



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



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

Praktická cvičení 3

Distanční studijní text

Mgr. Marie Machničová

Opava 2019



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

- Obor:** 0231 Osvojování si jazyka
- Klíčová slova:** Gramatika, slovní zásoba, poslech s porozuměním, čtení s porozuměním, psaní, mluvení, jazykové kompetence, jazykové dovednosti.
- Anotace:** Studijní opora Praktická cvičení 3 obsahuje distanční studijní text pro předměty Praktická cvičení 3. Tento předmět spadá do skupiny povinných předmětů studijního oboru Angličtina pro odbornou praxi. Praktická cvičení 3 jsou zaměřena na systematický a všestranný rozvoj jazykových kompetencí a na praktickou aplikaci komunikativních dovedností pro středně pokročilé mluvčí anglického jazyka (úroveň B2 Společného evropského referenčního rámce pro jazyky). Studenti si ve cvičeních upevní a prohloubí znalost anglické gramatiky, rozšíří si slovní zásobu a procvičí si výslovnost. Důraz bude kladen jak na receptivní dovednosti – poslech a čtení s porozuměním, tak na produktivní dovednosti – mluvení a psaní.
- Praktická cvičení 3 jsou založena na lekcích 9 - 12 z učebnice *Cambridge English First Result Student's Book* a *Cambridge English First Result Workbook*.
- Kromě látky z učebnice a pracovního sešitu jsou studentům také poskytnuty externí webové odkazy, prověřená online cvičení z webové stránky *Oxford University Press Cambridge English: First Online Practice*.
- Tato studijní opora je rozdělena do čtyř hlavních kapitol, které korespondují se čtyřmi kapitolami učebnice a pracovního sešitu a jsou probírány v rámci 13 výukových týdnů jednoho semestru.

Autor: Mgr. Marie Machničová

Obsah

ÚVODEM.....	6
RYCHLÝ NÁHLED STUDIJNÍ OPORY.....	7
1 UNIT 9 – GOING TO EXTREMES.....	8
1.1 Speaking, Reading and Listening practice	8
1.2 Grammar, Vocabulary and Use of English practice.....	9
1.3 Writing practice.....	10
2 UNIT 10 – ALL IN THE MIND.....	12
2.1 Speaking, Reading and Listening practice	12
2.2 Grammar, Vocabulary and Use of English practice.....	14
2.3 Writing practice.....	15
3 UNIT 11 – MAN AND MACHINE	17
3.1 Speaking, Reading and Listening practice	17
3.2 Grammar, Vocabulary and Use of English practice.....	19
3.3 Writing practice.....	20
4 UNIT 12 – MAKE A DIFFERENCE	22
4.1 Speaking, Reading and Listening practice	23
4.2 Grammar, Vocabulary and Use of English practice.....	24
4.3 Writing practice.....	24
PŘEHLED DOSTUPNÝCH IKON.....	26
LITERATURA	27
SHRNUTÍ STUDIJNÍ OPORY	28

ÚVODEM

Tato studijní opora se skládá z distančního textu a LMS kurzu a je nedílnou součástí kurzu Praktická cvičení 3. Požadovaná úroveň pro absolvování tohoto kurzu je B2 dle Evropského referenčního rámce pro jazyky. Studenti, kteří se rozhodnou tento kurz absolvovat by měli mít komunikační dovednosti na úrovni B2, stejně tak jako dobré znalosti gramatiky, slovní zásoby a jazykových dovedností, které tuto úroveň charakterizují. Studenti mohou tuto studijní oporu využít během kurzu Praktická cvičení 3 jako podpůrný text, nebo jako distanční text, který nahrazuje přímou výuku v hodinách. LMS kurz na e-learningové platformě Moodle nabízí studentům rozšiřující gramatická cvičení a aktivity pro rozvoj jazykových dovedností a obsahují také test s klíčem, který slouží jako opakování a zpětná vazba studentům.

