

ENGLISH LANGUAGE COURSE 2

GABRIELA ENTLOVÁ, JIŘÍ FLAJŠAR, TEREZA GUZIUROVÁ,
SLAVOMÍRA KLIMSZOVÁ, MICHAELA TRNOVÁ

vytvořeno v rámci projektu IRP

„VYTVOŘENÍ UČEBNÍCH TEXTOVÝCH POMŮCEK PRO VYBRANÉ
PŘEDMĚTY V RÁMCI STUDIJNÍCH PROGRAMŮ SPECIALIZACE
V PEDAGOGICE A UČITELSTVÍ PRO 2. STUPEŇ ZÁKLADNÍ
ŠKOLY“

OSTRAVA 2018

Projekt IRP „VYTVOŘENÍ UČEBNÍCH TEXTOVÝCH POMŮCEK PRO VYBRANÉ PŘEDMĚTY V RÁMCI STUDIJNÍCH PROGRAMŮ SPECIALIZACE V PEDAGOGICE A UČITELSTVÍ PRO 2. STUPEŇ ZÁKLADNÍ ŠKOLY“

OSTRAVSKÁ UNIVERZITA

PEDAGOGICKÁ FAKULTA

ENGLISH LANGUAGE COURSE 2

Recenzovali:

1. Mgr. Marta Šigutová, M.A., Pedagogická fakulta , Ostravská univerzita, Ostrava
2. PhDr. Jan Vomlela, Ph.D.

© Ostravská univerzita, Pedagogická fakulta, 2018

© Mgr. Gabriela Entlová, Ph.D., Mgr. Jiří Flajšar, Ph.D., Mgr. Tereza Guziurová, Ph.D., Mgr. Slavomíra Klimszová, Mgr. Michaela Trnová

ISBN 978-80-7599-060-0

CONTENTS

Preface	1
1 Laptops are Great.....	2
2 Homework: Friend or Foe?	9
3 ADHD or Immaturity?	16
4 Babylonians and Trigonometry	22
5 Artificial Intelligence.....	28
6 Sport in a Nutshell.....	34
7 The Challenges of Music Education in Britain	41
8 How Czech Writers Make Their Mark in English	47
9 A (Hi)story of Dyslexia	53
10 Failure is an Option	60

Preface

This textbook is designed to provide additional materials for students who major in a wide range of subjects which are taught at the Faculty of Education, University of Ostrava. The subject areas covered in this book include pedagogy, didactics, Czech literature and culture, British studies, vocational education, music education and many others. Students who take one or more of the English courses offered by the Department of English Language and Didactics, where the focus is on using a textbook at intermediate level, are the target group for the *English Language Course 2* as the texts and assignments in this volume provide the students with new, tailor-made additional material for reading, speaking, grammar, vocabulary, and writing practice. The texts are adapted from contemporary publications by the English-speaking media.

The individual chapters have been prepared as follows: Gabriela Entlová authored Chapters 5 and 6, Jiří Flajšar authored Chapters 7 and 8, Tereza Guziurová authored Chapters 2 and 9, Slavomíra Klimszová authored Chapters 1 and 10, and Michaela Trnová authored Chapters 3 and 4. We hope you will find the texts useful and thought-provoking!

The Authors

1 Laptops are Great

Reflection

- 1 Do you prefer using laptop during lectures or just a paper and pen? Why?
- 2 What are the advantages and disadvantages of using laptops?
- 3 What are the advantages and disadvantages of using just paper and pen?

READING

1) Look at the title of the article. Why aren't laptops great during a lecture? Find the information in the text.

2) Read the text

Laptops are great. But not during a lecture or a meeting

Step into any college lecture hall and you are likely to find a sea of students typing away at open, glowing laptops as the professor speaks. But you won't see that when I'm teaching. Though I make a few exceptions, I generally ban electronics, including laptops, in my classes and research seminars.

That may seem extreme. After all, with laptops, students can, in some ways, absorb more from lectures than they can with just paper and pen. They can download course readings, look up unfamiliar concepts on the fly and create an accurate, well-organized record of the lecture material. All of that is good.

But a growing body of evidence shows that over all, college students learn less when they use computers or tablets during lectures. They also tend to earn worse grades. The research is unequivocal: Laptops distract from learning, both for users and for those around them.

Measuring the effect of laptops on learning is tough. One problem is that students don't all use laptops the same way. It might be that dedicated students, who tend to earn high grades, use them more frequently in classes. It might be that the most distracted students turn to their laptops whenever they are bored. In any case, a simple comparison of performance may confuse the effect of laptops with the characteristics of the students who choose to use them. Researchers call this "selection bias."

Researchers can solve that problem by randomly assigning some students to use laptops. With that approach, the students who use laptops are comparable in all other ways to those who don't.

