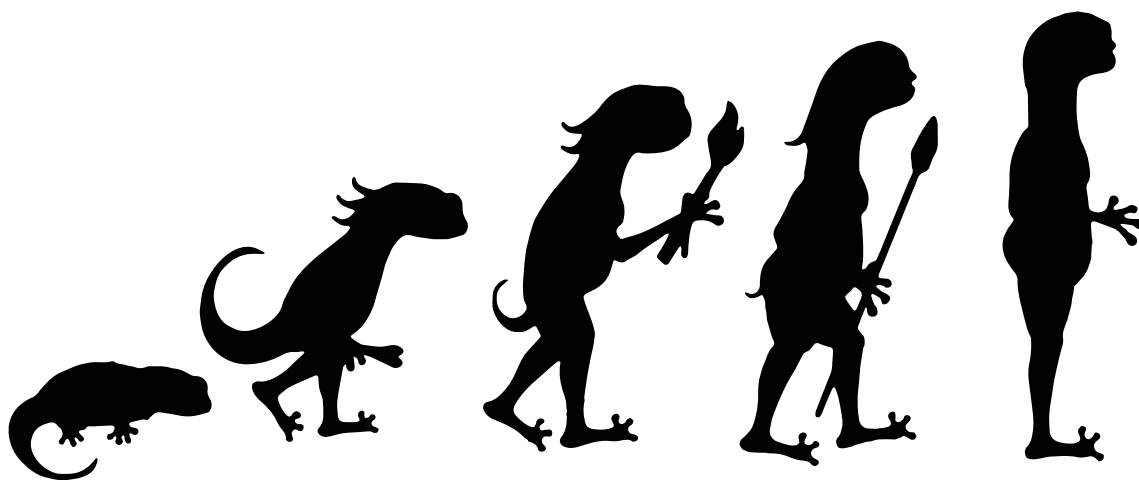


# HEY! PEOPLE



# CVIČENÍ PŘED PŘEDSTAVENÍM

1.  FIND OUT MORE ABOUT KAREL ČAPEK AND DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE OR FALSE.

Karel Čapek was born in Slovakia.

- True / false

When Karel Čapek was young, he didn't like reading books.

- True / false

Karel Čapek became a writer after finishing school.

- True / false

Karel Čapek invented the word "robot".

- True / false

The word "robot" comes from a German word.

- True / false

Karel Čapek wrote a book about his cat named Dášeňka.

- True / false

Karel Čapek wrote a play about people finding newts on an island.

