object question

#### 3.1 What do you do?

Present Simple is formed:

Positive and negative:

I You	study don't study	at university.
He/she/it	studies doesn't study	
We You They	study don't study	

Question:

Short answer:

Do	I you we they	speak English?	Yes, I do. No, I don't.
Does	he she it		Yes, he does. No, he doesn't.

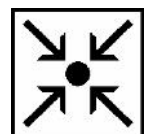
Present Simple is used:

a) to express a habit:

I **go to bed** at 9 pm every evening.  
He **watches TV** on Saturday evenings.

b) to express a fact which is always true:

Smokers **damage** their health.  
Jason **comes** from New Zealand.



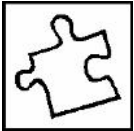
- c) to express a fact which is true for a long period:  
 We **don't live** in Prague.  
 Claire **works** as a telephone operator.



**Task 1**

Complete the text with the verbs from the box in the correct form:

drink have (2x) live take (2x) finish go love not drive play



Mr. Tucker 1..... a house in Houston. He 2..... with his family - he 3..... a wife and two daughters. He 4..... them and his children love him, too. Every day, he 5..... to work by car and he 6..... his daughters to school. After work when he 7....., he usually 8..... tennis with his colleagues or 9..... one or two beers - of course, he then 10....., but 11..... a bus.



**Task 2**

Tell the class what your usual weekday programme is, compare with others:

**Task 3**

Ask your classmates about the following:

- Do .... summer holiday?
- What .... do?
- When ..... get up?
- Where ..... study?
- How ..... spend time when you are on holiday?
- ..... any sports
- Do ..... books ?

**3.2 What are you doing?**

**Present Continuous is formed:**

**Positive and negative:**

I	<b>am</b>	working in the garden.
He/she/it	<b>is</b>	
We You They	<b>are</b>	

**Question:**

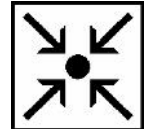
**Short answer:**

Am	I	dreaming?	Yes, I am. No, I'm not .
Is	he she it		Yes, he is. No, he isn't.
Are	you we they		Yes, we are. No, we aren't.

**Present Continuous is used:**

- a) to express an action happening now:

I **am having** a break now.  
She **is watching** TV.



- b) to express an action happening for a limited period of time (but not right now):

We **are working** on a very important project at work these days.

Paul usually sits in office n.325, but this week he **is sitting** in n.168.

- c) to express near planned future:

Dave and Helen **are coming** for dinner tonight.

Guy **is playing** golf with me this afternoon.

**Changes to spelling of verbs in “-ing” forms:**

- a) no change:

lend-lending speak-speaking

- b) the verb drops the final “e” and adds “-ing”:

make-making give-giving

- c) the final “y” does not change:

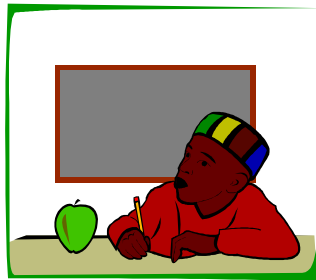
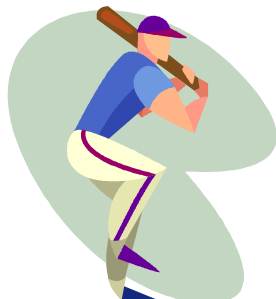
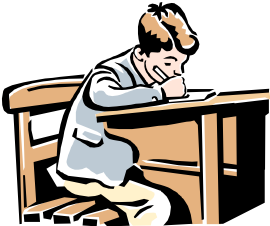
study-studying play-playing

- d) the final consonant doubles if there is a consonant+vowel+consonant at the end:

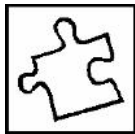
sit-sitting beg-begging begin-beginning

**Task 4**

*Look at the picture and describe what the people are doing:*



- 1) Do you sometimes do these activities? When?
- 2) Which do you like best?
- 3) What other activities do you do?



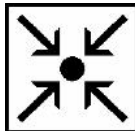
### Task 5

Put the following verb into “-ing” form:

- |              |               |               |                |
|--------------|---------------|---------------|----------------|
| 1 live ..... | 5 marry ..... | 9 try .....   | 13 agree ..... |
| 2 do .....   | 6 take .....  | 10 meet ..... | 14 go .....    |
| 3 swim ..... | 7 say .....   | 11 hit .....  | 15 write ..... |
| 4 dry .....  | 8 make.....   | 12 lend ..... | 16 walk .....  |

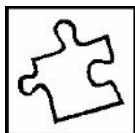
### 3.3 Present Simple x Continuous

When you want to use present Simple or Continuous you have to be careful about the use (see above) and the following rules:



- 1) verbs that usually do not have -ing form:  
*like, love, see, think, agree, understand, believe, have, want, ...*
- 2) words that help us use Present simple:  
*always - usually - often - sometimes – never, ...*
- 3) words that help us use present continuous:  
*now, at the moment, these days, currently, ...*

-----



### Task 6

Put a tick to the sentences that are correct and a cross to those that are incorrect:

	David comes from Slovakia. David is coming from Slovakia.
	He reads a new book now. He is reading a new book now.
	You often go to school by bus. You are often going to school by bus.
	Everyone thinks that this is a good idea. Everyone is thinking that this is a good idea.

Some verbs can be in both tenses:

1) **THINK**

**I think** – **Myslím si**.

**I am thinking** about it. – **Přemýšlím** o tom.

2) **SEE**

**I see** you. – **Vidím** tě.

**I am seeing** you on Monday. – **Setkám** se s tebou v pondělí.

3) **HAVE**

**I have** two cars. – **Mám** dvě auta.

**I'm having** breakfast now. – **Ted' snídám**.

4) **COME**

**I come** from UK. – **Pocházím** ze Spojeného království.

**I am coming** from UK. – **Přijíždím** ze Spojeného království.



**Task 7**

*Complete the text with the verb in the correct form:*

Example: A: Is Janet at home, please?

B: Yes, but *I think* (I / think) she's busy at the moment. *She's washing* (she/wash) her hair.

1 A: .....(I / think) of buying a new computer.

B: But computers.....(cost) so much money.  
What's wrong with the one we've got?

A: .....(it / get) out of date now.

2 A: Your new trousers.....(look) nice.

B: Thank you. The trouble is.....(they/ not / fit) properly. ....(I / not / know) why I bought them, really.

3 A: What.....(you / do)?

B: .....(I/weigh) this letter .....  
(I / need) to know how many stamps to put on it.

4 A: .....(I / think) this road is really dangerous.

Look how fast that lorry .....(go).

B: .....(I / agree). People shouldn't go so fast.

5 A: .....(I / like) musicals. And this is a great show,  
isn't it? .....(you / enjoy) it?

B: Yes, I am. ....(I / love) every minute of it.

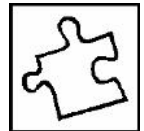
6 A: .....(I / always / fall) asleep. I just can't keep  
awake.

B: What time.....(you / go) to bed?

A: About ten o'clock usually. But.....(it / not / make)  
any difference.

7 A: Could you give this essay to our teacher, please?

B: Yes, certainly.



A: .....(he / know) about it?  
 B: Yes, of course. .... (I / promise).

8 A: Why.....(you / want) to change the whole plan?  
 B: I'm just not happy with it.  
 A: And.....(I / not/ understand) why  
 .....(you / be) so difficult about it.

**Task 8**

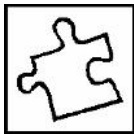
Answer the following questions:

- |                           |   |
|---------------------------|---|
| 1 What are you doing?     | 5 Why are you here?                     |
| 2 What do you do?         | 6 Are you writing an essay?             |
| 3 Where do you live?      | 7 How often do you write tests?         |
| 4 Who are you talking to? | 8 Where are you going after the lesson? |



**Task 9**

In the Moodle environment, write a short report about your studies this semester.



**Task 10**

Complete the sentences with *have* in the correct forms and an expression from the box.

car shower lunch time word swim game meeting problem homework
--

- 1 Now John and I \_\_\_\_\_ a \_\_\_\_\_ in the ocean.
- 2 We always \_\_\_\_\_ at school to do.
- 3 Peter! Can I \_\_\_\_\_ a \_\_\_\_\_ with you for a moment? I want to discuss something.
- 4 Look! Tom \_\_\_\_\_ a new \_\_\_\_\_. It must be very expensive.
- 5 I am going to \_\_\_\_\_ a \_\_\_\_\_ after that dirty work in the garden.
- 6 "Hi, Sarah speaking. Can I speak to Paul, please?"  
"Sorry, he \_\_\_\_\_ at the moment. Call back later."
- 7 When I play with Jane, we always \_\_\_\_\_ a good \_\_\_\_\_ of golf."
- 8 \_\_\_\_\_ you \_\_\_\_\_ any \_\_\_\_\_? I will help you if you want.
- 9 Every Friday our teacher \_\_\_\_\_ a \_\_\_\_\_ with my parents about my school results.
- 10 A: "Where are you going?"  
B: "I'm leaving for Paris for a few days."  
A: "\_\_\_\_\_ a good \_\_\_\_\_!"

### 3.4 Questions – subject, object, WH-questions

When forming a question, there is a need to follow certain rules.

- You have to be careful about using a proper auxiliary verb
- You have to be careful about correct word order
- You have to be careful if you ask about the subject or object



Compare the following pairs of questions and decide which question is a subject question:

**Peter** is calling to Michael.                      Peter is calling **to Michael**.  
**Who** is calling to Michael?                      **Who** is Peter calling **to**?