In a series of experiments at Princeton University and the University of California, Los Angeles, students were randomly assigned either laptops or pen and paper for note-taking at a lecture. Those who had used laptops had substantially worse understanding of the lecture, as measured by a standardized test, than those who did not.

The researchers hypothesized that, because students can type faster than they can write, the lecturer's words flowed right to the students' typing fingers without stopping in their brains for substantive processing. Students writing by hand had to process and condense the spoken material simply to enable their pens to keep up with the lecture. Indeed, the notes of the laptop users more closely resembled transcripts than lecture summaries. The handwritten versions were more succinct but included the salient issues discussed in the lecture.

Even so, it may seem heavy-handed to ban electronics in the classroom. Most college students are legal adults who can serve in the armed forces, vote and own property. Why shouldn't they decide themselves whether to use a laptop?

The strongest argument against allowing that choice is that one student's use of a laptop harms the learning of students around them. In a series of lab experiments, researchers at York University and McMaster University in Canada tested the effect of laptops on students who weren't using them. Some students were told to perform small tasks on their laptops unrelated to the lecture, like looking up movie times. As expected, these students retained less of the lecture material. But what is really interesting is that the learning of students seated near the laptop users was also negatively affected.

The economic term for such a spillover is a "negative externality," which occurs when one person's consumption harms the well-being of others. The classic negative externality is pollution: A factory burning coal or a car using gasoline can harm the air and environment for those around it. A laptop can sometimes be a form of visual pollution: Those nearby see its screen, and their attention is pulled toward its enticements, which often include not just note-taking but Facebook, Twitter, email and news.

I do make one major exception. Students with learning disabilities may use electronics in order to participate in class.

Students may object that a laptop ban prevents them from storing notes on their computers. But smartphones can snap pictures of handwritten pages and convert them to an electronic format. Even better, outside class, students can read their own handwritten notes and type them, if they like, a process that enhances learning.

The best evidence available now suggests that students should avoid laptops during lectures and just pick up their pens.

Adapted from *New York Times*. "Laptops are great. But not during a lecture or a meeting"

by Susan Dynarski, 2017.

VOCABULARY

1) Match the words with their definitions.

1 equivocal

2 succinct

3 distracted

4 dedicated

5 hypothesize

6 spillover

7 salient

8 evidence

a) the facts, signs or objects that make you believe something is true

b) not having one clear or definite meaning or intention

c) to suggest a way of explaining something when you do not definitely know about it,

d) working hard at something because it is very important to you

e) unable to pay attention to somebody or something because you are worried or thinking about something

f) expressed clearly and in a few words

g) most important or noticeable

h) the results or the effects of something that have spread to other situation or places

2) Complete the sentences with some of the underlined words.

1 She is _____ to her job.

2 Keep your answers as _____ as possible.

3 He summarized the _____ points.

4 I was asked to give _____ .

SPEAKING

Read the text again and answer the following questions:

- 1 What is the difference between dedicated and distracted students?
- 2 Does she make any exceptions?
- 3 What may students object about?
- 4 Did you find the results surprising?
- 5 Do you use any electronic devices while studying?
- 6 Do you find it helpful? Why?

GRAMMAR

Phrasal verbs with DOWN

1) How many phrasal verbs with 'down' do you know? Choose two verbs and use them in sentences.

_____ down

Sentence: _____ .

_____ down

Sentence: _____ .

2) Read the sentences and try to guess the meaning of six phrasal verbs.¹

break down

Why are you late? Did the bus break down?

What a terrible journey! We broke down twice on the way home.

I am nervous about using the washing machine in case it breaks down again.

cut down

Even if you've smoked all your life, it is never too late to cut down or stop.

I've spent far too much money this month. I really must cut down. If you want to lose weight, try cutting down on fatty snacks such as crisps.

settle down

What Manuela really wanted was to get married and settle down.

¹ Based on: Really learn 100 phrasal verbs, Oxford: OUP, 2002

I am going to travel for six months before settling down with a career.
Jack has settled down with his new wife in a small town near London.

slow down

He realized he was driving too fast and began to slow down.
Can't you work any faster? You are slowing the whole class down.
Don't wait for me. I am only slowing you down.

turn down

Why did you turn down the invitation to Kate and Joe's wedding?
She keeps inviting me to visit her in Scotland but I always turn her down.
Their proposals have been turned down because they will cost too much.

write down

Work on your own and write down the answers to these questions.
They told me to write down everything the woman had said to me.
Before I began the story, I wrote all my ideas down.
She told him the address and he wrote it down in his notebook.

3) Break down means 'to stop working because of a fault'. What kind of things can break down? Choose two of the following:

- a) tools
- b) machines
- c) vehicles

4) Use two of the words below to complete this meaning of cut down.

more less change improve

to drink, eat or use _____ of something, usually to _____ your health or situation

5) If one person settles down, which of the following might they do? More than one answer is correct.