- True / false

2. MATCH THE IDIOMS TO THEIR PICTOGRAM AND TO THE CORRECT MEANING.



BUZZ OFF



THE WORLD IS OUR OYSTER



I AM OVER THE MOON



IT'S A DIFFERENT KETTLE OF FISH



I DON'T GIVE A FLYING FIG



I BLEW IT



I NAILED IT



SEE YOU LATER, ALLIGATOR

WE CAN DO ANYTHING WE LIKE

I FAILED

I SUCCEEDED

I DON'T CARE

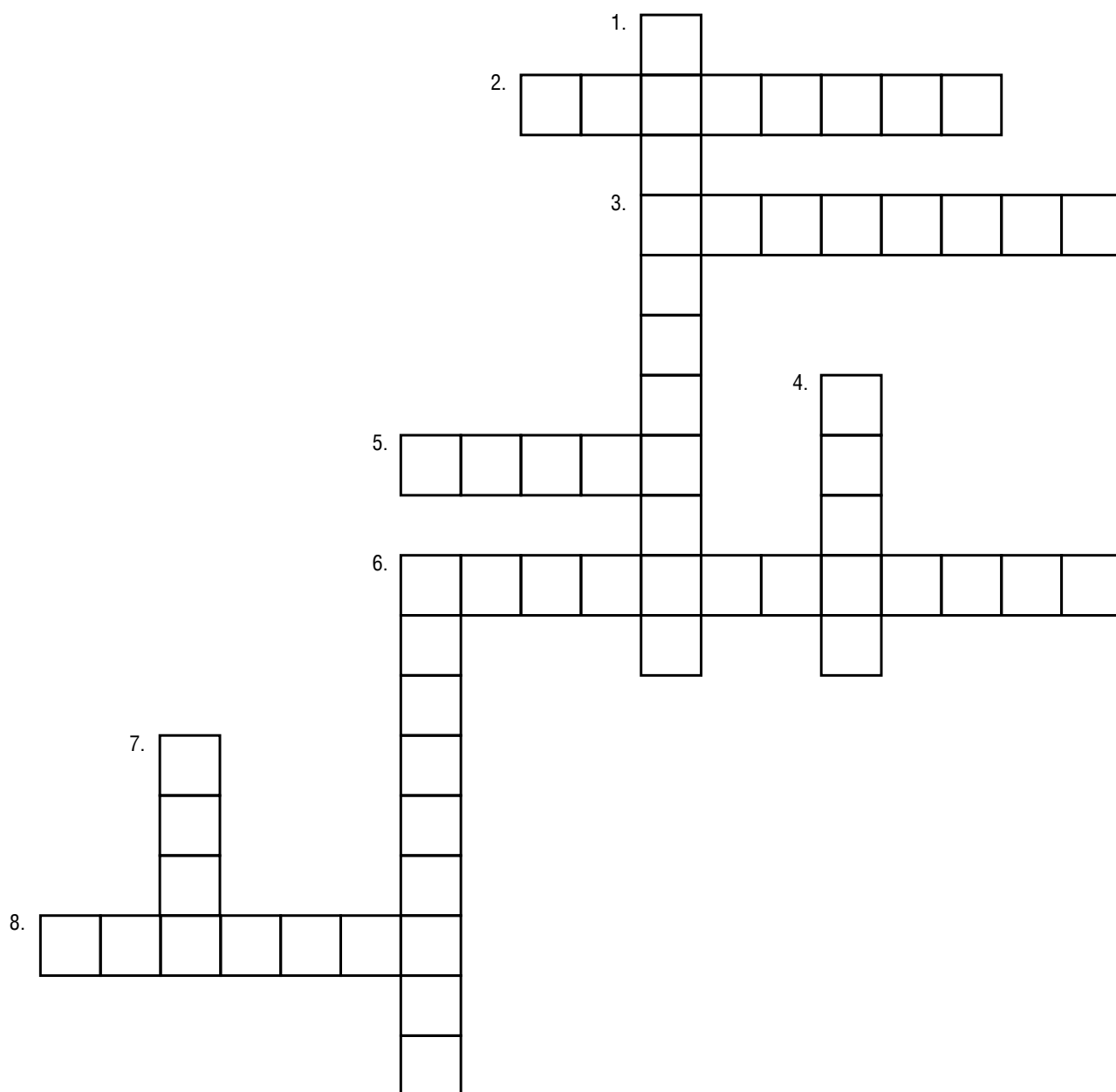
IT'S A COMPLETELY DIFFERENT THING

GO AWAY

GOODBYE

I AM SO HAPPY

### 3. CROSSWORD PUZZLE.



#### ACROSS:

2. SOMEONE WHO LIKES MAKING PEOPLE UNHAPPY
3. SOMEBODY WHO IS LEFT ON A DESERT ISLAND IN THE SEA
5. PART OF YOUR BODY WHICH HELP YOU BREATHE
6. SOMEONE WHO MAKES OTHER PEOPLE WORK VERY HARD
8. TO MAKE SOMETHING BETTER

#### DOWN:

1. A VERY POPULAR FILM
4. SHINY BALL FOUND INSIDE AN OYSTER
6. WHEN A BOAT OR SHIP CRASHES
7. TO EXCHANGE

**4. WRITE THE OPPOSITES OF THESE WORDS.**

SLAVERY

INLAND

ORDER

FREE

ADVANCED

CROWDED

CRUEL

PEACEFUL

CHEAP

ENEMY

MARRIED

**5. THE SALAMANDERS ARE AMPHIBIANS. CAN YOU EXPLAIN WHAT THIS MEANS AND NAME ANOTHER 2 SPECIES OF AMPHIBIANS?**

1.

2.

**6. WHERE DO THESE ANIMALS LIVE?**

**7. WHICH CLASSES DO THE FOLLOWING SPECIES BELONG TO?**



FROG



AXOLOTL



TURTLE



SNAKE



SALMON



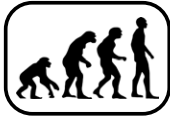
PENGUIN



EAGLE



DOG



HUMANS

MAMMALS

REPTILE

AMPHIBIAN

REPTILE

BIRD

FISH

BIRD

MAMMALS

AMPHIBIAN

## 8. MATCH THE WORD TO THE DEFINITION.

|                     |  |
|---------------------|--|
| <b>To exploit:</b>  | Of inferior quality or value.  |
| <b>Cargo:</b>       | To use someone or something for one's own advantage or profit.                       |
| <b>Misfortune:</b>  | A serious disagreement between opposing forces or ideas.                             |
| <b>Capture:</b>     | To catch or take control of someone or something, often by force.                    |
| <b>Survive:</b>     | A person from whom one is descended usually someone more distant than a grandparent. |
| <b>Second-rate:</b> | Goods or materials transported by ship, aircraft, or other vehicles.                 |
| <b>Conflict:</b>    | To continue to live or exist, especially after a dangerous event.                    |
| <b>Ancestor:</b>    | Bad luck or an unfortunate event.  |

# CVIČENÍ PO PŘEDSTAVENÍ

## 1. MR. ČAPEK HAS SOMETHING TO SAY TO YOU, BUT SOME OF THE WORDS HAVE DISAPPEARED. LISTEN CAREFULLY AND FILL IN THE MISSING WORDS.

It's me again, Karel Čapek! I hear you went to see a ..... based on my story.

That's awesome! I'd like to make sure you understood my ....., so let's go over a few important points together.

The story shows how humans ..... salamanders and started using them for work and ..... At first, it seemed good for everyone, but it quickly turned into exploitation.

In the play, we see how small ..... by different characters lead to bigger consequences.

For example, Povondra letting Captain van Toch into the building sets off a ..... of events. Li's idea was to make a fun film with a talking salamander while on .....

This little film became so popular that it made everyone want to use salamanders for shows and ....., which later caused big problems between humans and salamanders.

The play shows how humans treated the salamanders as ..... beings, even when they became intelligent and could speak. This reflects issues of discrimination and ..... which people still experience today all around the .....

Many characters in the play are driven by the desire for money and ....., which leads to mistreatment of the salamanders and eventually backfires when the salamanders want their .....

The play ends with the suggestion of ..... the story, which can show us that we have the power to learn from our ..... and make better choices.

The main lesson we can learn from this play is that our ....., no matter how small, can have big consequences. It teaches us to be careful how we ..... others, especially those who are different from us. The play also encourages us to speak up against injustice and not to be ..... when we see problems in the world. Finally, it reminds us that we have the power to change our story if we learn from our ..... and make better choices.

## 2. IN YOUR CLASS, TRY AND ORGANISE A DEBATE ON THE FOLLOWING TOPIC:

“Is it better for society to prioritize technological advancement or to focus on ethical treatment of all creatures?”

One group can defend the first idea, and the other group can argue for the second one.

At the end, you can vote for the group that convinced you the most.

You can finish your reflection on the play by rewriting the story yourself. How would it differ from the version you saw?