**Peter** calls to Michael very often.                      Peter calls **to Michael**.  
**Who** calls to Michael very often?                      **Who** does Peter call **to**?

#### SUBJECT

Who rang you?  
 What will happen next?  
 How many people came?

#### OBJECT

Who did you ring?  
 What will they do next?  
 How many kids did you see?

-----

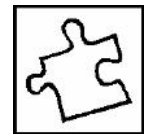
#### Task 11

*Who and what as subject and object*

People aren't giving you enough information. Ask questions with *who* or *what*

- Something is happening. ~ Oh? *What is happening?*
- I often invite someone to tea. ~ Well? *Who do you invite?*

- 1 Somebody is having a party. ~ Oh, really? .....
- 2 I am reading something. ~ Oh? .....
- 3 I learnt new things at school. ~ Go on, tell me.....
- 4 We should do something. ~ Yes, I know, but .....
- 5 Someone is looking for you. ~ Oh?.....
- 6 I'm looking for someone. ~ Maybe I can help.....
- 7 Rachel is planning something. ~ Is she? .....
- 8 Somebody has moved in next door. ~ Oh, really? .....
- 9 Something is worrying me. ~ Well, tell me.....
- 10 He wants to talk to someone. ~ What do you mean? .....





### 3.5 Vocabulary

awake	vzbuzený	kid	dítě
busy	zaneprázdněný	lend	půjčit (někomu)
can	moci, umět	lorry	náklad'ák
careful	opatrný	meeting	setkání
certain	určitý	move in	nastěhovat se
daily	denně	out of date	zastaralý
damage	škoda, poškození	overall	celkový
description	popis	rule	pravidlo
dirty	špinavý	should	by měl
fall asleep	usnout	worry	dělat si starosti
how many	kolik		



### 3.6 Key

#### Task 1

1 has 2 lives 3 has 4 loves - love 5 goes 6 takes 7 finishes  
8 plays 9 drinks 10 doesn't drive 11 takes

#### Task 2

Subject of class discussion

#### Task 3

Subject of class discussion

#### Task 4

Subject of class discussion

#### Task 5

1 living	5 marrying	9 trying	13 agreeing
2 doing	6 taking	10 meeting	14 going
3 swimming	7 saying	11 hitting	15 writing
4 drying	8 making	12 lending	16 walking

#### Task 6

√	David comes from Slovakia.
√	David is coming from Slovakia.
x	He reads a new book now.
√	He is reading a new book now.
√	You often go to school by bus.
x	You are often going to school by bus.
√	Everyone thinks that this is a good idea.
x	Everyone is thinking that this is a good idea.

#### Task 7

- 1 A: **I am thinking** of buying a new computer.  
B: But **computers cost** so much money.  
What's wrong with the one we've got?  
A: It is getting out of date now.



- 2 A: Your new trousers **look** nice.  
 B: Thank you. The trouble is they **do not fit** properly. I **don't know** why I bought them, really.
- 3 A: What **are you doing**?  
 B: **I'm weighing** this letter. **I need** to know how many stamps to put on it.
- 4 A: **I think** this road is really dangerous. Look how fast that **lorry is going**.  
 B: **I agree**. People shouldn't go so fast.
- 5 A: **I like** musicals. And this is a great show, isn't it? **Are you enjoying** it?  
 B: Yes, I am. **I'm loving** every minute of it.
- 6 A: **I always fall** asleep. I just can't keep awake.  
 B: What time **do you go** to bed?  
 A: About ten o'clock usually. But **it doesn't make** any difference.
- 7 A: Could you give this essay to our teacher, please?  
 B: Yes, certainly.  
 A: **Does he know** about it.  
 B: Yes, of course. **I promise**.
- 8 A: Why do you want to change the whole plan?  
 B: I'm just not happy with it.  
 A: And I don't understand why you are so difficult about it.

### Task 8

Subject of class discussion

### Task 10

- 1 Now John and I are **having a swim** in the ocean.
1. We always **have homework** at school to do.
2. Peter! Can I **have a word** with you for a moment? I want to discuss something.
3. Look! Tom **has a new car**. It must be very expensive.
4. I am going to **have a shower** after that dirty work in the garden.
5. "Hi, Sarah speaking. Can I speak to Paul, please?"  
 "Sorry, he's **having lunch** at the moment. Call back later."
6. When I play with Jane, we always **have a good game** of golf."
7. Do you **have any problem**? I will help you if you want.
8. Every Friday our teacher **has a meeting** with my parents about my school results.
9. A: "Where are you going?"  
 B: "I'm leaving for Paris for a few days."  
 A: "**Have a good time!**"

### Task 11

1. Who is having a party?
2. What are you reading?
3. What did you learn?
4. .... but what should we do?
5. Who is looking for you?
6. Who are you looking for?
7. What is she planning?
8. Who has moved next door?
9. What is worrying you?
10. Who does he want to talk to?

## 4 WHEN DID YOU ENTER THE UNIVERSITY?



**Time: 4 hours**

### Objective

This part will introduce both past tenses: *Past Simple and Past Continuous*, their differences in use on the basis of storytelling. It will revise prepositions of time.

*At the end of this chapter, the students should:*

- be able to use past tenses correctly;
- use irregular verbs;
- make negatives and questions in the past;
- know prepositions with time expressions.

### 4.1 Past Simple

When forming *Past Simple*, we have to be careful about regular and irregular verbs.

- regular verbs are formed by adding “-ed” to the verb
- irregular verbs have different form from their present form (see the list of irregular verbs in a file in the Appendix).

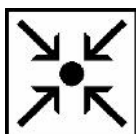
**Positive and negative:**

I	walk <b>ed</b>	to school on foot.
You	didn't walk	
He/she/it		
We	w <b>ent</b>	
You	didn't go	
They		

**Question:**

**Short answer:**

Did	I you he/she/it we they	go there?	Yes, I did. No, I didn't.
			Yes, he did. No, he didn't.



**Use:**

- a) to express an action that happened and finished in the past:  
I **rang** John yesterday evening.  
He **didn't spend** a week in Austria in August.

- b) with certain time expressions (finished period):

at 5 o'clock.  
yesterday.  
We **came** there last week.  
in the spring.  
in 2005.

### Spelling of regular verbs:

- 1) usually there is *-ed* with no changes:  
work – worked    talk - talked
- 2) if the verb ends in *-y* with a consonant before, the ending is *-ied*:  
study – studied    worry – worried    (but played)
- 3) if the verb ends in *-e*, add only *-d*:  
decided – decided    agree - agreed
- 4) if the verb has a vowel and a consonant at the end or only one syllable,  
the end consonant is doubled:  
stop – stopped    beg – begged

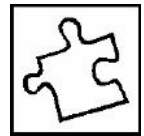
---

### Task 1

*Complete the article with a verb in the correct form:*

In 1608, Jan Amos Komenský ..... (start) to study at a gymnasium in Přerov. He ..... (leave) the school in 1611 and ..... (go) to the university in Herborn. At university, he ..... (begin) to cooperate in works on a general encyclopaedia. Professor Alsted ..... (be) his ideal. Komenský ..... (write) several great works, but he ..... (not finish) some of them. In 1613, Komenský ..... (visit) Amsterdam, a highly developed European city at that time. Then he ..... (spend) only 1 semester at the University of Heidelberg, Germany. He ..... (return) to Prague, Přerov, and Fulnek.

Freely translated: [http://cs.wikipedia.org/wiki/Jan\\_Amos\\_Komensk%C3%BD](http://cs.wikipedia.org/wiki/Jan_Amos_Komensk%C3%BD)



### Task 2

*Describe what you did at the week-end.*



### Task 3

*Tell your classmates at least two pieces of news that happened yesterday, last week, ...*

## 4.2 Past Continuous

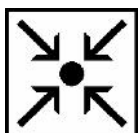
### Positive and negative:

I He/she/it	<b>was</b> <b>wasn't</b>	working in the garden.
We You They	<b>were</b> <b>weren't</b>	

### Question:

### Short answer:

Was	I he/she/it	sleeping?	Yes, she was. No, she wasn't.
Were	you we they		Yes, we were. No, we were not.



### Use:

- to express an action that took some time in the past:  
I am sorry that I was making such noise last night.  
They got married when they were studying abroad.
- to express two actions taking place at the same time:  
Mike was driving while Janet was sleeping.
- to express an action in progress before the action in past simple:  
I was having dinner when my wife called me.
- to describe a situation, scene, state. (Past simple describes an action):  
When I woke up, the sun was shining, my dad was cutting wood, and my sister was writing a text-message.

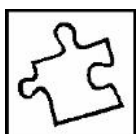
-----

### Task 4

Complete the sentences. Use the past continuous of the verbs in brackets.

At half past five yesterday afternoon...

- Pat and I ...*were waiting*.... at the railway station. (wait)
- It.....(snow).
- We were cold and frozen because we .....gloves or caps. (not wear)
- Some people in front of us.....(talk)
- Pat.....to them. (not listen)
- She.....me about her violin lessons. (tell)
- An old man.....in the middle of the road. (stand)
- He.....a large suitcase. (carry)
- He.....but he looked very frustrated. (not cry)



### Task 5

Complete the sentences. Use the **past continuous** of the verbs in the box.

clean climb do ~~drive lie~~ not watch play read shine talk

- 0 Kim.....*was lying*....on the beach while Ben ... *was driving* ...to the airport.
- 1 While you.....football, I.....a book.
- 2 The sun.....while we.....the mountain.
- 3 I.....television while I.....to you.
- 4 While Jamie.....the shopping, Laura and Becky.....the kitchen.