- a) get married
- b) travel a lot
- c) start living in one place
- d) have a lot of friends
- e) start a family

6) What is the opposite of slow down?

- a) go quickly
- b) go more quickly
- c) go slowly
- d) go more slowly

7) Choose the correct meaning of this use of turn somebody or something down:

- a) to reject or refuse somebody or something
- b) to remove or destroy somebody or something

8) Which of the following can you turn down?

- a) an invitation
- b) an offer
- c) a party
- d) a job
- e) a wedding
- f) a proposal

9) Choose one word or phrase from the brackets to complete the meaning of write something down:

- to write something (on paper/on a computer) in order to (read/remember) or record /reply to) it

WORDS TO REMEMBER

equivocal, succinct, distracted, dedicated, hypothesize, spillover, salient, evidence

LITERATURE

HORNBY, Albert Sydney. *Oxford advanced learner's dictionary of current English*. 7th ed. Oxford: Oxford University Press, 2005. ISBN 9780194316491.

DYNARSKI, Susan. Laptops are great. But not during a lecture or a meeting. *www.nytimes.com* [online]. 2017, 22 November [cit. 2018-30-06]. Dostupné z: <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>

Really learn 100 phrasal verbs. Oxford: OUP, 2002. ISBN 978-0-19-431744-3.

Key:

VOCABULARY

1 1b, 2a, 3e, 4d, 5c, 6h, 7g, 8a

2 dedicated, succinct, salient, evidence

GRAMMAR

3 b, c

4 less, improve

5 a, c, e

6 b

7 a

8 a, b, c, e, f

9 on paper, remember, record

2 Homework: Friend or Foe?

Reflection

- 1 In your opinion, what is the role of homework in primary education? What are the advantages and disadvantages of homework?
- 2 How much homework should teachers assign students?
- 3 Do you think that doing more homework is related to higher academic success?

READING

Read the following text.

Should Australian schools ban homework?

Homework has been a controversial issue for over 100 years. Much of the early opposition to homework came from progressive educators who were opposed to the traditional emphasis on student learning through practice and repetition, and proposed that student learning through inquiry and experimentation was more effective. The controversy has accelerated in the 21st century and much of the debate now centres around the purpose and effectiveness of homework.²

A lengthy debate

In 2012 French President Francois Hollande promised to ban homework as part of his wider reforms to education. His decision, which followed widespread teacher and parent agitation for a short-term ban on homework in France, has reignited the long running debate about homework. At that time, the president of a French teachers' organisation stated that homework reinforces socioeconomic and educational inequalities, saying: "Not all families have the time or necessary knowledge to help their offspring."

On the other side of the debate, the president of another French parents' association spoke in support of homework and stated: "Of course, it has to be reasonable, but going back over a lesson is the best way of learning things." Homework, broadly defined as tasks given to students during non-school hours, has long been the subject of both pro- and anti-homework

² First paragraph adapted from: WALKER, Richard and Mike HORSLEY. *Reforming Homework: Practices, Learning and Policy*. South Yarra: Palgrave Macmillan, 2013.

campaigns, some of which have resulted in court action and the abolition of homework for students in some school grades.

Abolishing homework

The recent French announcement has led to calls for the abolition of homework in some German and American schools. So should homework be abolished in Australia? The answer to this question requires a closer look at what homework is supposed to do, and whether it achieves these goals for students of all backgrounds.

The most comprehensive list of reasons for setting homework has been compiled by American researcher Joyce Epstein. These include the practice of already learnt skills, preparation for the next lesson, parent-child communication about school activities, the requirements of school or education department policies, and the enhancement of the reputation of the school or teacher.

But most empirical research into homework focuses on three main issues: does homework enhance student learning and achievement outcomes? Does homework help students to develop the skills of independent, self-directed learning? Does homework involve parents in the educational activities of their children in ways that are beneficial?

The conclusions

In the new book *Reforming Homework: Practices, Learning and Policy*, the authors, Professor Mike Horsley and Professor Richard Walker, have reviewed and evaluated the research evidence on each of the three issues. While this research is complex and there are many caveats, the following broad conclusions can be drawn. In terms of academic achievement, homework has no benefit for children in the early years of primary school, negligible benefits for children in the later years of primary school, weak benefits for junior high school students and reasonable benefits for senior high school students.

Sound research has demonstrated that spending more time on homework is associated with lower student achievement; this finding is complemented by research showing that in countries with high homework demands, student performance on international tests of achievement is poor.

Self-directed learning skills are associated with doing homework but the research indicates that the development of these skills occurs when parents are able to assist upper primary and junior secondary school students with their homework.

Parental involvement in their children's homework activities can be both beneficial and detrimental. It can be detrimental when parents are over-controlling or interfering, but can

be beneficial to student motivation when parents provide autonomy and a supporting learning environments for their children.

