Angličtina

učebnice s hrami, testy a řešením
pro gymnázia a SŠ · cesta k maturitě

3.
ročník

Aa Bb Cc

Never have I...

have it done

It is said that







B2

Brnkačka
www.skoly.kreativni-mozek.cz

Publikace nemá schvalovací doložku MŠMT.
Je určena k procvičování učiva ve škole i doma.



Hi! Já jsem Brnk – trsátko, které ví, že s dobrým fíglem je všechno brnkačka. Třetí ročník je krok od maturity: úroveň B1 už máš v kapse, teď ji upevníš a přidáš kus B2 – smíšené kondicionály, budoucí časy průběhové i předbudoucí, neosobní pasivum, názorovou esej, debatu a spoustu slov k vážnějším tématům.

Jak s Brnkačkou pracovat

🎸 **Brnk vysvětluje**
Nové učivo krok za krokem, s příklady a fígly.

✏️ **Zkus si to**
Cvičení od lehčího k těžšímu. Piš přímo do knížky.

🎲 **Hrajeme si**
Tajenky, spojovačky, hlavolamy – učení, které baví.

⭐ **Brnkni si test**
5 otázek na konec kapitoly. Máš 5 bodů? Brnkačka!

✅ **Umím to?**
Vybarvi smajlíka podle toho, jak ti to jde.

🏆 **Velký test a diplom**
Po každém pololetí. Na konci tě čeká diplom.

💡 **Pro rodiče a učitele**

Kapitoly jdou v pořadí, jak se učivo obvykle probírá během roku (měsíc je u každé kapitoly). Výklad je česky, zadání úloh jsou anglicky jako v maturitním testu. Úlohy ve stylu maturity jsou původní – nejde o testy CERMAT. Úlohy označené 🎧 jsou na poslech; texty k předčítání jsou vzadu v oddílu „Texty k poslechu“. Kniha používá britskou angličtinu, americký pravopis je také správně. U každé kapitoly jsou výstupy RVP G a požadavky katalogu k maturitě – přehled je na konci knihy, stejně jako řešení všech úloh. Při tvorbě knihy jsme využili umělou inteligenci (AI); obsah prošel kontrolou správnosti. Podrobnosti najdete v tiráži na konci knihy.

Obsah

1. pololetí

1	Identity and self	2
2	Narrative tenses: advanced	8
3	Mixed conditionals	14
4	Education and lifelong learning	20
5	Have something done	26
6	Opinion essay	32
7	Society and social issues	38
8	Future continuous and future perfect	44
9	Work and careers: CV and cover letter	49
10	Reporting verbs	55
11	Multicultural society	60
12	Advanced passive	66
13	Media literacy and fake news	72
14	Relative and participle clauses	78
15	Health and medicine	83
🏆	Velký test – 1. pololetí	89

2. pololetí

16	Environment: debate	90
17	Cohesion and linking	95
18	Literature in English	101
19	Australia and New Zealand	106
20	Modals in the past	111
21	Science, technology and AI	116
22	Travel experiences and cultures	121
23	Emphasis and inversion	126
24	Film and theatre	131
25	Art and music	136
26	Formal writing: report and complaint	142
27	Idioms and collocations	148
28	Presentation skills	153
29	Czechia for visitors	159
30	Revision B1+ / B2	164
🏆	Velký test – 2. pololetí	170
🎓	Diplom	171
📋	Přehled učiva podle RVP G a maturity	172
🎧	Texty k poslechu	177
✔️	Řešení	182
ℹ️	Tiráž	190

KAPITOLA 1 · 🗣️ MLUVENÍ A KOMUNIKACE

Identity and self

🗓️ září · RVP G: G-CJ-2-01 · G-CJ-3-01 · maturita: MZ-AJ-UP-06, 08 · MZ-AJ-T-01



Kdo vlastně jsi? Jednoduchá otázka, na kterou se těžko odpovídá – a přesto ji dostaneš u pohovoru na vysokou, při žádosti o stipendium i v rozhovoru s novými lidmi. Odpověď *I'm Ema and I like music* už je na tvou úroveň málo. V této kapitole se naučíš mluvit o tom, co tě formuje, čemu věříš a proč nálepky o lidech většinou nesedí.