### PAST SIMPLE vs. PAST CONTINUOUS

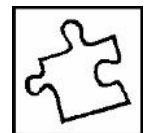
When using Past simple or continuous, there are no rules as for using Present simple or continuous. The rules are as above or see the following examples. Match **1** and **2** with **a** or **b**.

- |   |                             |
|---|-----------------------------|
| 1 What were you doing when it happened? | a I was lying on the beach. |
| 2 What did you do when it happened?     | b I called the police.      |

### Task 6

Choose the correct answer.

- 0 We ~~sat~~ /*were sitting* in the restaurant when it ~~started~~ /*was starting* to rain.
- 1 When I ~~met~~ /*was meeting* him, he ~~studied~~ /*was studying* in Rome.
- 2 She ~~worked~~ /*was working* when I ~~phoned~~ /*was phoning* her.
- 3 ~~Did you go~~ /*Were you going* to gym when I ~~saw~~ /*was seeing* you, or were you on your way to the swimming pool?
- 4 When I ~~saw~~ /*was seeing* Lorna, she ~~didn't watch~~ /*wasn't watching* TV. She was in the bathroom.
- 5 ~~Did Phil have~~ /*Was Phil having* lunch when his mum ~~left~~ /*was leaving* the house, or was he in the garden?
- 6 We ~~rode~~ /*were riding* home when the firemen ~~stopped~~ /*were stopping* us.



### Task 7

Read the following article and answer the questions below:

#### Snow in summer

A farmer and his wife were preparing to go off on their annual two-week holiday and were giving last-minute instructions to the young lad who was taking charge of the farm in their absence. "Now", said the farmer, "don't forget to clean out the cow-houses and the pigsty and the fowl-house, then milk the cows, feed the animals, mend the fence and..." The farmer continued with a lot of things for the boy to complete. When the farmer had finished,



the boy with a cheeky smile looked up and said: "What about clearing the snow away?"

"What snow?", asked the puzzled farmer. "There is no snow." The boy replied sharply: "But there will be by the time I have finished."

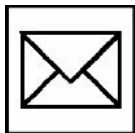
- 1 What do you think of the quantity of work the farmer gave to the boy?
- 2 Why was the farmer puzzled?
- 3 Who was wrong, the farmer or the boy?

### Task 8

*Put in the correct form of the verb in brackets. Use the past continuous or the past simple.*

Example: I ...*was reading*... (read) on the sofa yesterday evening when suddenly all the lights ...*went*... (go) out.

- 1 I'm sorry I couldn't stop when I ..... (see) you. I ..... (catch) a train, so I was in a hurry.
- 2 Mark ..... (not understand) the instructions, so he ..... (give) up trying to make the machine work.
- 3 I ..... (injure) my leg when I ..... (play) basketball. I ..... (fall) awkwardly.
- 4 When Richard ..... (marry) Amy, he only ..... (have) a temporary job. He ..... (work) for a building company at the time.
- 5 When I was younger, I ..... (hate) going out and meeting people. When I was with other people, I ..... (think) they ..... (laugh) at me.
- 6 When the phone ..... (ring), Matthew ..... (pick) it up at once. Joanna ..... (listen) to music and ..... (not seem) to hear it.



### Task 9

*Translate the following news into English and upload it into Moodle:*

- Už jsi slyšel tu hroznou zprávu? Psali o tom včera v novinách.
- Ne, noviny jsem nečetl už věky. Jsem znechucený špatnými zprávami, tak jsem je přestal kupovat minulý rok. Co se stalo?
- Učitelka byla napadena svým žákem, když vysvětlovala novou gramatiku.
- Zranil ji?
- Ano, ale naštěstí někdo zavolal sanitku a sanitka ji převezla do nemocnice. Ještě mu nebylo patnáct, pravděpodobně ho poslali k psychologovi.
- Chudák student.

### 4.3 Extras: Prepositions of time



There are several prepositions that we use with time expressions, be careful about their correct use:

<b>in</b>	the 1960's / 1865, summer / August / the morning / the evening
<b>on</b>	23 May / Christmas day / Wednesday / Tuesday morning
<b>at</b>	9 o'clock / noon / midnight / night
-	yesterday, last year

#### *ago x before*

These expressions often mix up. Be careful about their use.

*Ago* tells us the time period from now back.

Suzanne arrived home two days **ago**. (two days -----> now)

*Before* tells us that something happened before certain time in the past.

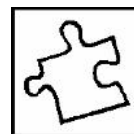
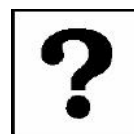
I passed the test one day before the end of the term.

(one day ----> end of term -----> now)

#### Task 10

Fill in the correct preposition: *in, at, on, or nothing*:

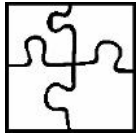
- 1 I go to the gym ..... Sundays.
- 2 My parents were born .... the 1930's.
- 3 I hate driving car ..... night.
- 4 People remember the dead .... 1 November.
- 5 The accident happened .... last month.
- 6 .... summer I go swimming, but ... winter I prefer skating.
- 7 I have to have lunch ... noon every day.



### 4.4 Vocabulary

a lot of	mnoho	introduce	představit
above	nad	irregular	nepravidelný
action	děj	lie	lhát
annual	každoroční	list	seznam, vyjmenovat
beg	žebrot	mend	spravit
both	obojí	milk	dojit
climb	vyšplhat	news	zpráva
cow-house	kravín	noon	poledne
dead	mrtvý	piece	kousek
feed	krmit	pigsty	chlívek
fence	plot	progress	pokrok
fireman	hasič	puzzled	popuzený
fowl-house	kurník	shine	svítit





## 4.5 Key

### Task 1

In 1608, Jan Amos Komenský **started** to study at a gymnasium in Přerov. He **left** the school in 1611 and **went** to the university in Herborn. At university, he **began** to cooperate in works on a general encyclopaedia. Professor Alsted **was** his ideal. Komenský **wrote** several great works, but he **did not finish** some of them. In 1613, Komenský **visited** Amsterdam, a highly developed European city at that time. Then he **spent** only 1 semester at the University of Heidelberg, Germany. He **returned** to Prague, Přerov, and Fulnek.

### Task 2

Subject of class discussion

### Task 3

Subject of class discussion

### Task 4

- 1 It **was snowing**.
- 2 We were cold and frozen because we **weren't wearing** gloves or caps.
- 3 Some people in front of us **were talking**.
- 4 Pat **wasn't listening** to them.
- 5 She **was telling** me about her violin lessons.
- 6 An old man **was standing** in the middle of the road.
- 7 He **was carrying** a large suitcase.
- 8 He **wasn't crying** but he looked very frustrated.

### Task 5

- 1 While you were playing football, I was reading a book.
- 2 The sun was shining while we were climbing the mountain.
- 3 I wasn't watching television while I was talking to you.
- 4 While Jamie was doing the shopping, Laura and Becky were cleaning the kitchen.

### Task 6

- 1 When I **met** him, he **was studying** in Rome.
- 2 She **was working** when I **phoned** her.
- 3 **Were you going** to gym when I **saw** you, or were you on your way to the swimming pool?
- 4 When I **saw** Lorna, she **wasn't watching** TV. She was in the bathroom.
- 5 **Was Phil having** lunch when his mum **left** the house, or was he in the garden?
- 6 We **were riding** home when the firemen **stopped** us.

### Task 7

- 1 What do you think of the quantity of work the farmer gave to the boy? – **It was a lot of work**
- 2 Why was the farmer puzzled? – **Because the boy was making fun of him.**
- 3 Who was wrong, the farmer or the boy? – **No one.**



### Task 8

- 1 I'm sorry I couldn't stop when I **saw** you the other day. I **was catching** a train, so I was in a hurry.
- 2 Mark **didn't understand** the instructions, so he **gave up** trying to make the machine work.
- 3 I **injured** my leg when I **was playing** basketball. I fell awkwardly.
- 4 When Richard **married** Amy, he only **had** a temporary job. He **was working** for a building company at the time.
- 5 When I **was** younger, I **hated** going out and meeting people. When I was with other people, I **thought** they **were laughing** at me.
- 6 When the phone **rang**, Matthew **picked** it up at once. Joanna **was listening** to music and **didn't seem** to hear it.

### Task 10

- 8 I go to the gym **on** Sundays.
- 9 My parents were born **in** the 1930's.
- 10 I hate driving car **at** night.
- 11 People remember the dead **on** 1 November.
- 12 The accident happened - last month.
- 13 In summer I go swimming, but **in** winter I prefer skating.
- 14 I have to have lunch **at** noon every day.

## 5 HOW MANY DEPARTMENTS ARE THERE AT YOUR FACULTY?



**Time: 4 hours**

### Objective

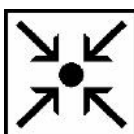
The following lines deal with one common topic – description of a place.

*At the end of this chapter, the students should:*

- know where to use expression *there is, there are*
- count to 1000
- be able to describe their university, faculty, place they live in, etc.
- know how to ask about quantity

### 5.1 Definite and indefinite article

indefinite	definite
<b>a</b> book / ə /	<b>the</b> book / ð ə /
<b>an</b> essay / ə n /	<b>the</b> essay / ð iː /



#### Note

- Indefinite article has two different forms in written form according to the beginning of the word after it
- It is the same for the definite article, but only in pronunciation.
- There is no article when there is a possessive pronoun (my, his,...) or other determiners (this, that, ...)