An Australian ban?

The authors of the book have argued that rather than abolition, homework needs to be reformed. Generally speaking, homework needs to be better planned by teachers and needs to be of a higher quality. But it won't be easy – homework needs to be challenging for students but not too challenging, it needs to be interesting and motivating, and students also need adequate feedback.

So the way forward is to start a conversation between teachers, parents and students about the sort of homework students need. The routine of completing homework (if done well) can help with self-management, planning and organising skills, but these skills take a long time to learn. Homework setting and practice will have to change so that students are learning about self-management and self-regulation. The sort of homework tasks that promote learning these skills will not focus on drill and practice but require homework tasks where students make some decisions and choices and also exercise some autonomy.

At the same time, guidance for students who do not have family support will require planning (and provision) to complete these sorts of more complex homework tasks. The books explores the equity implications of homework and how providing guidance and support for students should be explicitly planned as part of a homework curriculum.

Less homework, better homework

Overall, there should be less homework, especially homework that emphasises drill and practice. Homework should also be there as a bridge between the community and the school. In particular, homework needs to be planned around the community's and family's fund of knowledge – which may be different from what the curriculum is based on. In essence, homework *can* help children but perhaps not in the ways we think. And much of it depends on what you want homework to achieve and how parents and teachers see it.

Adapted from *The Conversation*. "Should Australian schools ban homework?"
by Richard Walker and Mike Horsley, 2012.

1) Read the article and answer the questions.

- 1 What is the definition of homework?
- 2 What arguments against homework were put forward by the president of a French teachers' organisation?
- 3 What are the reasons for assigning homework according to Joyce Epstein?

- 4 Do the authors of the book *Reforming Homework: Practices, Learning and Policy* suggest banning homework?
- 5 What are the main conclusions of their research?

2) The words in column A are from the text. Match them with similar meanings in B.³

A	B
progressive	having a good effect
to ban	supporting change or innovation
offspring	difficult in an interesting or enjoyable way
to enhance	insignificant
beneficial	to prohibit
negligible	a person's child or children
challenging	to improve something
equity	the quality of being fair and impartial

3) Match the verbs in the box with the appropriate nouns.

apply for	attend	carry out	develop
do	draw	live	write

- 1 _____ homework
- 2 _____ lessons, lectures, seminars etc.
- 3 _____ a grant, scholarship etc.
- 4 _____ research
- 5 _____ conclusions
- 6 _____ a thesis

³ Definitions based on: *Longman Dictionary of Contemporary English*. 4th ed. Harlow: Pearson Education Limited, 2006.

- 7 _____ a skill
8 _____ in halls of residence

SPEAKING

Answer the following questions using some of the phrases in the box:

- 1 Should homework be banned in the Czech Republic?
- 2 How much homework did you get when you attended secondary school? Which subjects were the most time-consuming?
- 3 Should parents help their kids with homework?

In my opinion / In my view ...

As far as I'm concerned ...

I think / I suppose / I believe ...

To be honest, ...

It seems to me that ...

It depends on ...

It's hard to generalize, but...

So all in all ...

WORD FORMATION

- 1) Read the following text and complete the gaps (1-8) with words formed from those in brackets. The first one (0) is given as an example.

France bans smartphones in school⁴

France has voted to ban smartphones and personal tablets from schools. Lawmakers voted 0) overwhelmingly (OVERWHELM) by 62-1 on Monday to prohibit students aged between 3 and 15 from even bringing their devices to school. The ban is part of a campaign to reduce 1) _____ (ADDICT) to electronics. It fulfills a campaign promise made by French President Emmanuel Macron in 2017. French Minister of National Education Jean-Michel Blanquer also campaigned for the ban saying devices were 2) _____ (HARM) to children's 3) _____ (DEVELOP). He called mobile devices a public health crisis and said the law protects children from the "phenomenon of screen addiction and the phenomenon of bad mobile phone use."

The new ban extends a previous law made in 2010 that meant students could not use their devices in lessons. There are exceptions to the ban for students with 4) _____ (DISABLE) and for using devices in the classroom for extra-curricular 5) _____ (ACTIVE). Many

⁴ Adapted from: <https://breakingnewsenglish.com/1808/180804-smartphone-ban-4.html>. Accessed on 20th August 2018.

lawmakers do not believe the ban is enough to bring about change. They believe the ban is little more than a publicity stunt. 6) _____ (APPLY) of the ban to students aged 15 and older will depend on the policy of individual schools. Experts have found that the increased use of mobile devices causes cyber-addiction, sleep disruption and 7) _____ (BULLY). 8) _____ (OPPOSE) of the ban say it is a backward step and will not lead to an increase in learning.

2) Make nouns from the following verbs and adjectives. Some of them have been used in the news above.

