

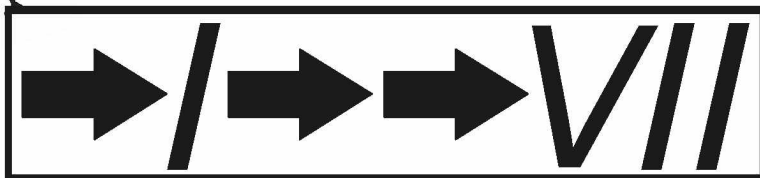
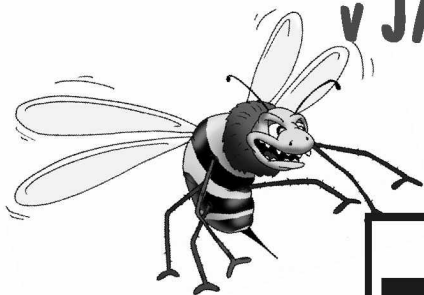
S námi se domluví každý...

ANGLIČTINA

pro starší školáky

v JAZYKOVÉM STUDIU ROLINO

ve školním roce 2020/21



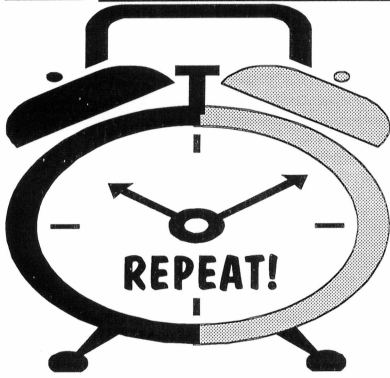
* 1.-20. lekce – 1. pololetí *

18. lekce - klíč

Student: _____



ANGLIČTINA pro starší školáky v jazykovém studiu ROLINO





Prague Write today's date.

Drilem:

*plnovýznamová a způsobová slovesa v celé tabulce

*trpný rod

*"should" - doporučení, výčitka

*"could" - výčitka "mírná"

*domněnka určitosti, možnosti - klad, zápor, přítomnost, budoucnost, minulost

*Stupňování příslovčí

*Zdvořilostní údiv

*Souvětí s vedlejší větou předmětnou se spojkou "že" bez souslednosti

*Souvětí s vedlejší větou předmětnou s ostatními spojkami bez souslednosti

*Předložkové vazby s některými slovesy (ASK FOR, ASK ABOUT, WAIT FOR, BELIEVE IN

SUFFER FROM, LAUGH AT, SMILE AT, FROWN AT, BE AFRAID OF, BE ANGRY WITH

*Souslednost v souvětí s vedlejší větou předmětnou se spojkou "že" -posun p - m)

1. Translate:

1. Myslel, že má více peněz.

He thought (that) he had more money.

2. Věděl jsem, že musím odejít.

I knew (that) I had to leave.

3. Řekli nám, že můžeme zůstat.

They told us (that) we could stay.

4. Nevěděl, že Jana pracuje v té firmě.

He didn't know (that) Jane worked in the company.

5. Řekl, že má hlad.

He said (that) he was hungry.

6. Myslela, že její manžel umí vařit.

She thought (that) her husband could cook.



Nová gramatika: Sousednost časů v souvětí s vedlejší větou předmětnou se spojkou "že"
- posun z minulosti a aktuální minulosti do minulé minulosti

Je-li hlavní věta je v jednoduché minulosti (případně v minulé minulosti či v minulé podmínce), dochází k posunu jednoduché a aktuální minulosti do minulé minulosti.

On řekl, že tam pracoval.

He said he **had worked** there.

Oni věděli, že jsi neměl peníze.

They **knew** you **hadn't had** money.

On řekl, že už to viděl.

He said he **had seen** it.

Oni věděli, že jsi ještě nezaplatil.

They **knew** you **hadn't paid**.



2. Translate! Write the English sentences in your exercise book!

1. Řekli, že se jim to líbilo. 2. Věřila, že ji miloval. 3. Myslel si, že byla nemocná.
 4. Řekli jsme jim, že jsme to už našli. 5. Věděl jsem, že jsi měl pravdu. 6. Myslela,
 že to ukradli. 7. Nevěděli, že si to ti lidé vzali.

The key is at the end of the lesson.

3. Transform into reported speech!

1. I **said**: "I **knew** everything."

I **said (that)** I **had known** everything.

2. Mike **told** me: "I **have** never **been** there."

Mike **told me (that)** he **had never been** there.

3. She **thought**: "He **bought** too much food."

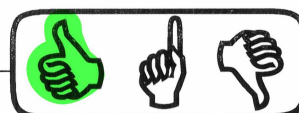
She **thought (that)** he **had bought** too much food.

4. We **knew**: "It **was** very expensive."

We **knew (that)** it **had been** very expensive.

5. He **believed**: "My girlfriend **didn't kiss** that man."

He **believed (that)** his girlfriend **hadn't kissed** that man.





"READ!"

"I'M NOT STUPID, I'M DYSLEXIC"

Read the magazine article about dyslexia. Seven sentences have been removed from the article. Fill each gap (1-7) with the sentence which fits the best from the list A - H. There is one extra sentence which will not be used.

There is an example (0) at the beginning.

Dyslexia isn't just about not being able to read and write properly. It is also about the hurt of being teased and the frustration of never being able to keep up at school.

(0) It can be easy to laugh at people who can't read and write, but dyslexia is not a joke.

Dyslexia has been officially recognized as a problem since 1970.

(1)

Teenager Kerry did not get help for her dyslexia until after she'd left school. "I got through primary school by copying the work of my classmates.