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

RYCHLÝ NÁHLED STUDIJNÍ OPORY

Předmět je zaměřen na systematický a všestranný rozvoj jazykové kompetence a na praktickou aplikaci komunikativních dovedností pro středně pokročilé mluvčí angličtiny (úroveň B2 Společného evropského referenčního rámce). Studenti si ve cvičeních upevní a prohloubí znalost anglické gramatiky, rozšíří slovní zásobu a procvičí výslovnost. Důraz bude kladen na poslech a mluvení. Hodiny budou založeny na lekcích 9-12 učebnice *Cambridge English First Result*.

Syllabus:

1. Unit 9: Lead in. Reading: multiple choice. Vocabulary: compound adjectives.
2. Unit 9: Grammar: relative clauses. Listening: sentence completion. Speaking.
3. Unit 9: Use of English: key word transformations. Vocabulary: body idioms. Writing: a letter.
4. Unit 10: Lead in. Reading: gapped text. Vocabulary: mental activities.
5. Unit 10: Grammar: comparatives and superlatives. Listening: multiple matching. Speaking.
6. Unit 10: Use of English: word formation. Vocabulary: expressions with *mind*. Writing: a letter.
7. Unit 11: Lead in. Reading: multiple choice. Vocabulary: gadgets and their parts.
8. Unit 11: Grammar: conditionals. Listening: multiple choice. Speaking.
9. Unit 11: Use of English: open cloze. Vocabulary: compound nouns. Writing: a letter of complaint.
10. Unit 12: Lead in. Reading: multiple matching. Vocabulary: achievement and success.
11. Unit 12: Grammar: causative verbs (*have, make, let, get*). Listening: sentence completion. Speaking.
12. Unit 12: Use of English: multiple-choice cloze. Vocabulary: compound adjectives. Writing: an article.
13. Revise and check 9–12.

Povinná literatura:

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

Doporučená literatura:

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

1 UNIT 9 – GOING TO EXTREMES



QUICK OVERVIEW

Unit 9 is about going to extremes, you will talk about people's habits and obsessions, read an article about people who did extraordinary things, listen to an interview with a man who collects things and speak about pictures with different rooms. Further on, the language skills will focus on defining and non-defining relative clauses, key word transformations and body idioms. You will revise the form and content of an essay.



AIMS

In the Lead in section, you will talk about people's obsession and discuss the questions and the pictures in pairs. You will read an article called *Against all odds* and complete the multiple choice reading comprehension exercise. In the Grammar section, you will revise and practise forming and using defining and non-defining relative clauses. In the Vocabulary section, you will learn and practise compound adjectives and body idioms and the Use of English sections focuses on key word transformations. In the Writing part, you will learn about the outline, structure, register and contents of an essay, you will also try to write one yourself.



KEY WORDS

Habits, obsessions, key word transformations, compound adjectives, body idioms, defining and non-defining relative clauses, an essay.

1.1 Speaking, Reading and Listening practice

SB p. 105: Lead in: discuss the photos with your partner and talk about different obsessions and habits people might have. Answer the questions and check with the whole class.

SB p. 106-107: Reading: *Against all odds* – discuss the statement in ex. 1 with your partner. Then, individually, skim through the text and complete the tasks in ex. 2 and 3,

paying attention to reading the questions and possible answers carefully. After completing the multiple choice reading, compare your answers with a partner and check them with a tutor.

SB p. 110: Listening – Part 2 sentence completion: work in pairs and tell each about anything you collect now, or have collected in the past. Read the how to do it box below, listen to a man talking about the thing she collects and complete the sentences in ex. 2 and 3. In ex. 4, discuss the questions with your partner or in small groups.

POINTS TO REMEMBER – LISTENING PART 2 – SENTENCE COMPLETION



Before you listen, you have 45 seconds to read the 10 sentences. If you miss an answer, don't worry and move on to the next sentence. When you listen again, concentrate on the answers that you missed the first time. Don't leave answers blank – make a guess.