VERB	NOUN
develop
agree
educate
inform
arrive
approve
ADJECTIVE	NOUN
able
active
real
happy
kind
useful

WORDS TO REMEMBER

homework, thesis, progressive, ban, enhance, equity, disability

LITERATURE

BULLON, Stephen (ed.). *Longman Dictionary of Contemporary English*. 4th ed. Harlow: Pearson Education Limited, 2006. ISBN 9781405811262.

WALKER, Richard a Mike HORSLEY. *Reforming Homework: Practices, Learning and Policy*. South Yarra: Palgrave Macmillan, 2013.

WALKER, Richard a Mike HORSLEY. Should Australian schools ban homework? *www.theconversation.com* [online]. November 13, 2012 [cit. 2018-08-01]. Dostupné z: <https://theconversation.com/should-australian-schools-ban-homework-10295>

Key

READING

Ex. 2

progressive - supporting change or innovation

to ban - to prohibit

offspring - a person's child or children

to enhance - to improve something

beneficial - having a good effect

negligible - insignificant

challenging - difficult in an interesting or enjoyable way

equity - the quality of being fair and impartial

Ex. 3

1 do; 2 attend; 3 apply for; 4 carry out; 5 draw; 6 write; 7 develop; 8 live

WORD FORMATION

Ex. 1

1) addiction; 2) harmful; 3) development; 4) disabilities; 5) activities; 6) Application;
7) bullying; 8) Opponents

Ex. 2

development, agreement; education, information; arrival, approval
ability, activity, reality; happiness, usefulness

3 ADHD or Immaturity?

Reflection

- 1 What is ADHD? Can you explain the term?
- 2 Do you know the symptoms of ADHD?
- 3 Do you have any personal experience with children who have ADHD (as a teacher, friend, etc.)? Are / Were they on medication?
- 4 Do you know that nowadays we prefer the word difference to disorder?

READING

1) Read the text.

**ADHD is vastly overdiagnosed
and many children are just immature, say scientists**

Many children are needlessly prescribed drugs to combat ADHD when they are just immature, a study suggests.

Attention deficit hyperactivity disorder (ADHD) is vastly over-diagnosed with many cases of simply immature children who are the youngest in their class, a new study suggests.

The term ADHD is often used for a collection of behavioural problems linked to poor attention span including impulsiveness, restlessness and inability to concentrate. Around three to seven per cent of British children are believed to have ADHD, with many being prescribed drugs to try and improve their concentration at school.

Prescriptions for drugs like Ritalin have doubled to 922,000 a year in the last decade for children diagnosed with ADHD but such medications can cause adverse reactions such as weight loss, liver toxicity, and suicidal thoughts, and in the short term may suppress pubertal growth.

Now a study of nearly 400,000 children between four and 17 years old in Taiwan has shown that the percentage of youngsters diagnosed with ADHD significantly changes depending on month of birth. Where just 2.8% of boys in September have the condition, the figure jumps to 4.5% in August, rising steadily over the school year. For girls it rose from 0.7 to 1.2%.

The authors of the study say that many cases may be caused by teachers comparing the behaviour of more mature children to those of youngsters who are up to a year younger.

“When looking at the database as a whole, children born in August were more likely to be diagnosed with ADHD and/or receive ADHD medication than those born in Septembers,” said lead author Dr Mu-Hong Chen, of the Department of Psychology at Taipei Veterans General Hospital in Taiwan. “Relative age, as an indicator of neurocognitive maturity, may play a crucial role in the risk of being diagnosed with ADHD and receiving ADHD medication among children and adolescents. Our findings emphasize the importance of considering the age of a child within a grade when diagnosing ADHD and prescribing medication to treat ADHD.”

The National Health Service describes the disorder as being ‘a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness’. Common symptoms include a short attention span, restlessness or constant fidgeting and being easily distracted, the health service says. Many people with ADHD also have learning disabilities and other problems such as sleep disorders. The condition is normally diagnosed between the ages of three to seven.

Dr Kuben Naidoo, consultant psychiatrist and chairman of ADHD Foundation, said: “In the UK setting the assessment and diagnosis of ADHD across the lifespan is robust and relies on information gathered from a number of sources including the family and school. This is then coupled with information obtained from a clinical interview by a specialist, paediatrician or psychiatrist. The option to treat with medication is not taken lightly and consideration is also given to psychological strategies to support the individual. This decision on the type of treatment would be influenced by the degree of impairment experienced by the individual.”

Adapted from *The Telegraph*. “ADHD is vastly overdiagnosed and many children are just immature, say scientists” by Sarah Knapton, 2016.

2) What do the numbers refer to?

- 1 922,000 _____
- 2 400,000 _____
- 3 2.8% _____
- 4 4.5% _____
- 5 0.7% _____
- 6 1.2% _____

3) Read the text again. Decide if the following statements true (T) or false (F)?