**REMEMBER:** an hour – a universal method – a university

#### What is it – “an article”?

Articles go with nouns and they tell us something about it. They also help us differ it from other parts of speech.:

a book x to book (kniha x zarezervovat)  
an orange x orange (pomaranč x oranžový)

**Indefinite article** is used with things that we do not know about, they are new for us.

**Definite article** is used with things that we know about, we are familiar with them.

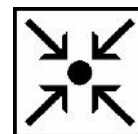
#### Example

I live in a flat. The flat is small and cosy.

This is a very simple example of using indefinite article in the first sentence (the “flat” is new information for us) and definite in the second sentence (we already know about the flat).

## 5.2 Plural of nouns

The English language usually makes plural by adding:



field	chair	department	street
fields <sup>S</sup>	chairs <sup>S</sup>	departments <sup>S</sup>	streets <sup>S</sup>

The use of “-s” is similar to the use with the Present Simple:

- nouns ending in *-S, -X, -SH, -CH* have **-es**:  
kiss – kisses /kisiz/, watch – watches /wotʃiz/
- nouns ending in *-Y* have **-ies**:  
faculty – faculties /fækulti:s/, lady – ladies /leidi:s/
- „y“ doesn’t change to “i” when there is a vowel:  
play – plays, stay – stays

There are nouns that are irregular when forming their plural form. Let’s name some basic examples:

man	men	person	people	basis	bases
child	children	foot	feet	wife	wives
woman	women	tooth	teeth	knife	knives

### Note:

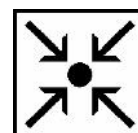
**!!!We do not use indefinite article with nouns in plural form!!!**

an island – islands      a pen – pens      a bike – bikes ...

## 5.3 Countable or uncountable?

I think that the difference between countable and uncountable nouns is clear from their names. Simply said:

- **countable nouns also form plural, we can count them**
- **uncountable nouns cannot form plural, we cannot count them!**



### Countable nouns

These nouns define mainly concrete things which can be counted. For example the word **CREDIT**. This word also has a plural form – we can say **a credit, three credits, ...**

- can form plural (board – boards; table – tables; ...)
- in singular have an indefinite article (a building; a teacher, ...)
- usually there is no *some, any* in singular

### Uncountable nouns

These are nouns that **cannot form plural**. These nouns usually define areas of abstract nouns, e.g. feelings, materials, food, ...

- cannot form plural
- cannot have an indefinite article (software; water, ...)
- can have expressions *some, any* (some water, some paper,...)

### Note:

In order to know if the noun is countable or uncountable, sometimes you just need your logic. Unfortunately, the logic doesn't help sometimes, mainly thanks to differences in languages. The best thing is to check for un/countability of the word when you first learn it. Here are a few examples of differences between English and Czech: all English words are uncountable:

**knowledge - znalosti**

**advice - rada**

**data – data, údaje**

**money - peníze**

**information – informace**

**news - zpráva**

### Countable, but also uncountable

There are also nouns that can be taken as countable and uncountable. Everything depends on the speaker:

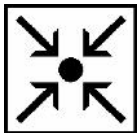
**some coffee** as a substance

**a coffee** as a drink – a cup of coffee – one coffee, two coffees

Do you want some coffee? – e.g. in the shop when buying  
I'll have a coffee, please. – e.g. in a restaurant when ordering a drink

Similarly we can use **tea, beer, ...**

## 5.4 *There is, there are*



*There is* expresses existence of a thing, fact, ..., for example.:

There is a book on the table. Na stole je kniha.

There are problems in our firm. V naší firmě máme (nějaké) problémy.

This expression is used with the verb *to be*, the subject is after the verb. You know that the subject must be before the verb. In this case we use *there is* and the subject is after the verb:

#### Positive

There	is	a supermarket.
	are	two schools.

## Negative

There	isn't	a restaurant.
	aren't	any schools.

Question		Short answer	
Is	there	a cinema?	Yes, there is No, there isn't.
Are		any schools?	Yes, there are. No, there aren't.

## 5.5 Some vs. any

We use *some* and *any* with the expression *there is, there are*.

### Some – in positive

There are some students in the classroom. ... *some* + plural noun

There is some information in the booklet. ... *some* + uncountable noun

### but

There is **a** mistake in the thesis. ... *some* + singular, countable noun

### Any –in negative

There aren't any computers. ... *any* + plural noun

There isn't any advice. ... *any* + uncountable noun

### Any – in question

Are there any keys? ... *any* + plural noun

Is there any key? ... *any* + singular, countable noun

Is there any money? ... *any* + uncountable noun

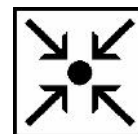
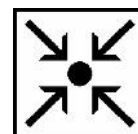
## 5.6 How much vs. how many...?

The basic difference is that many goes with countable nouns and much goes with uncountable nouns

**How many** students are there in the class?

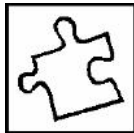
**How much** money is there in the drawer?

These questions are typical examples of use with *there is/are* and *how much/many* – *kolik*.



**Hurray, this is all from grammar now. 😊 I know that it is long and there is much information, but it is a very important part of English grammar.**

### **5.7 Tell me about your school**



#### **Task 1**

*Make sentences out of these words.*

Example

there's left the a woman on  
pen a table on this there was ?

a car a right there is on the blue ?

.....

b no there's but left the on blue one a big .

.....

c English on table an book is this there ?

.....

d one no but there's my in bag .

.....

e any money there is this table on ?

.....

f two 50p are coins yes there .

.....

g people there are many how in class your English ?

.....

**Now do these. Say if they are true or not true.**

h four students my class are there in .

.....

i our five are at there university faculties .

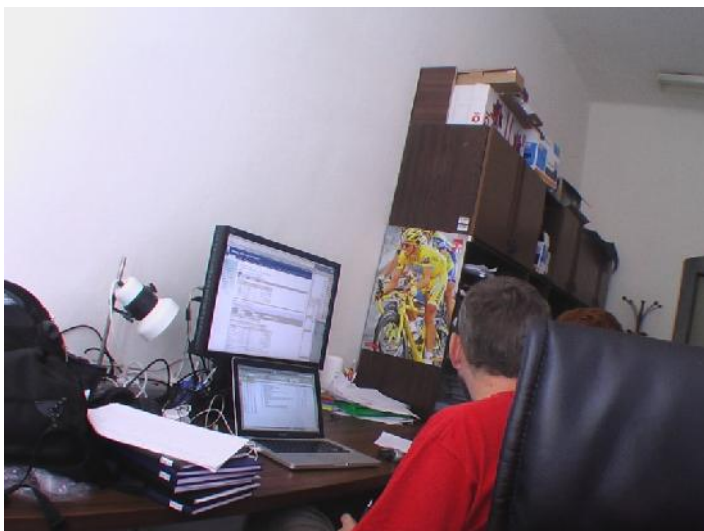
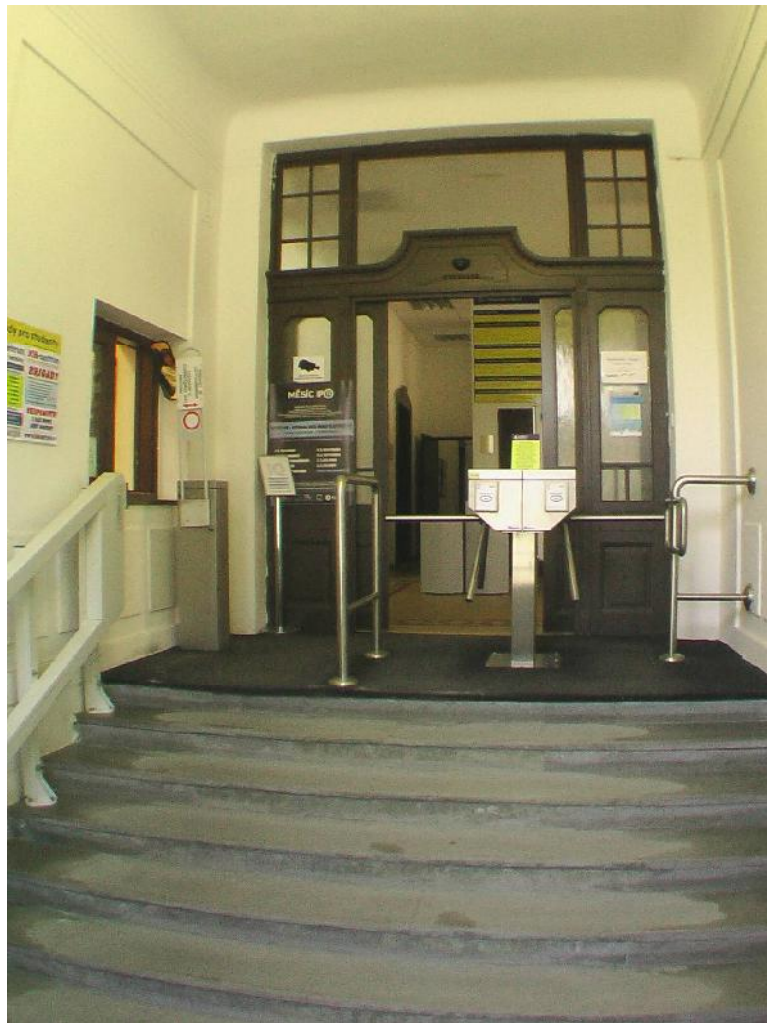
.....

j film television on there's very good a evening this .