🎯 V této kapitole se naučíš

- slovní zásobu k identitě, hodnotám, osobnímu rozvoji a stereotypům (*upbringing*, *self-esteem*, *prejudice*)
- vyjádřit své přesvědčení a zdvořile reagovat na názor druhých (*I'm convinced that…*, *I see your point, but…*)
- správné předložky po slovesech a přídavných jménech (*believe in*, *proud of*, *identify with*)
- zobecňovat opatrně a férově místo stereotypů (*tend to*, *many*, *often*)

🎸 Brnk vysvětluje

O identitě se nedá mluvit jen přídavnými jmény typu *friendly* nebo *shy*. Potřebuješ slova pro to, **odkud pocházíš**, **čemu věříš**, **jak se měníš** a **jak tě vidí ostatní**.

téma	slova a spojení
identita a původ	*identity* (identita) · *roots* (kořeny) · *background* (původ, zázemí) · *upbringing* (výchova) · *a sense of belonging* (pocit sounáležitosti) · *fit in* (zapadnout)
hodnoty	*values* (hodnoty) · *principles* (zásady) · *honesty* · *tolerance* · *empathy* (empatie) · *stand up for what you believe in* (zastat se toho, čemu věříš)
osobní rozvoj	*self-esteem* (sebeúcta) · *self-confidence* (sebedůvěra) · *ambition* (ctižádost, cíl) · *a role model* (vzor) · *step out of your comfort zone* (vystoupit ze své komfortní zóny) · *volunteer* (dobrovolník; dělat dobrovolně)
stereotypy	*a stereotype* · *prejudice* (předsudek) · *a label* (nálepka) · *generalise* (zobecňovat) · *judge someone by their appearance* (soudit podle vzhledu) · *open-minded* (otevřený novým názorům)

💡 Fígl

České **sebe-** je anglické **self-**: sebedůvěra = *self-confidence*, sebeúcta = *self-esteem*, sebekázeň = *self-discipline*, sebevědomý = *self-confident*. Spojovník po *self* se píše vždy.

chceš…	užitečné fráze
vyjádřit přesvědčení	*I strongly believe that… · I'm convinced that… · As far as I'm concerned, … · It seems to me that…*
souhlasit, i částečně	*I couldn't agree more. · That's true to some extent, but… · I see your point, but…*
zdvořile nesouhlasit	*I'm not sure I agree. · I see it a bit differently. · Is that always the case, though?*
zapojit druhého	*What's your view on this? · Would you agree? · How do you see it?*

⭐ **Zapamatuj si**

Stereotyp tvrdí, že něco platí pro **všechny** členy skupiny: *Teenagers are lazy.* Férové **zobecnění** (*generalisation*) přizná výjimky. Pomohou ti slova ***many*, *some*, *often*, *generally*** a vazba ***tend to*** + základní tvar slovesa: *Many teenagers tend to go to bed late.* (= mnoho dospívajících mívá sklon chodit spát pozdě).

🧩 **Příklad: Doplň předložku, nebo nic: *I believe _____ honesty.* × *I believe _____ you.***

1. *believe in* + věc/hodnota = věřit v něco, považovat to za důležité nebo existující.
2. *believe* + osoba bez předložky = věřit někomu, že mluví pravdu.

✔️ ***I believe in honesty. · I believe you.***

🧩 **Příklad: Přepiš stereotyp férověji: *Czechs are pessimistic.***

1. Místo celé skupiny použij *many* nebo *some* a místo nálepky konkrétní chování s *tend to*.
2. Můžeš přiznat i výjimku spojkou *but*.

