

Vaši známi/příbuzní ze Spojených států Vám napsali dopis, ve kterém píší, že by chtěli v rámci své srpnové cesty po Evropě strávit tři až čtyři dny v České republice. Ve svém dopise Vás prosí o radu, která místa by měli navštívit.

- Odpovězte svým známým/příbuzným na jejich dopis. V dopise
- projeďte radost, že se rozhodli přijet do České republiky;
 - jim nabídněte svou pomoc, např. s ubytováním, jako průvodce apod.;
 - jim doporučte návštěvu zajímavých míst (zajímavého místa);
 - je požádejte o bližší informace o jejich příjezdu.

Dokončete svou odpověď na předtištěné řádky (rozsah 120 – 150 slov). Nezapomeňte doplnit úvod a závěr dopisu.

Dear Kate.....

Thank you for your letter. I was very surprised that you would come us to Prague. So that's perfect. Where will you live? Can I help you? I know accommodation service with very well comfort. I am so sorry, but you can't live with us, because we have small flat, but of course we will invite you to us. When will you arrive? I will reservation some restaurant to welcome. Prague is full the nice places. You must see the Charles Bridge, Old tower, New and Old city, Prague castle, National Theatre. Very good is a trip on the river. If you can see a lot of interesting building. I would like to show you everything. That's not problem. I like walk in Prague. Please let me know everything information and I try to write some plain. I hope that it will be ok.

Bye bye Jana Lotiskova!

	Task achievement, content	Grammar, spelling	Vocabulary	Organisation, cohesion, layout
7	<ul style="list-style-type: none"> ☐ task fully completed with all content points covered in required detail ☐ required register and style used consistently ☐ very positive effect on target reader 	<ul style="list-style-type: none"> ☐ consistently accurate control of grammar and spelling ☐ wide range of structure (where appropriate) ☐ minimal errors only, which do not interfere with understanding 	<ul style="list-style-type: none"> ☐ appropriate and varied vocabulary 	<ul style="list-style-type: none"> ☐ effective organisation ☐ a variety of cohesive devices ☐ fully appropriate paragraphing and layout
6				
5	<ul style="list-style-type: none"> ☐ task is completed with all content points covered ☐ inconsistencies in register or style may occur ☐ positive effect on target reader 	<ul style="list-style-type: none"> ☐ good control of grammar and spelling with minor inaccuracies ☐ a range of structure (where appropriate) ☐ some errors, which do not impede understanding 	<ul style="list-style-type: none"> ☐ appropriate vocabulary 	<ul style="list-style-type: none"> ☐ clear organisation ☐ suitable cohesive devices ☐ mostly appropriate paragraphing and layout
4				
3	<ul style="list-style-type: none"> ☐ task attempted but not fully achieved with relevant number of content points covered ☐ would achieve the required effect on target reader 	<ul style="list-style-type: none"> ☐ adequate control of grammar and spelling ☐ adequate range of structure ☐ errors may sometimes hinder understanding 	<ul style="list-style-type: none"> ☐ basic but mostly appropriate vocabulary 	<ul style="list-style-type: none"> ☐ adequate organisation ☐ simple but appropriate cohesive devices ☐ layout and paragraphing is generally appropriate but may show some inconsistencies
2				
1	<ul style="list-style-type: none"> ☐ inadequate attempt at task with most content points not covered ☐ would have a negative effect on target reader 	<ul style="list-style-type: none"> ☐ inadequate control of grammar and spelling ☐ narrow range of structure ☐ frequent errors occur even in basic structures 	<ul style="list-style-type: none"> ☐ basic and/or inappropriate vocabulary 	<ul style="list-style-type: none"> ☐ inappropriate organisation ☐ very few or mostly inappropriate cohesive devices ☐ inappropriate paragraphing and layout
0	<ul style="list-style-type: none"> ☐ task not attempted OR ☐ task attempted but content is inappropriate OR ☐ handwriting illegible 	<ul style="list-style-type: none"> ☐ total lack of control even in simple structures OR ☐ too little language for assessment 	<ul style="list-style-type: none"> ☐ completely inappropriate vocabulary OR ☐ little language for assessment 	<ul style="list-style-type: none"> ☐ total lack of organisation and cohesive devices OR ☐ too little language for assessment

14.1 You are asking someone about things he has done in his life. Use the words in brackets to make your questions.

Example: (you ever / be / to Italy?) Have you ever been to Italy?