SB p. 111: Speaking – Part 2: work in pairs and match the adjectives with photos, saying what each adjective could describe: the people, the venue, the event, the atmosphere, the clothes, etc. Again in pairs, complete the tasks in ex. 2, 3 and 4. Make groups of three or four and discuss the questions in ex. 4.

INDIVIDUAL ASSIGNMENT



WB p. 56: Reading: *Going to extremes*, multiple choice reading practice.

WB p. 60: Listening: sentence completion listening practice.

1.2 Grammar, Vocabulary and Use of English practice

SB p. 108: Vocabulary: complete the tasks on compound adjectives, compare your answers with your partner and then check the correct answers with a tutor.

SB p. 108-109: Grammar: Relative clauses: read the Grammar Reference on p. 171-172 and complete the tasks, paying attention to the grammatical rules, in case of any questions, refer to the Grammar reference and/or check your answers with a tutor, make sure that you understand all the rules when forming defining and non-defining relative clauses. Should you need more practice, see the Grammar extra section at the end of this unit.

SB p. 112: Use of English: read the how to do it box below and complete the tasks in ex. 1 where you will also revise different language areas and ex. 2 to practise key word transformations.



POINTS TO REMEMBER – KEY WORD TRANSFORMATION

Decide what the key word replaces, remember it could be part of a phrase. Read both sentences to check that they mean the same. Check the number of words you have written. Remember that contractions, e.g. *isn't*, count as two words.

SB p. 113: Vocabulary: work individually and label the parts of the body shown in pictures using the words in the table, then compare the answers with your partner and in pairs, complete the tasks in ex. 2 and 3 to learn, form and practise body idioms.



INDIVIDUAL ASSIGNMENT

WB p. 58: Vocabulary: Describing weather – new vocabulary – don't miss this!

WB p. 59: Grammar: relative clauses. Grammar extra: present participle (*-ing*) and past participle (*-ed*) practice.

WB p. 61: Use of English: key words transformation practice.

1.3 Writing practice

SB p. 114-115: Writing – An essay – read the model answer individually, discuss the questions in ex. 1 and complete the tasks in ex. 2 and 3 – pay attention to the completed language boxes, check your answers with a tutor and try to use them in your own essay which you should write after completing ex. 4-7.



POINTS TO REMEMBER – WRITING AN ESSAY

See the Phrase bank and a model answer in SB p. 156.

COMPREHENSION CHECK



Do the unit 9 review – SB p. 116, the key will be given to you by a tutor.

EXTRAS



- To practise relative clauses, have a look at units 92-97 in *English Grammar in Use Intermediate*.
 - To practise vocabulary connected to describing people, have a look at unit 78 and 79 in *English Vocabulary in Use Upper-intermediate*.
-

UNIT 9 - SUMMARY



In unit 9, you have practised multiple choice reading comprehension exercise, revised compound adjectives and learned new body idioms. You have improved your listening and speaking skill when you discussed people's habits and obsession. You revised defining and non-defining relative clauses, practised key word transformations and writing a report.

COMPREHENSION CHECK – REVIEW UNITS 7 - 9



WB p. 62-63: Do the review of units 7 - 9 of this book. Mind you, units 7 and 8 were dealt with in the previous Practical language 2 course, so take it as an opportunity to revise what you have learned so far and connect it to the units in this Practical language course 3. The key to the review units 7 - 9 will be given to you by your tutor.

2 UNIT 10 – ALL IN THE MIND



QUICK OVERVIEW

Unit 10 is called *All in the mind* and we will talk about our individual learning styles and read an article on savants. You will expand your vocabulary with verbs that describe mental activities and practise comparatives and superlatives of adjectives. Concerning language skills, you will practise word formation, speaking about phobias and writing a letter of application.