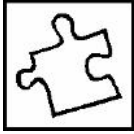
.....



**Task 2**  
*Describe the following places:*



## 5.8 Directions



### Task 3

1 Put these sentences in the correct order to make a conversation.

- a You go straight down the corridor and it's on the left.
- b That's right.
- c Excuse me, can you tell me where Dr Brown's office is please.
- d Dr Brown's.
- e Sorry, whose office?
- f Straight down on the left?
- g Okay, thanks.

2 Do the same with these sentences.

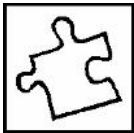
- a Harborne Post Office?
- b Well I'm not sure. I think it's along this street just past the church.
- c No. About five minutes walk I think.
- d I see. Okay, thanks.
- e Excuse me, I'm looking for the Post Office.
- f I see. Is it far?
- g That's right.

## 5.9 Extras

### 5.9.1 Numerals 1 – 1000

#### Task 4

Tell the classmates your phone number:



#### Task 5

What's the correct result?

- |                   |                 |                       |                         |
|-------------------|-----------------|-----------------------|-------------------------|
| a) $24 + 56$      | = twelve        | <u>eighty</u>         | thirty-two              |
| b) $96 - 63$      | = twenty-three  | thirty-three          | forty-three             |
| c) $8 \times 13$  | = nine-five     | one hundred           | one hundred and four    |
| d) $100 - 11$     | = seventy-nine  | eighty-nine           | ninety-nine             |
| e) $355 \times 2$ | = seven hundred | seven hundred and ten | seven hundred and sixty |
| f) $36 + 22$      | = fifty-two     | fifty-six             | fifty-eight             |
| g) $1000 - 978$   | = seventy-two   | twenty-two            | seventy-eight           |
| h) $30 \times 3$  | = sixty         | eighty                | ninety                  |



## 5.9.2 Prepositions of place and time

### Task 6

- The new interactive board was installed \_\_\_\_ the computer room.
  - on
  - in
  - at
- Everybody sat \_\_\_\_ the floor, but Tim sat \_\_\_\_ a chair \_\_\_\_ the corner.
  - over - in - on
  - about - on - at
  - on - on - in
- The dean poured a bit of whisky \_\_\_\_ the glass.
  - into
  - on
  - inside
- Young children always have to be \_\_\_\_ home \_\_\_\_ night.
  - at - at
  - in - at
  - into - inside
- Johnny swims \_\_\_\_ the sea and sunbathes \_\_\_\_ the sand.
  - on - at
  - on - in
  - in - on
- During the week I get up early \_\_\_\_ the morning and go to bed late \_\_\_\_ night. But normally \_\_\_\_ weekends I sleep until midday.
  - in - at - at
  - in - at - on
  - in - in - at
- British Prime Minister lives \_\_\_\_ 10 Downing street \_\_\_\_ London.
  - at - in
  - in - in
  - on - at
- He was born \_\_\_\_ 10:15 \_\_\_\_ the evening \_\_\_\_ April, 1756.
  - in - on - at
  - at - in - in
  - on - on - in
- The hanging light is \_\_\_\_ the table.
  - in
  - over
  - at
- He's arriving from Europe \_\_\_\_ Wednesday.
  - at
  - on
  - of
- She doesn't work \_\_\_\_ night.
  - in
  - on
  - at



### Task 7

Read the following text and find examples of “**there is – there are**”:

## Culture in Ostrava

There are 37 galleries in Ostrava. The historically oldest is the Gallery of Creative Arts in the House of Arts. It presents important collections of both Czech and world arts from the 19th and 20th centuries, but also works by regional artists.

The history of the City is documented by exhibits and exhibitions presented or organised by the Ostrava Museum. The Mining Museum OKD and the National Culture Historical Site of the Mine Michal map the development of coal mining in the area of Ostrava. Visitors can see interesting exhibits also in the Fire-fighting Museum and the Citera Culture Centre.

The City has got 5 cinemas. One of them - the Multi Cinema Cinestar - offers tens of movie performances in several air-conditioned halls every day.

The National Moravian-Silesian Theatre is a four company theatre. In two buildings - in the Antonín Dvořák Theatre and in the Jiří Myron Theatre - there are the opera, drama, ballet, and operetta house. The theatre companies of Petr Bezruč and the Chamber Theatre Arena are the drama companies. The Puppet Theatre in Ostrava belongs to children. There is the international puppet festival called "Spectaculo Interesse" organised in alternative years.

Source: <http://www.ostrava.cz/jahia/Jahia/site/ostrava/lang/en/ostrava/o-meste/vitejte-v-ostrave/kultura-a-umeni>

### Task 8

Describe one of the faculties of the University of Ostrava:

- Where is it?
- Is it young or old faculty?
- What departments you can find there?
- Is it a modern or old building?
- ...



## 5.10 Vocabulary

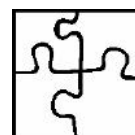
according to	podle	how much	kolik
air-conditioned	klimatizovaný	church	kostel
along	podél	indefinite	neurčitý
alternative	střídající se (co druhý)	midday	poledne
always	vždy	mine	důl
article	člen	mistake	chyba
artist	umělec	paragraph	odstavec

booklet	brožura	past	kolem (směr)
concrete	konkrétní	pence (p.)	pence (měna)
count	počítat	performance	představení
countable	počítatelný	posessive	přivlastňovací
dean	děkan	pour	nalít
define	definovat	pronoun	zájmeno
definite	určitý	puppet	loutka
department	katedra	quantity	množství
different from	rozdílný	some	nějaký
exhibition	výstava	straight	rovně
faculty	fakulta	substance	látka
field	pole	thesis	práce (diplomová,...)
foot	chodidlo	tooth	zub
hanging	závěsný		

## 5.11 Key

### Task 1

- a Is there a blue car on the right?
- b No, but there's a big blue one on the left.
- c Is there an English book on the table?
- d No, but there's one in my bag.
- e Is there any money on this table?
- f Yes, there are two 50p coins
- g How many English people are there in your class?
- h Are there four students in my class?
- i Are there five faculties at our university?
- j There's a very good film on television this evening.



### Task 2

Subject of class discussion

### Task 3

1

- c Excuse me, can you tell me where Dr Brown's office is please.
- e Sorry, whose office?
- d Dr Brown's
- a You go straight down the corridor and it's on the left.
- f Straight down on the left?
- b That's right.
- g Okay, thanks.

2

- e Excuse me, I'm looking for the Post Office.
- a Harborne Post Office?
- g That's right.

- b Well I'm not sure. I think it's along this street just past the church.
- f I see. Is it far?
- c No. About five minutes walk I think.
- d I see. Okay, thanks.

#### **Task 4**

Subject of class discussion

#### **Task 5**

b) twenty-three c) one hundred and four d) eighty-nine e) seven hundred and ten f) fifty-eight g) twenty-two h) ninety

#### **Task 6**

1 in 2 on-on-in 3 into 4 at-at 5 in-on 6 in-at-at 7 in-in 8 at-in-in  
9 over 10 on 11 at

#### **Task 7**

**There are** 37 galleries in Ostrava. The historically oldest is the Gallery of Creative Arts in the House of Arts. It presents important collections of both Czech and world arts from the 19th and 20th centuries, but also works by regional artists.

The history of the City is documented by exhibits and exhibitions presented or organised by the Ostrava Museum. The Mining Museum OKD and the National Culture Historical Site of the Mine Michal map the development of coal mining in the area of Ostrava. Visitors can see interesting exhibits also in the Fire-fighting Museum and the Citera Culture Centre.

The City has got 5 cinemas. One of them - the Multi Cinema Cinestar - offers tens of movie performances in several air-conditioned halls every day.

The National Moravian-Silesian Theatre is a four company theatre. In two buildings - in the Antonín Dvořák Theatre and in the Jiří Myron Theatre - **there are** the opera, drama, ballet, and operetta house. The theatre companies of Petr Bezruč and the Chamber Theatre Arena are the drama companies. The Puppet Theatre in Ostrava belongs to children. **There is** the international puppet festival called "Spectaculo Interesse" organised in alternative years.

## 6 WHAT DO YOU THINK OUR FUTURE IS?

Time: 4 hours

### Objective

The sixth chapter brings an overview of expressing future in various ways.



At the end of this chapter, the students should:

- know how to express future by several types of tenses
- know the difference between *will* and *going to*
- be able to talk about their dreams, hopes, career; future predictions

### 6.1 How to express future

#### 6.1.1 Will – “Future Simple”

The basic tense how to talk about future is formed by using the modal verb:

# WILL

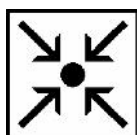
Positive and negative:

I You He/She/It We You They	<b>will</b> <b>will not</b>	<b>work</b> <b>travel</b> <b>see</b> <b>go</b> <b>spend</b>	in the garden. to the USA. this film. to school. my pocket money.
--	--------------------------------	---	---

Question:

<b>Will</b>	I you he/she/it we you they	<b>work</b> <b>travel</b> <b>see</b> <b>go</b> <b>spend</b>	in the garden? to the USA? this film? to school? my pocket money?
-------------	--	---	---

**Short answer:** Will he do it? - Yes, he will.  
 - No, he will not/ won't.



**Note:**

1. The verb “will” is a modal verb
2. negative of this verb is *will not = won't*

**Use:**

- a) to express a decision made at the moment of speaking:  
 Who will help me? – I will help you!
- b) To express future when the speaker thinks that something will happen. It does not contain any personal emotions, plans of the speaker, it is neutral:  
 The Czech Republic will have big problems with the budget in the following years.