✔️ ***Many Czechs tend to complain about the weather, but that doesn't mean they're all pessimists.***

⚠️ **Pozor, past!**

I'm agree. ✕ → *I agree.* ✓ · *In my opinion I think…* ✕ (dvakrát totéž) → *In my opinion, …* nebo *I think…* ✓ · *According to me…* ✕ → *In my view, …* ✓ · *I believe to God.* ✕ → *I believe in God.* ✓ · *She's proud on her roots.* ✕ → *She's proud of her roots.* ✓ Další pevné vazby: *believe in · be proud of · identify with · be influenced by · be aware of · depend on · belong to.*

Ema a Taras diskutují, jestli sociální sítě mění to, kým jsme. Všimni si, jak na sebe reagují:

Taras: Do you think social media changes who we are?
Ema: To some extent, yes. As far as I'm concerned, people often show a version of themselves that isn't real.
Taras: I see your point, but isn't that true offline too? We all behave differently with our parents and with our friends.
Ema: That's true. Still, I'm convinced that comparing yourself with others all the time can damage your self-esteem.
Taras: Maybe. But when I moved here, online groups helped me find people who shared my interests.
Ema: So they gave you a sense of belonging?
Taras: Exactly. I'd say it depends on how you use it.

✏️ Zkus si to

od lehčího k těžšímu

1 **Complete the sentences with these words: *upbringing · prejudice · comfort zone · fit in · self-esteem · roots · stand up for · judge***

a. Moving to a new school is hard when you're worried that you won't _____.

b. My family has lived in this valley for three hundred years – these are my _____.

c. Her strict _____ – her parents had very clear rules – taught her to respect older people.

d. Joining the drama club meant stepping out of my _____.

e. Don't _____ people by the clothes they wear.

f. Constant criticism can seriously damage a child's _____.

g. It takes courage to _____ what you believe in when everyone else disagrees.

h. _____ against older workers is still a problem in some companies.

2 **Match the words and phrases (1–6) with their meanings (A–F).**

1. a sense of belonging •	• A. a person you admire and want to be like
2. self-esteem •	• B. ready to accept new ideas and opinions
3. prejudice •	• C. to say that something is true of all members of a group
4. open-minded •	• D. the feeling that you are an accepted member of a group
5. to generalise •	• E. an unfair opinion of someone, formed without knowing them
6. a role model •	• F. how much you value and respect yourself

3 **Choose the correct preposition (A, B or C).**

a. Do you believe _____ ghosts?
Ⓐ in Ⓑ on Ⓒ to

b. I'm really proud _____ my little sister.
Ⓐ on Ⓑ of Ⓒ for

c. Many teenagers identify _____ characters in their favourite series.
Ⓐ to Ⓑ with Ⓒ for

d. Our opinions are often influenced _____ the people around us.
Ⓐ from Ⓑ of Ⓒ by

e. Are you aware _____ your own prejudices?
Ⓐ with Ⓑ of Ⓒ on

f. Your identity doesn't depend _____ what you own.
Ⓐ on Ⓑ of Ⓒ from

4 **Rewrite the stereotypes so that they sound fairer. Use the word in capitals.**

a. Teenagers are addicted to their phones. (TEND)

b. Old people don't understand technology. (SOME)

c. Boys aren't interested in fashion. (GENERALISE)

d. The British drink tea all day. (OFTEN)

e. Girls are bad at maths. (TRUE)

5 **Read Linh's article for the school magazine.**

More than a label

"So where are you really from?" I must have heard this question a hundred times. When I answer "Brno", people often look a little disappointed, as if I had given the wrong answer. I understand why they ask – my parents moved here from Vietnam before I was born – but for a long time the question made me feel like a visitor in my own country.

As a child, I tried hard to fit in. I refused to take my mum's spring rolls to school because I was worried that my classmates would laugh at the smell. I even asked my parents to speak only Czech to me when we were in town. Looking back, I feel a bit sad about it, because I was ashamed of something that is actually a big part of who I am.