AIMS

In unit 10, you will practise talking about different learning styles. In the article called *Switch off your mind and become a genius*, you will practise gapped text comprehension and talking about special abilities of people and how would you use them. The Vocabulary section focuses on verbs describing mental activities and expression with *mind* and in the Use of English section, you will revise and practise word formation, more precisely noun suffixes. In the Grammar section, you will deal with, revise and practise the system of comparatives and superlatives in English. You will improve your listening skills by completing Part 3 multiple matching listening and your speaking skills by comparing a set of two pictures and discussing activities you would most enjoy. In the Writing section, you will learn about the form and content of a letter of application.



KEY WORDS

Learning style, mental activities, expressions with *mind*, comparatives and superlatives, savants, comparing photos, noun suffixes, a letter of application.

2.1 Speaking, Reading and Listening practice

SB p. 117: Lead in: look at the photos, listen to six people talking about themselves and try to remember as much as possible without taking notes, then work in pairs and discuss the tasks in ex. 2. Work individually and do the quiz to find out your learning

style, then turn to page 153 to find the results, turn to page 154, do the memory test and then in pairs, discuss your results with your partner and with the whole class.

SB p. 118-119: Reading: word in pairs and discuss the questions in ex. 1. Skim through the text and quickly find answers to questions in ex. 2, then read the article called *Switch off your mind and become a genius* carefully and do the gapped text reading exercise. Compare your answers with a partner and check them with a tutor. Then, again in pairs, complete the tasks in ex. 4.

SB p. 122: Listening – Part 3: compare the pictures and answer the questions in ex. 1 and 2, then listen to five people talking about their dreams and complete the multiple matching listening in ex. 3, listen again and complete the tasks in ex. 4 and 5. In ex. 6, discuss the questions with your partner.

SB p. 123: Speaking – Part 2: work in pairs and discuss the tasks and vocabulary in ex. 1 and 2. See the phrase box and how to do it box below and compare the pictures in ex. 3 and 4.

PHRASE BANK – COMPARING PHOTOS



In the first photo...but in the second one...

This picture...while on the other hand this one...

In comparison to the first photo, this one...

POINTS TO REMEMBER – SPEAKING - PART 2



Describe each scene in general and mention any obvious similarities or differences. Say how they make you feel, or what they remind you of. Describe what the people are doing and wearing. Say how the people might be feeling and how you might feel in a similar situation.

INDIVIDUAL ASSIGNMENT



WB p. 64-65: Reading: *Improve your memory* – gapped text reading practice.

WB p. 68: Listening: Part 3 – multiple matching listening practice.

2.2 Grammar, Vocabulary and Use of English practice

SB p. 120-121: Grammar: Comparatives and superlatives. Read the Grammar reference on p. 172-173, paying attention to: short adjectives, long adjectives, adverbs, *than* in comparisons, *in* with superlatives, *more* and *most*, *less* and *least*, *(not) as...as*, subject and object pronouns and other comparative and superlative expressions. Work in pairs and complete the tasks in ex. 1, 2 and 3 by discussing, rewriting and making comparisons while using the most suitable forms of comparative and superlative structures. Complete the tasks in ex. 4 and 5 individually, compare your answers with a partner and check them with a tutor and again in pairs, complete the tasks in ex. 6.

SB p. 120: Vocabulary: work individually and complete the tasks in ex. 1 and 2 by forming definitions of the verbs connected to mental activities. Compare your answers with a partner and check them with a tutor.

SB p. 125: Vocabulary: complete the tasks in all three exercises, either individually or with a partner and enlarge your knowledge of expressions with *mind*.

SB p. 124: Use of English: See the table with noun suffixes below and complete the tasks in ex. 1 – 3.



NOUN SUFFIXES

We can add suffixes to verbs or adjectives to make nouns. Sometime the spelling changes.