**6.1.2 Going to – “near future“**

This structure is similar to the Present Continuous tense, which is also the basis for this tense. Let's study its form:

**Positive and negative:**

I	<b>am</b>	<b>going to not going to</b>	<b>work travel see spend</b>	in the garden. to the USA. this film. all money.
You	<b>are</b>			
He/She/It	<b>is</b>			
We You They	<b>are</b>			

**Question:**

<b>Am</b>	I	<b>going to</b>	<b>work travel see spend</b>	in the garden. to the USA. this film. all money.
<b>Are</b>	you			
<b>Is</b>	he/she/it			
<b>Are</b>	we you they			

**Short answer:** Are you going to do it? - Yes, I am.  
 - No, I'm not.

**Note:**

- *going to* is not the same as Present Continuous tense. There must be a verb after *going to*:

They are going to **climb** Mt.Everest.



**Use:**

- a) to express a plan of the speaker:  
Mary is going to present her term work.
- b) to express that something is sure to happen (from the present facts):  
He is going to crash (the driver is driving to dangerously)
- c) sometimes there is little difference from *will*:  
It's going to rain tomorrow.  
It will rain tomorrow.

**6.1.3 Present Continuous – future arrangements**

**Affirmative:**

I	am	getting married	on Saturday.
He/she/it	is		
We You They	are		

**Question:**

Am	I	getting married	on Saturday.
Is	he/she/it		
Are	we you they		

**Short answer:** Are you having lunch with your boss at noon? - Yes, I am.  
- No, I'm not.

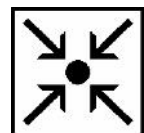
**Note:**

- when using the Present Continuous tense for future meaning, there must be time specification!:

He is seeing the dentist **at 11:30 am**.

- verbs *go* and *come* are not used with going to, but only with the Present Continuous tense:

I'm going to Prague **soon**.



**Use:**

- a) to express an action that is sure to happen (scheduled activity):  
David's playing squash with Henry **this afternoon**.

- b) sometimes, you can use *going to* or the Present Continuous, there is little difference:

David's playing squash this afternoon.

David's going to play squash this afternoon.

### 6.1.4 Present Simple – timetable

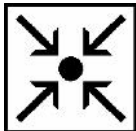
#### Positive and negative:

I You	work don't work	in the bank.
He/she/it	works doesn't work	
We You They	work don't work	

#### Question:

#### Short answer:

Do	I you we they	speak English?	Yes, I do. No, I don't.
Does	he she it		Yes, he does. No, he doesn't.



#### Note:

- when using the Present Simple tense for future meaning, there must be time specification!:

The plane departs **at 11:30 am.**

#### Use:

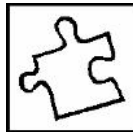
- a) to express an action that is a part of a timetable:  
When does the train leave? It leaves **at five.**
- 



#### Task 1

Complete the conversation. Use *going to* and the verbs in brackets:

- A: 1 ..... (you/go) on holiday this year?  
 B: 'Yes - we 2 ..... (fly) to Spain.  
 A: What 3 ..... (you/do) on holiday?  
 B: Well, I 4 ..... (get up) late every morning! We  
 5 ..... (lie) on the beach all afternoon and  
 I 6 ..... (not cook) any meals!  
 A: 7 ..... (you/buy) any presents?  
 B: Yes - I 8 ..... (buy) presents for everyone, and





Stephanie 9 ..... (send) postcards to her friends.  
 A: What about your cat?  
 B: Oh. Fluffy? Mr and Mrs Pulver, our neighbours, 10.....  
 (look after) her for us.

**Task 2**

*Put the verbs in the text in appropriate form: will or Present Continuous:.*

- 1 They're stuck in traffic. They ..... late. (be)
- 2 I..... lunch with Jason tomorrow. (have)
- 2 You ..... the play tonight - it's very good. (enjoy)
- 4 Mark ..... a party for his birthday on Saturday. (have)
- 5 Don't go to bed late. You ..... sleepy tomorrow. (be)
- 6 ..... on Friday, so I could come with you. (not work)
- 7 We ..... Mary and George at seven o'clock on Sunday. (meet)
- 8 They ..... such a nice house. It is beautiful! (love)
- 9 We ..... on Sunday. I've just bought our flight tickets. (leave)
- 10 Take some money with you. You ..... it. (need)

**Task 3**

*What future do you imagine for the Czech Republic in 10 years?*

- .....  
 - .....  
 - .....  
 - .....  
 - .....



**Task 4**

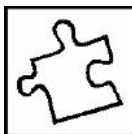
*What future do you think you will have in 10 years? What will you do? What will be different? Where do you see yourself (work, family, career, ...)?*



**Task 5**

*Could you tell your classmates about your plans for the weekend?*

.....  
 .....  
 .....  
 .....



### Task 6

Choose the correct expression:

- 1 A: I will move / 'm going to move to London.  
B: I know. Your brother told me last night.
- 2 A: Oh no. I've forgotten my purse.  
B: It's OK. I'll pay / 'm going to pay.
- 3 A: I 'm meeting / 'll meet my cousin at the railway station at eight.  
B: Can I come with you?
- 4 A: We're leaving tomorrow. We 'll stay / are going to stay at a campsite in the mountains.  
B: How exciting!
- 5 A: Look, there's Mark.  
B: Oh- I'll ask / 'm going to ask him about the party.
- 6 A: The bus 's arriving / arrives at eight o'clock on Saturday evening.  
B: Great. We'll meet you at the station.
- 7 A: I'm leaving.  
B: Where are you going?  
A: To the sports centre.  
B: Wait. I'll come / 'm going to come with you.
- 8 A: The film 's starting / starts at nine.  
B: Let's get there a bit earlier.
- 9 A: Tim isn't coming / doesn't come to the cinema tonight.  
B: Why not?  
A: He's busy. He's revising for his exams.
- 10 A: We will leave / 're leaving at half past six o'clock in the morning.  
B: OK. I won't be late

### Task 7

Complete the sentences. Use one word in each gap.

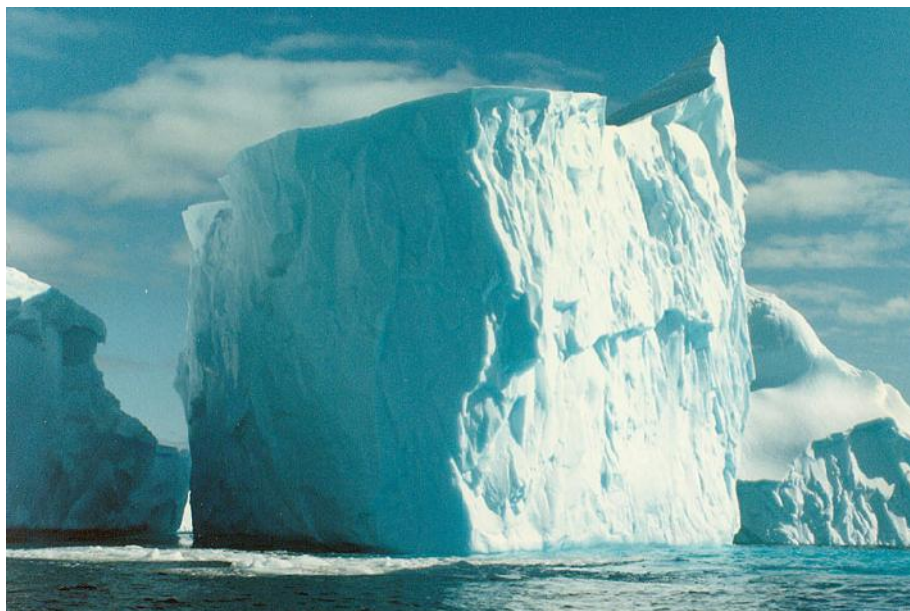
- 1 What ..... you doing on Sunday?  
2 We're ..... to have a party next week.  
3 I'm ..... coming to the theatre tomorrow evening. I'm busy.  
4 What time ..... the exam start tomorrow? I don't want to be late.  
5 Jack isn't at home. I ..... call him later.  
6 I ..... having lunch with Peter tomorrow.  
7 Mark ..... coming back tomorrow.  
8 She isn't going ..... make a cake. She hasn't got time.  
9 Are you ..... to wear the black dress to the party on Saturday?  
10 Don't worry- You ..... feel better tomorrow.

**Task 8**

*Look at the pictures and think of what future will the shown items have:*





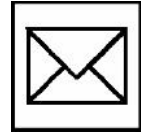


An ID Card? The man from the Government told us they were called 'Remember who you are cards'!



### Task 9

Write an essay on what the world will be in 2050. Upload it to Moodle.



### Task 10

Translate the following text.

- Co budeš dělat dnes večer, Berto?
- Nic zvláštního, Irmo, proč se ptáš?
- Nechceš jít se mnou do kina? Hraje se „Vražda v jazykové škole“. Chtěla bych to vidět, ale nechci jít sama.
- Proč nejdeš s Igorem?
- Ty to nevíš? Minulý týden jsme se rozešli. Brečela jsem 5 dní a 5 nocí, ale teď na něj zapomenou.
- Chudáku! Ale hlavu vzhůru, určitě si brzo někoho najdeš.
- Už tomu nevěřím. Nikdo mě nemá rád... Co to kino?
- OK, půjdu s tebou. V kolik to začíná?
- O půl osmé, počkám na Tebe před kinem.
- Budu dnes s Brunem, mám mu říct, aby šel s námi? Bude rád, vím, že se mu líbíš.
- Nevím, jestli je to dobrý nápad.