Things started to change when I was about fourteen. My grandmother came from Vietnam to live with us, and in the evenings she told me stories about her childhood in a small village near Hanoi. I realised that my roots were not something to hide, but something to be proud of. At the same time, I noticed that I didn't completely belong in Vietnam either. When we visited our relatives there, my cousins laughed at my accent and called me "the European".

Today I don't think I have to choose. I'm Czech and Vietnamese, and I'm also a lot of other things: a badminton player, a volunteer at an animal shelter, a future doctor (I hope!) and a terrible singer. Labels like "foreigner" only show one small part of a person, and usually not the most interesting one.

So next time you meet someone new, try asking "What are you interested in?" instead of "Where are you really from?" You might hear a much better story.

6 **Read Linh's article again. Choose the correct answer (A, B, C or D).**

a. How did Linh feel when people asked where she was really from?

(A) proud of her answer (B) like an outsider in her own country (C) angry with her parents
(D) disappointed with Plzeň

b. As a child, Linh didn't take her mum's food to school because

(A) she didn't like Vietnamese food. (B) her teacher didn't allow it.
(C) she was afraid of being laughed at. (D) her parents asked her not to.

c. What helped Linh to change her attitude?

(A) a trip to Vietnam (B) her grandmother's stories (C) a talk with her classmates
(D) Vietnamese lessons at school

d. In Vietnam, Linh's cousins

(A) treated her as a foreigner. (B) helped her to lose her accent. (C) didn't want to meet her.
(D) asked her a lot about Europe.

e. What is the main message of the article?

(A) Young people should travel more. (B) It is rude to ask people about their family.
(C) Everyone should keep their parents' traditions. (D) A person is much more than one label.

7 **A website for young people asks: "What has made you who you are?" Write a post (150–180 words). Include: 1) a person or an experience that has influenced you, 2) values that are important to you and why, 3) a stereotype you have experienced or noticed, 4) how you would like to grow in the next few years.**

Hrajeme si

Solve the clues. The first letters of the answers make a word from this chapter.

1. a person who offers to work without being paid: ☐☐☐☐☐☐☐☐☐
2. a strong wish to achieve something: ☐☐☐☐☐☐☐☐
3. a word that describes a person, often unfairly: ☐☐☐☐☐
4. the way your parents raise you: ☐☐☐☐☐☐☐☐☐☐
5. the ability to understand how other people feel: ☐☐☐☐☐☐☐
6. a fixed, oversimplified idea about a group of people: ☐☐☐☐☐☐☐☐☐☐

Write the first letter of each answer in the boxes.

☐☐☐☐☐☐

⭐ Brnkni si test

5 bodů · 5 = brnkačka! · 3–4 = skoro · 0–2 = zkus kapitolu znovu

1. I'm _____ that everyone deserves a second chance.
   (A) convinced (B) agree (C) believing
2. Which sentence is a stereotype?
   (A) Some teenagers find it hard to get up early. (B) Teenagers are all lazy.
   (C) Many teenagers have part-time jobs.
3. She has always been proud _____ her roots.
   (A) of (B) on (C) for
4. A: I think social media makes us more insecure. Which reply shows that B agrees only partly?
   (A) I couldn't agree more. (B) That's complete nonsense.
   (C) That's true to some extent, but it also connects people.
5. Volunteering helped me step out of my comfort _____.
   (A) area (B) zone (C) place

✅ Umím to?

vybarvi

I can talk about identity, values and personal growth using a good range of vocabulary. 😀 🙂 😕

I can express my beliefs and react politely to other people's opinions. 😀 🙂 😕

I can avoid stereotypes by making careful generalisations. 😀 🙂 😕

🖥️ Slovní zásobu k identitě a hodnotám si procvičíš i online. → skoly.kreativni-mozek.cz