- 1 It is estimated that 3-7% of British children suffer from ADHD. _____
- 2 There were fewer prescriptions for drugs like Ritalin twenty years ago. _____
- 3 Adolescents were excluded from the study. _____

- 4 According to the study, we do not need to take into account the age of a child within a grade. _____
- 5 In the UK, children are usually diagnosed at pre-primary and primary level. _____

VOCABULARY

Match the words (1-8) and their meanings⁵ (A-H).

- | | |
|---|---|
| 1 | attention span |
| 2 | restlessness |
| 3 | mature |
| 4 | suicidal |
| 5 | inattentiveness |
| 6 | fidgeting |
| 7 | distracted |
| 8 | impairment |
| | |
| A | unable to pay attention |
| B | thinking and behaving in a sensible manner |
| C | the state of not paying attention |
| D | the length of time during which a person is able to concentrate |
| E | the inability to stay still |
| F | disability |
| G | wanting to kill themselves |
| H | moving your body because you are nervous or bored |

NUMBERS

- 400,000 – four hundred thousand
- 2,000,000 – two million
- 1.2 – one point two

⁵ Meanings based on: *Oxford advanced learner's dictionary of current English*. 7th ed. Oxford: Oxford University Press, 2005.

4.8% - four point eight per cent

Be careful. In English, we use the decimal point (.) to separate the whole number from the tenths. We use the comma to separate thousands.

Read and pronounce the numbers in the text.

Nouns

Complete the chart. Form nouns using verbs and adjectives below.

decide, collect, attentive, prescribe, impulsive, medicate, react, treat, restless, toxic, disabled, impaired, mature, assess, consider, hyperactive

-ation	-ion	-ity	-ment	-ness

Can you give more examples of typical endings of nouns?

SPEAKING

Were you surprised by the results of the study? If you already teach or work with children, have you noticed differences between children born in autumn and summer? Based on your own teaching experience or practice, are the children born in summer more likely to be diagnosed with ADHD?

WORDS TO REMEMBER

attention deficit hyperactivity disorder (ADHD), attention span, impulsive, restless, concentrate, prescribe, neurocognitive maturity, immaturity, (im)mature, distracted, learning disability, impairment

SPEAKING

Explain the term ADHD and name the symptoms. Is the diagnosis based only on the information obtained from parents and teachers? Is medication the only type of treatment provided for children suffering from the disorder?

WRITING

Medication is the best type of treatment for children diagnosed with ADHD.

Do you agree or disagree with the statement above?

What are the pros and cons of medication? Make notes.

Pros	Cons

Write an essay of 150-200 words for or against.

Don't forget to

introduce the topic / problem

give your opinion and support it with reasons, examples

give the opposite opinion

sum up the essay

You can use some of the following words and phrases: *in my opinion, ... , I think, ... advantage is ..., ... disadvantage is ..., for instance, firstly, secondly, thirdly, moreover, furthermore, on the other hand, in general, in conclusion, to sum up,*

Tip

Remember that children with ADHD do not have needs only, they also have strenghts.

“They are emotionally honest, energetic, and creative. It can be annoying when they shout out loudly that the lesson is boring, but they can be very positive when they are enjoying an activity. Use their natural energy and creativity in activities involving drama and writing.”⁶

LITERATURE

ADHD is vastly overdiagnosed and many children are just immature, say scientists. *www.telegraph.co.uk* [online]. 2016, 10 March 2016 [cit. 2018-08-28]. Dostupné z: <https://www.telegraph.co.uk/news/science/science-news/12189369/ADHD-is-vastly-overdiagnosed-and-many-children-are-just-immature-say-scientists.html>

DELANEY, Marie. *Special educational needs*. Oxford: Oxford University Press, 2016. ISBN 9780194200370.

HORNBY, Albert Sydney. *Oxford advanced learner's dictionary of current English*. 7th ed. Oxford: Oxford University Press, 2005. ISBN 9780194316491.

Key

READING

Ex. 2 – 1 number of prescriptions for drugs like Ritalin a year; 2 the number of participants in the study; 3 the number of boys born in September diagnosed with ADHD; 4 the number of boys born in August diagnosed with ADHD; 5 the number of girls born in September diagnosed with ADHD; 6 the number of girls born in August diagnosed with ADHD

Ex. 3 – 1 T; 2 T; 3 F; 4 F; 5 T

VOCABULARY

1 D; 2 E; 3 B; 4 G; 5 C; 6 H; 7 A; 8 F

Nouns

-ation – medication, consideration; -ion – decision, collection, prescription, reaction; -ity – toxicity, disability, maturity, hyperactivity; -ment – treatment, impairment, assessment; -ness – attentiveness, impulsiveness, restlessness

⁶ DELANEY, Marie. *Special educational needs*. Oxford: Oxford University Press, 2016.