(2)

When I was ten, Mum took me to be tested for dyslexia. She knew I wasn't dumb - I just couldn't get the hang of reading. We went to see an educational psychologist who said there was nothing wrong with me. I felt so hopeless.

(3)

In secondary school, I carried on copying the work of my friends and I did everything I could to avoid reading aloud.

Looking back, some of the teachers must have known I had problems.

(4)

They never said anything, though. All I got on my reports was: "Kerry should try harder." I desperately wanted to do well, too, but I knew I didn't stand a chance. I was worried sick about how I was ever going to get a job without any qualification.

My first job was in an office and I honestly don't know how I coped. I was on reception and had to take phone messages

(5)

I was sacked after a year.

Then, last year, I went for another dyslexia test with my younger sister, who's now fifteen. She'd been having the same problems as me and we were both diagnosed as severely dyslexic. I found out that my IQ is actually higher than average and, if I had been given the proper help, I could have done really well. When I heard that, I was so angry.



ANGLIČTINA pro starší školáky v jazykovém studiu ROLINO

(6)

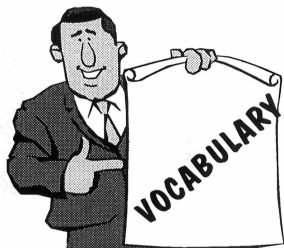
I am now having special reading and writing lessons, which help a lot.

(7)

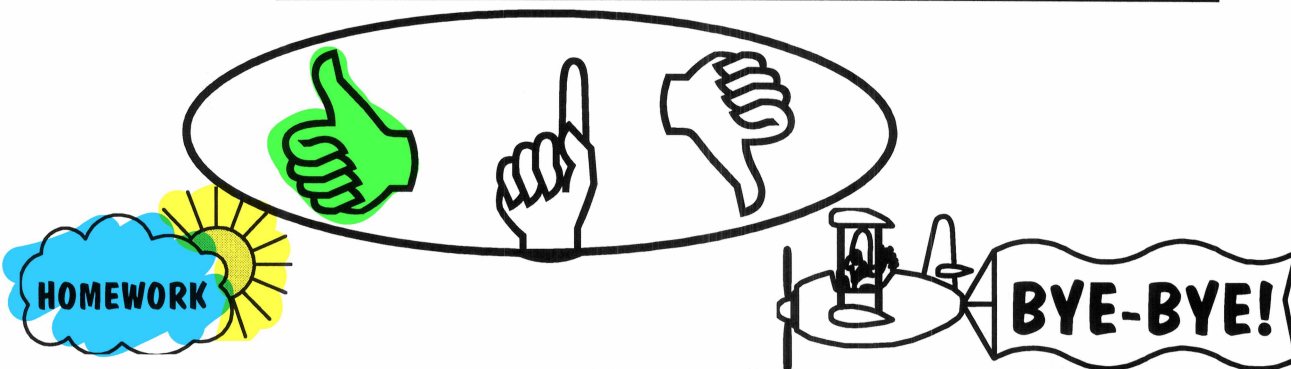
It was nothing heavy, but it was a big achievement for me.

Missing sentences

- A) I could never answer their questions, and I never gave them any homework.
- B) I actually finished reading my first book.
- C) I wanted to take my schools and the psychologist to court.
- D) Yet some teachers and educational officers still don't know what it is.
- E) It was like there was no point trying anymore.
- F) I tried to memorize them because I didn't want anyone to see how terrible my writing was.
- ~~G) I didn't want to accept the fact that I was dyslexic.~~
- H) I always sat next to friends who helped me.



achieve	[ə'çi:v]	=	dosáhnout, dokázat
avoid	[ə'void]	=	vyhnout se
recognize	[ri'kəgnais]	=	poznat, rozeznat
take sb. to court		=	soudit se s někým
tease	[ti:s]	=	dráždit, posmívat se
there is no point trying		=	nemá cenu zkoušet



Answer these questions in English! Write the answers in your exercise book!

1. Have you ever had problems in reading or writing?
2. Do you know anybody who has problems in reading or writing?
3. What do you think about the ways to help dyslexic people in Czech schools?

The key is at the end of the lesson.

Str. 76 / cv. 2: Translate! Write the English sentences into your exercise book!

- 1) Řekli, že se jim to líbilo.
= They **said** (that) they **had liked** it.
- 2) Věřila, že ji miloval.
= She **believed** (that) he **had loved** her.
- 3) Myslel si, že byla nemocná.
= He **thought** (that) she **had been** ill.
- 4) Řekli jsme jim, že jsme to už našli.
= We **told** them (that) we **had found** it.
- 5) Věděl jsem, že jsi měl pravdu.
= I **knew** (that) you **had been** right.
- 6) Myslela, že to ukradli.
= She **thought** (that) they **had stolen** it.
- 7) Nevěděli, že si to ti lidé vzali.
= They **didn't know** (that) the people **had taken** it.

Str. 78 / homework: Answer these questions in English! Write the answers in your exercise book!

Např.

- 1) **Have you ever had** problems in reading or writing?
No I **have never had** a problem with reading or writing.
- 2) **Do you know** anybody who **has** problems in reading or writing?
Yes, one of my friends **was** dyslexic. She **was** always a lot slower when she **was writing** or **reading**, but I always **tried** to help her when I could.
- 3) What **do you think** about the ways to help dyslexic people in Czech schools?
I **think there are** many ways that Czech schools **can help** these types of students, for example teachers **can use** a different type of exercise that **is** easier for them, or the school **can employ** special assistants to help them with their tasks. It always **depends** on the student individually.