## 6.2 Extras – if & when

When talking about future, you have to be careful when using conjunctions **IF** and **WHEN**.

**IF** is used in conditional clauses

**WHEN** is used in time clauses

### IF/WHEN + PRESENT SIMPLE

I will help you IF I have time. – Pomůžu ti, pokud budu mít čas.

(Za jaké podmínky?)

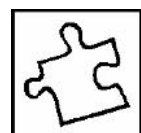
I will help you WHEN I have time. - Pomůžu ti, až budu mít čas. (Kdy?)



### Task 11

Complete the following sentences. Use if or when and correct form.

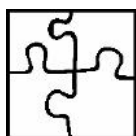
- 1 If you ..... there first, take a place for me. (*come*)
- 2 I'll see you again ..... I..... next in London. (*be*)
- 3 He'll lock the door when everyone ..... the room. (*leave*)
- 4 You can borrow my coat ..... you ..... it back. (*bring*)
- 5 If you ..... a minute, I'll have a look if I have the document. (*wait*)
- 6 She will go out ..... this movie ..... (*end*)
- 7 Can you tell me when Ms Davis ..... ? (*arrive*)
- 8 Come back again soon.....you ..... a chance. (*get*)





## 6.3 Vocabulary

arrangement	uspořádání/plán	neighbour	soused
be stuck	uvíznout	overview	přehled
borrow	půjčit si	pocket money	kapesné
budget	rozpočet	prediction	předpověď
career	kariéra	present	dárek
coat	kabát	purse	peněženka
cousin	sestřenice, bratranec	same as	stejný jako
exam	zkouška	schedule	rozvrh
forget	zapomenout	sleepy	ospalý
future	budoucnost	specification	určení
hope	naděje	term	semestr
if	jestliže	timetable	jízdní řád, časový rozvrh
imagine	představit si	various	různý
look after	starat se	way	způsob
meal	jídlo	when	když, až



## 6.4 Key

### Task 1

A: 1 **Are you going** on holiday this year?

B: 'Yes – 2 **we are going to fly** to Spain.

A: What 3 **Are you going to do** on holiday?

B: Well, 4 **I am going to get up** late every morning! We 5 **are going to lie** on the beach all afternoon and 6 **I am not going to cook** any meals!

A: 7 **Are you going to buy** any presents?

B: Yes – 8 **I am going to buy** presents for everyone, and 9 **Stephanie is going to send** postcards to her friends.

A: What about your cat?

B: Oh. Fluffy? Mr and Mrs Pulver, our neighbours, 10 **are going to look after** her for us.

### Task 2

- 1 will be
- 2 are having
- 3 will enjoy
- 4 is having
- 5 will be
- 6 I'm not working
- 7 are meeting
- 8 will love
- 9 are leaving
- 10 will need

### Task 3

Subject of class discussion

### Task 4

Subject of class discussion

### Task 5

Subject of class discussion

### Task 6

- 1 I'm going to move.
- 2 I'll pay
- 3 I'm meeting
- 4 We are going to stay
- 5 I'll ask
- 6 the bus arrives
- 7 I'll come.
- 8 The film starts
- 9 Tim isn't coming
- 10 We're leaving

### Task 7

- 1 What **are** you doing on Sunday?
- 2 We're **going** to have a party next week.
- 3 I'm **not** coming to the theatre tomorrow evening. I'm busy.
- 4 What time **does** the exams start tomorrow? I don't want to be late.
- 5 Jack Isn't at home. I **will** call him later.
- 6 I **am** having lunch with Peter tomorrow.
- 7 Mark **is** coming back tomorrow.
- 8 She isn't going **to** make a cake. She hasn't got time.
- 9 Are you **going** to wear the black dress to the party on Saturday?
- 10 Don't worry- You **will** feel better tomorrow.

### Task 8

Subject of class discussion

### Task 10

Subject of class discussion

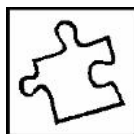
### Task 11

- 1 If you **come** there first, take a place for me.
- 2 I'll see you again **when I am** next in London.
- 3 He'll lock the door when everyone **leaves** the room.
- 4 You can borrow my coat **if** you **bring** it back.
- 5 If you **wait** a minute, I'll have a look if I have the document.
- 6 She will go out **when** this movie **ends**.
- 7 Can you tell me when Ms Davis **arrives**?
- 8 Come back again soon **if** you **get** a chance.

## 7 ACTIVITIES – LISTENING

### 7.1 Unit 3

Listen to the following song and complete it with the missing words:



#### **ALANIS MORISSETTE** **"Hand In My Pocket"**

I'm ..... but I'm happy  
I'm ..... but I'm kind  
I'm short but I'm healthy, yeah  
I'm .....but I'm .....  
I'm sane but I'm .....  
I'm lost but I'm hopeful baby  
What it all comes down to  
Is that everything's gonna be fine fine fine  
'cause I've got one hand in my pocket  
And the other one is giving a .....  
I feel drunk but I'm sober  
I'm young and I'm .....  
I'm .....  
I ..... but I'm restless  
I'm here but I'm really gone  
I'm ..... and I'm sorry baby

What it all comes down to  
Is that everything's gonna be ..... alright  
'cause I've got one hand in my pocket  
And the other one is flicking .....  
And what it all comes down to  
Is that I haven't got it all ..... just yet  
'cause I've got one hand in my pocket  
And the other one is giving the peace sign  
I'm free but I'm .....  
I'm .....wise  
I'm hard but I'm friendly baby  
I'm sad but I'm .....  
I'm brave but I'm .....  
I'm ..... but I'm .....

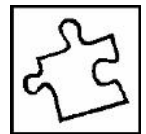


And what it all ..... down to  
Is that no one's really got it ..... just yet  
'cause I've got one hand in my pocket  
And the other one is .....  
And what it all comes down to my friends  
Is that everything's just fine fine fine  
'cause I've got one hand in my pocket  
And the other one is hailing .....

## 7.2 Unit 5

Listen to the following song and complete it with the missing words:

### **SUZANNE VEGA** **The Queen and The Soldier**



The soldier came ..... upon the queen's door  
He said, "I am not fighting for you any more"  
The queen knew she'd seen his face someplace .....  
And slowly she let him inside.

He said, "I've watched your palace up here on the .....  
And I've ..... who's the woman for whom we all kill  
But I am leaving ..... and you can do what you .....  
Only first I am asking you why."

Down in the long ..... hall he was led  
Into her rooms with her tapestries red  
And she ..... once took the crown from her head  
She asked him there to .....

He said, "I see you now, and you are so very young  
But I've seen more battles lost than I have battles won  
And I've got this ....., says it's all for your fun  
And now will you tell me why?"

The young queen, she ..... him with an arrogant eye  
She said, "You won't understand, and you may as well not try"  
But her face was a child's, and he thought she would .....  
But she closed herself up like a fan.

And she said, "I've swallowed a secret burning thread  
It cuts me inside, and often I've ....."  
He laid his hand then on top of her head

And he bowed her down to the .....

"Tell me how hungry are you? How weak you must .....  
As you are living here ....., and you are never revealed  
But I won't march again on your ....."  
And he took her to the window to see.

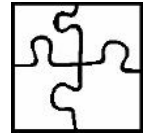
And the sun, it was gold, though the ....., it was gray  
And she wanted more than she ever could say  
But she knew how it .....her, and she turned away  
And would not look at his face again.

And he said, "I want to live as an ..... man  
To get all I ..... and to give all I can  
And to love a young woman who I don't understand  
Your ....., your ways are very strange."

But the crown, it had fallen, and she thought she would break  
And she stood there, ashamed of the way her ..... ached  
She took him to the ..... and she asked him to wait  
She would only be a moment inside.

Out in the ..... her order was heard  
And the soldier was killed, still ..... for her word  
And while the queen went on strangling in the solitude she .....  
The battle ..... on.

## 7.3 Key



### ALANIS MORISSETTE "Hand In My Pocket"

I'm **broke** but I'm happy  
I'm **poor** but I'm kind  
I'm short but I'm healthy, yeah  
I'm **high** but I'm **grounded**  
I'm sane but I'm **overwhelmed**  
I'm lost but I'm hopeful baby  
What it all comes down to  
Is that everything's gonna be fine fine fine  
'cause I've got one hand in my pocket  
And the other one is giving a **high five**  
I feel drunk but I'm sober  
I'm young and I'm **underpaid**  
I'm **tired but I'm working**, yeah  
I **care** but I'm restless  
I'm here but I'm really gone  
I'm **wrong** and I'm sorry baby

What it all comes down to  
Is that everything's gonna be **quite** alright  
'cause I've got one hand in my pocket  
And the other one is flicking a **cigarette**  
And what it all comes down to  
Is that I haven't got it all **figured out** just yet  
'cause I've got one hand in my pocket  
And the other one is giving the peace sign  
I'm free but I'm **focused**  
I'm **green but I'm** wise  
I'm hard but I'm **friendly baby**  
I'm sad but I'm **laughing**  
I'm brave but I'm **chickenshit**  
I'm **sick** but I'm **pretty baby**

And what it all boils down to  
Is that no one's really got it **figured out** just yet  
'cause I've got one hand in my pocket  
And the other one is **playing the piano**  
And what it all comes down to my friends  
Is that everything's just fine fine fine  
'cause I've got one hand in my pocket  
And the other one is hailing a **taxi cab**

SUZANNE VEGA  
**The Queen and The Soldier**

The soldier came **knocking** upon the queen's door  
He said, "I am not fighting for you any more"  
The queen knew she'd seen his face someplace **before**  
And slowly she let him inside.