4 Babylonians and Trigonometry

Reflection

Can you explain the term trigonometry? What do you know about the history of trigonometry?

Part 1

READING

1) Read the first part of the text.

**Babylonians developed trigonometry 'superior'
to modern day version 3,700 years ago**

They also beat the Ancient Greeks to it, according to Australian academics

The Ancient Babylonians knew about a form of trigonometry more advanced than the modern-day version – about 1,000 years before its supposed invention by the Ancient Greeks, academics in Australia say.

The astonishing claim is based on a 3,700-year-old clay tablet inscribed with a table of numbers. Known as Plimpton 322, it is already known to contain evidence that the Babylonians knew Pythagoras' famous equation for right-angled triangles, long before the Greek philosopher gave his name to it. And researchers at the University of New South Wales (UNSW) have claimed it also shows the Babylonians developed a highly sophisticated form of trigonometry – the system of maths used to describe angles that has tortured generations of school pupils with sine, cosine and tangent.

2) Match the underlined words and the definitions⁷.

- 1 a statement showing that two amounts or values are equal _____
- 2 hurt somebody physically or mentally in order to punish them or make them tell the truth _____
- 3 very clever _____
- 4 statement that something is true although other people may not believe it _____

⁷ Definitions based on: *Oxford advanced learner's dictionary of current English*. 7th ed. Oxford: Oxford University Press, 2005.

- 5 a material that is used to make pots and bricks _____

VOCABULARY

Trigonometry deals with the relationship between the sides and angles of triangles. A triangle is a shape with three straight sides and three angles. An angle is the space between two lines that join, measured in degrees ($^{\circ}$).⁸

The angles in a triangle make the total of 180° . We write 180° , but we say one / a hundred and eighty degrees. There are different types of angles. There are different types of triangles.

1) Match the angles and the descriptions⁹.

- 1 acute _____
 - 2 right _____
 - 3 obtuse _____
 - 4 straight _____
 - 5 reflex _____
 - 6 full rotation _____
- A It is 360° .
 - B It is exactly 90° .
 - C It is less than 90° .
 - D It is less than 360° but more than 180° .
 - E It is exactly 180° .
 - F It is less than 180° but more than 90° .

2) Match the triangles and the descriptions¹⁰.

- 1 scalene triangle _____
- 2 equilateral triangle _____
- 3 isosceles triangle _____
- 4 right-angled triangle _____

⁸ *Oxford advanced learner's dictionary of current English*. 7th ed. Oxford: Oxford University Press, 2005.

⁹ Based on: MEYRICK, Caroline a Judy ROBERTS. *Mathematics*. Oxford: Oxford University Press, 2010.

¹⁰ Based on: MEYRICK, Caroline a Judy ROBERTS. *Mathematics*. Oxford: Oxford University Press, 2010.

- A All the sides are the same length and all the angles are the same size.
- B There is one angle of 90° .
- C Two angles are the same size and two sides are the same length.
- D All the angles are different sizes and all the sides are different length.

Have you noticed? A lot of terms in mathematics and science are of Latin and Greek origin, e.g. acute comes from Latin 'acutus', which means sharp. Or scalene comes from Greek 'scalenos', which means uneven.

Part 2

READING

1) Read the second part of the text.

The city of Babylon in Mesopotamia, an early cradle of human civilisation in what is now Iraq, was famed for its Hanging Gardens, said to be ¹_____.

Mathematician Dr Daniel Mansfield suggested its people developed trigonometry to help their architects ²_____. "Our research shows it's a trigonometric table so unfamiliar and advanced that in some respects it's superior to modern trigonometry," he said. "We've discovered these lines represent the ratios for a series of right-angled triangles ranging from almost a square to almost a flat line. This makes Plimpton 322 a powerful tool that could have been used for surveying fields or architectural calculations to build palaces, temples or step pyramids."

Dr Mansfield explained that the Babylonians' system of counting enabled them to perform ³_____. "The Babylonians unique approach to arithmetic and geometry means this is not only the world's oldest trigonometric table, it's also the only completely accurate trigonometric table on record," he said.

"Why? It all comes down to fractions. We count in base 10 which only has two exact fractions, one half, which is 0.5, and one fifth, ⁴_____. That's problematic if you want to divide. For example, one dollar divided by three is 33 cents with one cent left over. The Babylonians counted in base 60, the same system we use for ⁵_____. This has many more exact fractions. It doesn't sound like much, but this allowed them to do a lot more exact division. One hour divided by three is 20 minutes – exactly. By using this system, the Babylonians were able to make calculations that completely avoided any inexact numbers, thereby avoiding any errors associated with ⁶_____."

2) Complete the gaps using A-D below.