Verb to noun:

-(t)ion: express – expression, dominate – domination

-ment: manage – management, excite – excitement

Adjective to noun:

-ness: happy – happiness, weak – weakness

-ity: similar – similarity, popular - popularity



INDIVIDUAL ASSIGNMENT

WB p. 66: Vocabulary: emotions and mental states.

WB p. 67: Grammar: comparatives and superlatives.

WB p. 69: Use of English: *A real page-turner?* – Part 3 - word formation practice.

2.3 Writing practice

SB p. 126-127: Writing: A letter of application. Work individually, read Rachel's letter and the tasks and discuss your suggestions with a partner. Complete the tasks in ex. 2-4. Compare your answers with a partner and check your solutions with a tutor. Work individually, read the instructions in ex. 5 carefully, see the tip box below and write your own letter of application.

POINTS TO REMEMBER – WRITING A LETTER OF APPLICATION



Read the task carefully and underline any words which tell you what information you need to include. Begin by saying why you are writing, do not include addresses or the date. Make sure your letter is organized into paragraphs. Check your letter for length (140-190 words) and register.

Tip: write one paragraph for each main ideal, don't write more than four paragraphs.

COMPREHENSION CHECK



Do the unit 10 review – SB p. 128, the key will be given to you by a tutor.

EXTRAS



- To practise comparatives and superlatives, have a look at units 105-108 in *English Grammar in Use Intermediate*.
 - To practise noun suffixes, have a look at unit 8, to practise vocabulary connected to mind and mental activities, have a look at unit 71 in *English Vocabulary in Use Upper-intermediate*.
-



UNIT 10 SUMMARY

In unit 10, you have developed and improved communication skills connected to mental activities, you practised your reading skill when completing the gapped text reading on geniuses, your listening skill when completing the multiple matching listening exercise about people and their dreams and revised the system comparatives and superlatives in English and noun suffixes.

3 UNIT 11 – MAN AND MACHINE

QUICK OVERVIEW



In unit 11 which is called *Man and machine*, you will discuss the benefits and drawbacks of several modern world inventions. The reading section brings an article on a gadget generation and the listening section brings a story about inventors. The Grammar and Use of English section deal with gadgets and their parts, conditionals and compound adjectives and open cloze. In the Writing section, you will learn about the form and content of an essay about mobile phones and safety.

AIMS



Unit 11 starts with a Lead in section where you will go down the memory lane and discuss gadgets that are no longer used. In the article called *The Gadget generation*, you will complete a multiple choice reading exercise and in the Listening section, you will listen to a radio programme about inventors and in the Speaking section, you will develop your speaking skill when agreeing and disagreeing with modern gadgets and their impact on our lives. You will further develop your language skills when writing an essay on mobile phones, social media and safety on the Internet. You will revise and practice the system of conditionals in English in the Grammar section and practise open cloze and compound nouns in the Use of English and Vocabulary sections of this unit.

KEY WORDS



Different ways of communication, passives, phrasal verbs with *get*, multiple-choice cloze, a review.

3.1 Speaking, Reading and Listening practice

SB p. 129: Lead in: *Man and the machine*, work in pairs, see the pictures of things we no longer use and answer the questions with your partner or as a whole class. Do the same with the questions in ex. 2 and 3, work in pairs, then change partners with another pair,

compare your opinions and discuss this topic with the whole class. Make sure to use appropriate vocabulary and grammar and give reasons for your opinions.

SB p. 130-131: Reading: *The Gadget generation*, work in pairs and discuss the questions in ex. 1. Then, individually, skim through the text and answer the questions in ex. 2, ignoring the unknown vocabulary in the text, compare your answers with a partner or a tutor. Work individually, read the text carefully and complete the multiple choice reading exercise. Compare your answers in pairs and check them with a tutor. In ex. 4, match the collocation with their meanings and discuss the final question in ex. 5.

SB p. 134: Listening – Part 4 – work in pairs, look at the pictures and answer the questions in ex. 1, then read the questions in ex. 2 carefully, paying attention to key words. Listen to a radio programme about inventors and complete the listening comprehension exercise. Compare your answers with your partner and check them with a tutor.