He said, "I've watched your palace up here on the **hill**  
And I've **wondered** who's the woman for whom we all kill  
But I am leaving **tomorrow** and you can do what you **will**  
Only first I am asking you why."

Down in the long **narrow** hall he was led  
Into her rooms with her tapestries red  
And she **never** once took the crown from her head  
She asked him there to **sit down**.

He said, "I see you now, and you are so very young  
But I've seen more battles lost than I have battles won  
And I've got this **intuition**, says it's all for your fun  
And now will you tell me why?"

The young queen, she **fixed** him with an arrogant eye  
She said, "You won't understand, and you may as well not try"  
But her face was a child's, and he thought she would **cry**  
But she closed herself up like a fan.

And she said, "I've swallowed a secret burning thread  
It cuts me inside, and often I've **bled**"  
He laid his hand then on top of her head  
And he bowed her down to the **ground**.

" Tell me how hungry are you? How weak you must **feel**  
As you are living here **alone**, and you are never revealed  
But I won't march again on your **battlefield**"  
And he took her to the window to see.

And the sun, it was gold, though the **sky**, it was gray  
And she wanted more than she ever could say  
But she knew how it **frightened** her, and she turned away  
And would not look at his face again.

And he said, "I want to live as an **honest** man  
To get all I **deserve** and to give all I can  
And to love a young woman who I don't understand  
Your **highness**, your ways are very strange."

But the crown, it had fallen, and she thought she would break  
And she stood there, ashamed of the way her **heart** ached

She took him to the **doorstep** and she asked him to wait  
She would only be a moment inside.

Out in the **distance** her order was heard  
And the soldier was killed, still **waiting** for her word  
And while the queen went on strangling in the solitude she **preferred**  
The battle **continued** on.

## 8 REVISION



Dear students,

you have come to an end of this study material and now it is high time to revise your knowledge.

This unit will not be available in the printed version of this material, but you will find it in an electronic version in LMS Moodle, which you are already used to working with. The online version of revising the subject matter that you learnt during the semester will offer you a possibility to access it from any computer connected to the internet. You will also have more trials to take the test, which means that you will be able to go over your mistakes more times and this will give you some time between individual trials to go over the printed material and recommended literature of websites again, learn the necessary grammar, vocabulary, etc. I hope that with each taken trial, your score will be higher and you will make fewer mistakes.

Do not be afraid of taking the test it is only for you to know if you did well during the term and for me, the teacher, to know if I have been successful in teaching you what I wanted. Well, this test will prove if you are good students and I am a good teacher 😊.

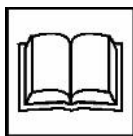
Good luck and thank you for attending this course, hoping that you are satisfied.

## 9 APPENDIX

### Common Irregular Verb Forms in Alphabetical Order

BaseForm	SimplePast	Participle	BaseForm	SimplePast	Participle	BaseForm	SimplePast	Participle
awake	awoke	awaken	go	went	gone	shrink	shrank	shrunken
be	was/were	been	grind	ground	ground	sing	sang	sung
beat	beat	beaten	grow	grew	grown	sink	sank	sunk
begin	began	begun	hang	hung or hanged	hung or hanged	sit	sat	sat
bend	bent	bent	have	had	had	sleep	slept	slept
bet	bet	bet	hear	heard	heard	slide	slid	slid
bid	bid	bid	hide	hid	hidden	sling	slung	slung
bind	bound	bound	hit	hit	hit	slink	slunk	slunk
bite	bit	bitten	hold	held	held	slit	slit	slit
bleed	bled	bled	hurt	hurt	hurt	sow	sowed	sown
blow	blew	blown	keep	kept	kept	speak	spoke	spoken
breed	bred	bred	know	knew	known	spend	spent	spent
break	broke	broken	lay	laid	laid	spin	spun	spun
bring	brought	brought	lead	led	led	split	split	split
build	built	built	leave	left	left	spread	spread	spread
burst	burst	burst	lend	lent	lent	spring	sprang or sprung	sprung
buy	bought	bought	let	let	let	stand	stood	stood
cast	cast	cast	lie	lay	lain	steal	stole	stolen
catch	caught	caught	light	lit or lighted	lit or lighted	stick	stuck	stuck
choose	chose	chosen	lose	lost	lost	sting	stung	stung
cling	clung	clung	make	made	made	stink	stank	stunk
come	came	come	mean	meant	meant	stride	strode	stridden
cost	cost	cost	meet	met	met	strike	struck	struck or stricken
creep	crept	crept	pay	paid	paid	string	strung	strung
cut	cut	cut	put	put	put	strive	strove	striven
do	did	done	quit	quit	quit	swear	swore	sworn
deal	dealt	dealt	read	read	read	sweep	swept	swept
dig	dug	dug	rend	rent	rent	swell	swelled	swollen
dream	dreamt or dreamed	dreamt or dreamed	rid	rid	rid	swim	swam	swum
draw	drew	drawn	ride	rode	ridden	swing	swung	swung
drink	drank	drunk	ring	rang	rung	take	took	taken
drive	drove	driven	rise	rose	risen	teach	taught	taught
dwelt	dwelt	dwelt	run	ran	run	tear	tore	torn
eat	ate	eaten	say	said	said	tell	told	told
fall	fell	fallen	see	saw	seen	think	thought	thought
feed	fed	fed	seek	sought	sought	thrust	thrust	thrust
feel	felt	felt	sell	sold	sold	tread	trod	trodden
fight	fought	fought	send	sent	sent	wear	wore	worn
find	found	found	set	set	set	weave	wove	woven
flee	fled	fled	sew	sewed	sewn	wed	wed	wed
fling	flung	flung	shake	shook	shaken	weep	wept	wept
fly	flew	flown	shed	shed	shed	wet	wet	wet
forget	forgot	forgotten	shine	shone or shined	shone or shined	win	won	won
forgive	forgave	forgiven	shoot	shot	shot	wind	wound	wound
freeze	froze	frozen	show	showed	shown	wring	wrung	wrung
get	got	gotten				write	wrote	written
give	gave	given						

## 10 BIBLIOGRAPHY



### 10.1 Printed materials

Kollmannová, L.: *Angličtina nejen pro samouky*, LEDA, ISBN 80-7335-058-0  
Soars, L a J.: *New Headway Pre-Intermediate*, 3<sup>rd</sup> edition, Oxford University  
press, ISBN 01-947168-3-X

Murphy, R.: *English Grammar in Use*, Updated Edition, Cambridge University  
press, ISBN 978-0-521-53290-7

### 10.2 Online resources and recommended websites

<a href="http://www.helpforenglish.cz">www.helpforenglish.cz</a>	a Czech website with grammar, explanations, tests, quizzes
<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>	a famous British news website also offering a section for learners of English
<a href="http://www.praguepost.cz">www.praguepost.cz</a>	a Czech electronic newspaper in English
<a href="http://www.cambridgeesol.org/exams/index.html">http://www.cambridgeesol.org/exams/index.html</a>	a website about internationally recognised examinations, resources, etc.
<a href="http://www.ted.com">www.ted.com</a>	a website offering videos on various topics with a possibility of subtitles – a great way to improve listening skills
<a href="http://www.youtube.com">www.youtube.com</a>	an unlimited storage of videos where everyone can find videos on any topic - a good way to improve listening skills
<a href="http://www.krysstal.com/english.html">www.krysstal.com/english.html</a>	a website about the English language, accents, and lots of other interesting topics about this language



## 11 Symboly a jejich význam



**Průvodce studiem** – vstup autora do textu, specifický způsob, kterým se studentem komunikuje, povzbuzuje jej, doplňuje text o další informace.



**Příklad** – objasnění nebo konkretizování problematiky na příkladu ze života, z praxe, ze společenské reality, apod.



**Pojmy k zapamatování**



**Shrnutí** – shrnutí předcházející látky, shrnutí kapitoly.



**Literatura** – použita ve studijním materiálu, pro doplnění a rozšíření poznatků.



**Kontrolní otázky a úkoly** – prověřují, do jaké míry studující text a problematiku pochopil, zapamatoval si podstatné a důležité informace a zda je dokáže aplikovat při řešení problémů.



**Úkoly k textu** – je potřeba je splnit neprodleně, neboť pomáhají dobrému zvládnutí následující látky.



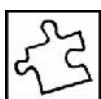
**Korespondenční úkoly** – při jejich plnění postupuje studující podle pokynů s notnou dávkou vlastní iniciativy. Úkoly se průběžně evidují a hodnotí v průběhu celého kurzu.



**Otázky k zamyšlení**



**Část pro zájemce** – přináší látku a úkoly rozšiřující úroveň základního kurzu. Pasáže a úkoly jsou dobrovolné.



**Testy a otázky** – ke kterým řešení, odpovědi a výsledky studující najdou v rámci studijní opory.



**Řešení a odpovědi** – vážou se na konkrétní úkoly, zadání a testy.