- 1 (you ever / be / to / South America?) Have you ever been to South America?
- 2 (you / read / any English books?) Have you ever read any English books?
- 3 (you / live / in this town all your life?) Have you ever lived in this town all your life?
- 4 (how many times / you / be / in love?) How many times have you been in love?
- 5 (what's the most beautiful country you / ever / visit?) What's the most beautiful country you've ever visited?
- 6 (you ever / speak / to a famous person?) Have you ever spoken to a famous person?

14.2 Complete the answers to these questions. Use the verb in brackets.

Example: Is it a beautiful painting? (see) Yes, it's the most beautiful painting I've ever seen.

- 1 Is it a good film? (see) Yes, it's the best film I've ever seen.
- 2 Is it a long book? (read) Yes, it's the longest book I've ever read.
- 3 Is she an interesting person? (meet) Yes, she's the most interesting girl I've ever met.

(From Raymond Murphy, English Grammar in Use, Cambridge University Press, 1985, p. 29)

2. Test on vocabulary and relative clauses

Define the following words, using who/which/that/whose/when/where.

For example: a deserted house = a house where nobody lives

1. a temple: a house where religious people lives in.
2. a motionless tree: a tree which not moving at all.
3. an illusion: a false sight.
4. courage: a man who not have any fear.
5. sweat: it's like terrible but more then this.
6. a PR man: a man who work on a public relations.
7. a virus: a thing which make people sick.
8. an antibody: a thing which help the man get over the sickness.
9. a host: a man who takes visitors to his house.
10. a paw: a paw of a animal.

3 Look at the following examples and in each case say how you might respond. Make a note of any additional factors that your choice of response might depend on:

- a) Students are working in pairs. The activity is designed to provide practice in a particular structure. Although they have already looked at the form and meaning of this, a student is still avoiding its use.
- b) A student is telling a story to the whole class. He consistently (and inaccurately) uses the infinitive form of verbs, effectively speaking without tenses. The story was 'unplanned', and does not fulfil any objective pre-determined by the teacher.
- c) Students are working in pairs, preparing a role play. It is clear that several students are confusing the pronouns 'he' and 'she'.
- d) Students are discussing a topic which interests them in small groups. One student is struggling to express what he

- wants to say but cannot make himself clear and is becoming frustrated. You know what he wants to say.
- e) Students are repeating a sentence from a tape in order to 'get their tongues round' difficult combinations of sounds. Several students seem to be unaware that what they are saying is very different from the taped model.
- f) One student says something to the class and everyone appears to understand. However, you suspect that they have understood something different from what was intended and that the student who is speaking has not realised this.

WRITING

① Controlled writing activities

Gap-filling Listen to the teacher, then write out the complete sentences.

Paper wood. It the Chinese in

B.

Re-ordering words Write the sentences correctly.

We/six o'clock/and/tea/drink/get up/at.
Then/the patients/wake/go/and/the wards/we/round.
Sometimes/medicines/injections/them/we/or/give.

C.

Substitution Write a true sentence like this about yourself.

Samir enjoys playing football and reading adventure stories.

D.

Correct the facts Re-write the sentences so that they match the picture.

At the market, I saw an old woman sitting in a chair. She was selling eggs. It was raining.



② Dictation

Giovanni - fishing
friend's house - boat - river
tree - fishing
a few minutes - Giovanni - small fish

③ Guided writing

Jopley is a small town in the north of England. It is on the River Ouse, not far from Leeds. The town has a wide main street, with a stone church, the town hall and a cinema. There is a large supermarket in the town centre, and many smaller shops and cafés. Most people in Jopley work in the local factory, which produces farm machinery.

- Write a similar paragraph about Bexham. Use these notes:
Bexham - small village - south coast.
Narrow street - two shops - church.
Most people - farmers. Grow vegetables, wheat.
- Now write about your own town or village.

Adapt this exercise so that it is about your own country.

Then discuss:

- What difficulty might your own students have in writing the paragraph?
- What preparation could you do to make the activity easier?

Writing skills

- Handwriting: forming and joining letters.
- Mastering spelling, punctuation, sentence construction, referential words (he, who).
- Linking sentences, using connecting words, relatives, etc. Connecting paragraphs.
- Being aware of different demands of written English (contrast with spoken).
- Organising information logically and clearly with a specific type of reader in mind.

Here is some written work, corrected by a teacher.

Machico
I think the most important sense is hearing. ^{TO HEAR} I lose the ability of hearing, I also can't speak. To lose hearing means to lose two important functions (human).

Deaf-and-dumb people cannot hear the noise even if the accident happens in their back. This is the most important problem for them. For example, suppose that they are riding a bike in the busy street. We, normal people feel the danger by the noise which is made by cars and lorries. As a result of hearing the noise, we can avoid them and (drive) safely. Deaf-and-dumb people always expose their to danger... are always exposed to danger.