SB p. 135: Speaking – Parts 3 and 4: look at the pictures and discuss the questions in ex. 1 with your partner, then listen to two students talking about some of the gadgets shown and answer the questions in ex. 2. Listen again and say which of the expression in the language box you hear. Have a look at the language box and the tip box below. Again, in pairs, complete the tasks in ex. 4 and 5.



LANGUAGE BOX – AGREEING AND DISAGREEING

Agreeing:

Yes, I agree (with you).

I couldn't agree more

So do I./Neither do I.

That's right/true.

Disagreeing:

I see what you mean, but...

that may be true, but...

Don't you think that...?

That's a good point, but I...



POINTS TO REMEMBER – SPEAKING - PARTS 3 AND 4

You can use these phrases for starting a Part 3 discussion:

Let's talk about...first...

We could start by talking about...

You can use these phrases for bringing a discussion to a close:

I think we need to make a decision.

Shall we try to come to an agreement?

INDIVIDUAL ASSIGNMENT



WB p. 70-71: Reading: *On the mend*: multiple choice reading practice.

WB p. 74: Listening: multiple choice listening practice.

3.2 Grammar, Vocabulary and Use of English practice

SB p. 132: Vocabulary – complete the tasks in ex. 1 and 2 about gadgets and their parts. But because technology is an area progressing and developing in the speed of light, the pictures and gadgets might seem to be quite out-dated. We recommend opting for a change here by customising the tasks according to today's modern gadgets, e.g. smartphones, tables, ultra-laptops, etc. You can discuss modern technology based on your own experiences and have a whole-class discussion.

SB p.133: Grammar: Conditionals. Read the Grammar reference on p. 174-175, paying attention to: general rules, type 0 conditionals, type 1 conditionals, type 2 conditionals, type 3 conditionals and mixed conditionals. Complete the task in ex. 1 individually, make pairs, compare your answers with your partner and complete the ex. 2 and 3 by discussing different conditionals and completing the tasks. Try to complete the rest of the exercises on this page on your own and compare your answers with your partner after completing them, then check your answers with a tutor and ask about any insecurities you might have when forming, practising and using conditionals in English.

SB p. 136: Use of English – discuss the questions in ex. 1 with your partner, then read the text and complete the open cloze exercise.

SB p. 136: Vocabulary: compound nouns: discuss the questions concerning compound nouns in ex. 1 with your partner and complete the sentences in ex. 2 with compound nouns, do this individually and compare your answers afterwards. Read the tip box below and form compound nouns using the words in ex. 3. Check your answers with a tutor.

POINTS TO REMEMBER - COMPOUND NOUNS



Some compound nouns are written as a single word, some as two words, and some with a hyphen. Check in your dictionary if you aren't sure.



INDIVIDUAL ASSIGNMENT

WB p. 72: Vocabulary: Compound nouns: verb + preposition – further word building practice.

WB p. 73: Grammar: Conditionals practice.

WB p. 75: Use of English: open cloze practice.

3.3 Writing practice

SB p. 138-139: Writing – An essay. Read the task and model answer in ex. 1, work with a partner and discuss the questions about mobile phones and personal safety. Pay attention to analysing the model answer, answering the questions in ex. 2, 3 and 4. And finally, see the structure of an essay on p. 139, plan your essay by making notes in the chart and then, using this plan, write your essay in 140-190 words in an appropriate style.



COMPREHENSION CHECK

Do the unit 11 review – SB p. 140, the key will be given to you by a tutor.



EXTRAS

- To practise conditionals, have a look at units 38-41 in *English Grammar in Use Intermediate*.
 - To practise compound nouns, have a look at units 12-14, to practise vocabulary connected to modern technology, have a look at unit 52 in *English Vocabulary in Use Upper-intermediate*.
-



UNIT 11 SUMMARY

In this unit you have developed your communicative skill when speaking and writing about modern technology, mobile phones, gadget generation and inventors. You practised

a multiple choice reading and listening comprehension exercises, revised and learn vocabulary connected to modern technology and compound nouns. You have revised the system of English conditionals and finally, you have also learned about the form and content of an essay.

4 UNIT 12 – MAKE A DIFFERENCE



QUICK OVERVIEW

In the last unit of this course book is all about making a difference, you will improve your communicative skills when speaking about charities and writing an article about better environment. You will read an article on performing protest and listen to a radio programme about celebrities and charity campaigns and causes they support. The Use of English section is about revising causative verbs *have*, *make*, *let* and *get* and learning new vocabulary connected to achievement and success and compound adjectives.



AIMS

In the Lead in section, you will discuss charities and social problems they deal with. In the article called *Performing protests*, you will complete a multiple matching reading and learn verb + noun collocation. In the skills section, you will listen to a radio programme about celebrities and charity campaigns and causes they support and complete a sentence completion listening exercise. Further on, you will practise part 2 of the speaking exam which is about learning how to describe and compare two pictures and answering a short question about your partner's pictures. In the Grammar section, you will revise and practise causative verbs *have*, *make*, *let* and *get*. In the Vocabulary section, you will learn some new words expressing achievement and success and revise forming and using compound adjectives. The Use of English section gives you an opportunity to practise multiple-choice cloze and in the Writing section, you will learn about the form and content of an article.



KEY WORDS

Global issues, charities, social problems, causative verbs, compound adjectives, an article.

4.1 Speaking, Reading and Listening practice

SB p. 141: Lead in: match the social issues with the pictures, work with a partner and discuss any of these social issues and whether they are a problem where you live and think of similar social problems you might experience in your community. Discuss the rest of the questions in ex. 3 and 4 with your partner and then as a whole class, paying attention to presenting your opinions with accurate grammar and vocabulary.

SB p. 142-143: Reading: read the article called *Performing protests* quickly and match the photos with paragraphs A-F, then work individually, read the text again and complete the multiple matching task in ex. 2. In ex. 3, complete the verb + noun collocations and check your answers by finding them in the text and with your tutor. Work in pairs and answer the questions in ex. 4 with your partner, then, discuss your ideas with the whole class.

SB p. 146: Listening: see the quotations in ex. 1 and discuss them with your partner, then read the sentences in ex. 2, listen to a radio programme with a council leader Jane Newton talking about a new way of controlling teenagers and complete the sentences. After that, discuss the last question in ex. 3.

SB p. 147: Speaking – Part 2: match the words with pictures in ex. 1, then read the tip box below and complete the tasks in ex. 2. Work in pairs and practise Part 2 speaking with you partners as instructed in ex. 3. Still in pairs, discuss the questions in ex. 4, change pairs and compare your answers with a new students or with a tutor.

POINTS TO REMEMBER – SPEAKING PART 2



Begin by making factual statements about the photos, including the most obvious similarities and differences. Then move on to comments which involve opinion or speculation.

INDIVIDUAL ASSIGNMENT



WB p. 76-77: Reading: *Making the most of your money*: multiple matching reading practice.

WB p. 80: Listening: sentence completion listening practice.

4.2 Grammar, Vocabulary and Use of English practice

SB p. 144: Vocabulary: words connected achievement and success. Work individually and complete the tasks in ex. 1, 2 and 3, work with a partner and compare your answers, then, check them with a tutor. Work in pairs and tell each other about different ambitions in ex. 4.

SB p. 144-145: Grammar: Causative verbs: *have, make, let* and *get*. Read the Grammar reference on p. 175, paying attention to the verbs *have, make, let* and *get* and *to want/need something done*. After that, individually complete the tasks in ex. 1 and 2, then compare your answers with a partner and check them with a tutor. Then work in pairs, look at the pictures and say what work the owners of this house have had done. Use the verbs given and later on, discuss the pictures with the rest of the class. Complete the sentences in ex. 4 individually and check the answers with your partner, then work in pairs and complete all the tasks in ex. 5 and 6.