(problem)

(Lorry lorries)

1. How could the teacher's corrections be made:

- clearer?
- less discouraging?
- more useful to the student?

- Using discourse markers appropriately to indicate main points, developments in a theme, change of topic, examples, conclusions, etc.
- Using variation in normal sentence patterns and word order to develop a theme clearly and emphasise the main points at each stage.
- Selecting vocabulary to convey attitude and implied meaning.

WRITING TASKS:

Paragraph writing

1 Hossein's new house is off Kings Street. He moved there because it was quieter. It's next door to a hospital and has a large garden at the back. His wife likes it because it has a modern kitchen.

Sadegh/flat/Park Road.//moved/
cheaper.//cinema/small garden/
front.//Friends/near/town centre.//

Now write about your friend's house, using the similar sentences.

2 'You think you have seen a man who is wanted by the police. Write, for the police, a short description of the man, saying when and where you saw him.'

Begin: The man I saw was coming out of, etc. place, time, date. Description of clothes, briefcase, etc., appearance, manner, possible intentions.

Essay writing

3 'The school leaving age should be 15 minimum'

Discuss.

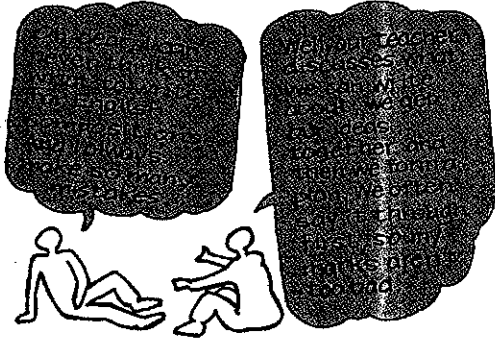
Skeleton plan: Advantages: It's a good thing to do x because ...

Disadvantages: It's not a good thing to do x because ...
Most people prefer x (ory) because ...

I think perhaps y < as well as / instead of > x
because (+ example)

4 Write a letter applying for the job advertised here. Give all necessary details and ask for more information re hours, pay, etc.

WANTED
JUL/AUG Exp. Sales
Assistant, large store.
Must speak English.
Apply to D. Lee, Waltrex
Stores, City Rd, Sidville.



Are your students POOR at WRITING? Try the following:

- Stage preparation carefully: students should speak – read – then write.
- Grade each step; give shorter, simpler tasks until they improve.
- Give practice in planning, organising and expressing information.
- Give model or target essays.
- Practise relevant structures before they write their own.
- Keep a record of common mistakes. Focus on ONE per lesson.
- Insist on corrections. Test them later.
- Make them write in class. Vary the topics set.
- Do writing as group work. (The good help the weak.)

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Read and write

4

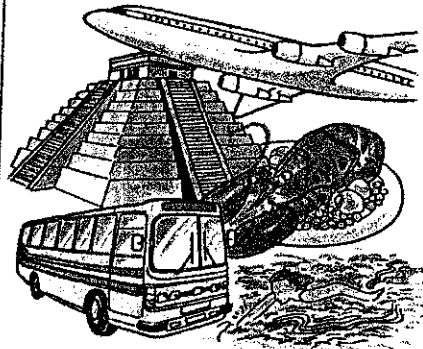
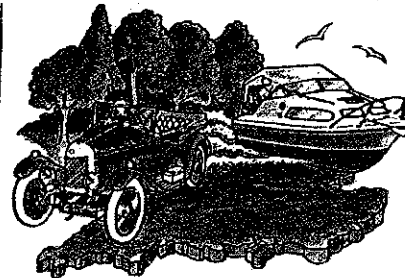
Read this information. Copy and complete the Tour Number 1 with the correct verb.

Next week is Julio's holiday. He and his wife are going to fly to London and then they are going to travel round the south of England on a 'Global Holidays' tour.

During the week they are going to sail in the Solent, visit the Beaulieu Motor Museum and walk in the New Forest. This is Julio's first visit to England.

5

Write about either Carmen and Miguel or Peter and Lucy and the holiday they are going to have. Use the information in the charts. Carmen and Miguel like sun and archaeology. Peter and Lucy like good food and paintings.



Global Holidays: Tour Number 1

- _____ round the South of England
- _____ in the Solent
- _____ the Beaulieu Motor Museum
- _____ in the New Forest

Global Holidays: Tour Number 2

- Spend a week in Paris
- fly to Charles de Gaulle airport
- stay in an expensive hotel
- climb the Eiffel Tower
- eat French food
- look at pictures in the Louvre

Global Holidays: Tour Number 3

- Visit the land of the Maya
- fly to Guatemala City
- climb pyramids
- travel through Guatemala and Mexico
- swim in the Caribbean
- eat exotic seafood

Using symbols in correcting writing

SYMBOL	MEANING	EXAMPLE
S	Incorrect spelling	I ^S recieved ^S jour letter.
W.O.	Wrong word order	We know ^{W.O.} well this city. Always ^{W.O.} I am happy here.
T	Wrong tense	If he <u>will come</u> , it will be too late.
C	Concord Subject and verb do not agree	Two policemen ^C has come. The news ^C are bad today.
WF	Wrong form	We <u>want</u> that you come. That table is <u>our</u> .
S/P	Singular or plural form wrong	We need more <u>informations</u> . ^S
h	Something has been left out	They said <u>h</u> was wrong. He hit me on <u>h</u> shoulder.
[]	Something is not necessary	It was too much ^[] difficult.
?M	Meaning is not clear	Come and ^{?M} rest with us for a week. The view from here is very ^{?M} suggestive.
NA	The usage is not appropriate	He <u>requested</u> me to sit down. ^{NA}
P	Punctuation wrong	Whats <u>your name</u> ^P He asked me what I wanted? ^P

2. Now correct the student's work yourself.

I think the most important sense is hearing.
If I lose the ability of hearing, I also can't speak.
To lose hearing means to lose two important function of human.

Deaf-and-dumb people cannot hear the noise even if the accident happens in their back. This is the most important problem for them. For example, suppose that they ride a bike in the busy street. We, normal people feel the dangerous by the noise which is made by cars and lorries. As a result of hearing the noise, we can avoid them and drive safely. Deaf-and-dumb people always expose their to danger.

Identifying, categorizing and correcting mistakes

TASK:

work in pairs or groups of 3

a/identify the mistake in each sentence

b/establish a code for categorizing mistakes and categorize each mistake

e.g. GR -grammar, () unnecessary word, sp spelling and so on.

c/rewrite the sentence in correct English.

d/ mark each mistake according to its importance

0 points: so unimportant, hardly worth mentioning

1 point: a mistake of form, comprehension possible

2 points: fundamental misunderstanding of a particular structure

3 points: serious mistakes, you do not understand what the student means.

1/ The problem was that the door was not keyed.

2/My favourite book is Temno from Alois Jirásek.

3/Some people and I was looking for a mysterious monster.

4/For me, is a very attractive place.

5/ Did you heard what hapened this morning?

6/Our bags were controlled when we arrived at Gatwick.

7/ I musn't go out every night. I can stay in and watch TV if I want to.

8/Then after that rings the telephone.

9/When we arrive in the morning, everybody do his own work without talking.

10/ He seems to be historic teacher.

DDM

Ceske Budejovice

U svatého 7

370 01



Gymnázium

Široká 8

370 01

370 01

370 01

Dear Mr. Nový

Thank you for your invite invitation to a survival course in the ~~Austria~~ Austrian Alps. We want to go to the course, but we must talk about it with our parents and headmaster. We can tell you definitely next week.

Yours sincerely

We

P.S. We think it's really great course

DDM
28 Park Street
London
GB

Mr John Ereno
23, Under Flower street
London
GB

5th May 2007

Dear Mr Rose

Thank you for your invitation. I'm ~~very~~ pleased, when you invite me, but I can't
go there because we're going to write ^{the} important test at school. Once more sorry.

Yours sincerely the headmaster said:

John Ereno

JOHN E NERO

T	C	Th	V
Paris	Paraguay	Poster	Play
Twana	Tunis	Table	Talk
G	Germany	Game	Grow
London	Ladara	Lake	Leaf
London	Canada	Car	Cook
Zahreb	Zimbabwe	Zombi	Zoom

upper corner

letter

left upper corner

DDH
29 Paris street

Party Hill 7 C 5
Mr. Smith,
Dear ~~John~~

~~Ms. Dominika He~~
Ms. Dominika He
~~123/1~~ 123/1 Strawberries street
~~Glavjovs~~ Glavjovs
B. Aprila

Thank you for inviting me to a survival course in the beautiful Austrian Alps and a tour round the country. In the Austrian Alps, there ~~are~~ is very notable ~~the~~ nature. I was very pleased.

~~I'm sorry~~ I'm sorry ~~to~~ but I'm not going there. I was not able to ~~talk~~ talk about it with my parents. I will see you definitely ~~the~~ next week

Yours sincerely

Dominika He
Dominika He