SB p. 148: Use of English: complete the tasks in ex. 1 and 2 in pairs and check your answers with a tutor. Then, work individually, read the text and complete the multiple-choice cloze exercise, paying attention to the words you choose for each gap.

SB p. 149: Vocabulary: Compound adjectives: in ex. 1, match the words to form adjectives, check your answers with a tutor, then complete the sentences in ex. 2 and rewrite the sentences in ex. 3 to practise phrases with compound adjectives, compare your answers with your partner and then with a tutor.



INDIVIDUAL ASSIGNMENT

WB p. 78: Vocabulary: phrases with *make* and *do* practice

WB p. 79: Grammar: Causative verbs, grammar extra: present and past participles

WB p. 81: Use of English: Part 1: multiple-choice cloze practice

4.3 Writing practice

SB p. 150-151: Writing an article – read through the tasks and write your report, paying attention to the form and content, grammar and spelling and how you actually structure your article. Complete the all the tasks on the double page, read the tip box below and write your article on *Three steps to a better environment*.

HOW TO DO IT – WRITING AN ARTICLE



Involve your readers by addressing them directly, and by using the personal pronouns *I, you* and *we*.

COMPREHENSION CHECK



Complete the review in SB p.104, the key will be given to you by a tutor.

REFERENCE TO STUDY MATERIALS



- To practise causative verbs, have a look at units 45 and 46 in *English Grammar in Use Intermediate*.
 - To practise compound adjectives, have a look at unit 12 in *English Vocabulary in Use Upper-intermediate*.
 - To practise vocabulary connected to social issues, have a look at units 38 and 44 in *English Vocabulary in Use Upper-intermediate*.
-

UNIT 12 SUMMARY




















Congratulation! You have completed the last unit of this Cambridge English First course! In this unit, you have practised and develop your communication skills when speaking and writing about social issues, you have revised and practised using causative verbs, forming compound adjectives and learned new words connected to achievement and success. In the skills section, you have also listened to a radio programme on celebrities who want to make a difference a completed a sentence completion exercise.

COMPREHENSION CHECK REVIEW UNITS 10-12



WB p. 82-83: Review Units 10-12 – in this section, you will revise and check your knowledge of grammar and vocabulary dealt with in the above mentioned units. Do this task individually, the key will be given to you by a tutor.

PŘEHLED DOSTUPNÝCH IKON

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

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

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

LITERATURA

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

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

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

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

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

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

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

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

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

SHRNUTÍ STUDIJNÍ OPORY

Studijní opora k předmětu Praktická cvičení 3 vám přinesla podpůrný text k posledním čtyřem kapitolám učebnice *Cambridge English First Result Student's Book* a *Workbook*. Je přehledně členěna do čtyř základních kapitol, z nichž každá má dvě hlavní části. Naleznete v nich v první řadě jakéhosi průvodce pro práci s učebnicí a pracovním sešitem a může svým způsobem nahrazovat přímou výuku v hodině a to i tím, že pracuje s množstvím distančních prvků, které pomáhají studentům se v tomto studijním textu lépe orientovat. Každá kapitola se shoduje s LMS kurzem na e-learningové platformě Moodle, který nabízí studentům možnost zopakovat si učivo samostatně nebo si procvičit gramatiku a slovní zásobu nad rámec této studijní opory. V rámci tohoto předmětu se předpokládá i účast studenta na různých případových studiích či projektech, které jsou k nalezení v LMS kurzu či s osobní přípravou studenta nad rámec hodinové dotace.

Název: **Praktická cvičení 3**

Autor: **Mgr. Marie Machničová**

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

Určeno: studentům SU FPF Opava

Počet stran:

Tato publikace neprošla jazykovou úpravou.