- A multiplying those numbers
- B one of the Seven Wonders of the ancient world

- C which is 0.2
- D telling time
- E design the city's major buildings
- F complicated calculations more easily than mathematicians today

Numbers

1 Fractions

We pronounce fractions like this:

$\frac{2}{3}$ – two thirds (or two over three or two divided by three)

$\frac{4}{5}$ – four fifths

$\frac{6}{7}$ – six sevenths

Be careful with halves and quarters.

$\frac{1}{2}$ - one / a half

$\frac{3}{4}$ - three quarters

In $\frac{3}{4}$, 3 is the numerator and 4 is the denominator.

2 Decimal point or decimal comma?

Be careful. In English, we use the decimal point (.) to separate the whole number from the tenths. We use the comma to separate thousands. We use **and** after hundreds.

500,000 – five hundred thousand

3,000,000 – three million

3,725 – three thousand, seven hundred and twenty-five

1.6 – one point six

4.2% - four point two per cent

3 Look back at the first and the second part of the text. Say the numbers.

Part 3

READING

1) Read the third part of the text.

Plimpton 322 was discovered in southern Iraq by the early 1900s by archaeologist, diplomat and antique dealer Edgar Banks, who was the inspiration for the character of Indiana Jones. The tablet has numbers written in four columns and 15 rows. There were suggestions in the 1980s that the numbers showed knowledge of trigonometry, but this had been dismissed

more recently. But Dr Mansfield said their research revealed it was a “novel kind of trigonometry” that was based on ratios, rather than angles and circles. “It is a fascinating mathematical work that demonstrates undoubted genius,” he said.

One problem with Plimpton 322 is the left-hand edge is broken. The UNSW researchers presented mathematical evidence that it originally had six columns, rather than four, and 38 rows, not 15. They believe ancient scribes could have generated numbers using the tablet, which they suggest was a teacher’s aid to checking students’ quadratic equations.

Hipparchus, a Greek astronomer who lived in about 120 BC, is traditionally regarded as the founder of trigonometry. But Professor Norman Wildberger, who worked with Dr Mansfield, said: “Plimpton 322 predates Hipparchus by more than 1,000 years.

A paper about the research was published in *Historia Mathematica*, the official journal of the International Commission on the History of Mathematics.

Adapted from *The Independent*. “Babylonians developed trigonometry ‘superior’ to modern day version 3,700 years ago” by Ian Johnston, 2017.

2) Decide if the following statements true (T) or false (F)?

1. The tablet was discovered at the beginning of the 20th century. ____
2. Scientists immediately realized it was a novel kind of trigonometry. ____
3. One of the edges of the tablet is broken. ____
4. According to the UNSW researchers, Plimpton 322 was used by teachers. ____
5. Hipparchus founded trigonometry before the tablet was made. ____

SPEAKING

What do you think of the UNSW researchers’ conclusions? Do you agree with what they say about Plimpton 322?

WRITING

Find a research online or in a journal. Make notes on who did the research, what was researched, where and when, and what the results were.

Write a text of approximately 150 words.

Words to remember

trigonometry, triangle, scalene triangle, equilateral triangle, isosceles triangle, right-angled triangle, angle, side, acute angle, right angle, obtuse angle, straight angle, reflex angle, full rotation, fractions, numerator, denominator

LITERATURE

HORNBY, Albert Sydney. *Oxford advanced learner's dictionary of current English*. 7th ed. Oxford: Oxford University Press, 2005. ISBN 9780194316491.

JOHNSTON, Ian. Babylonians developed trigonometry 'superior' to modern day version 3,700 years ago. *www.independent.co.uk* [online]. 2017, 24 August 2017 [cit. 2018-08-28]. Dostupné z: <https://www.independent.co.uk/news/science/babylonians-trigonometry-develop-more-advanced-modern-mathematics-3700-years-ago-ancient-a7910936.html>

MEYRICK, Caroline a Judy ROBERTS. *Mathematics*. Oxford: Oxford University Press, 2010. ISBN 9780199135295.

Key

Part 1

READING

Ex. 2 – 1 equation; 2 torture; 3 sophisticated; 4 claim; 5 clay

VOCABULARY

Ex. 1 – 1 C; 2 B; 3 F; 4 E; 5 D; 6 A

Ex. 2 – 1 D; 2 A; 3 C; 4 B

Part 2

READING

Ex. 2 – 1 B; 2 E; 3 F; 4 C; 5 D; 6 A

Part 3

READING

Ex. 2 – 1 T; 2 F; 3 T; 4 T; 5 F

5 Artificial Intelligence

Reflection

- 1 Do you use any kinds of technology that requires artificial intelligence?
- 2 What is your opinion of surveillance equipment in our daily lives?
- 3 Are there any benefits of artificial intelligence in computer programming? If yes, what benefits can you name?

READING

Read the following text.

Complete the sentences *a-f* with the words below. Then read the first paragraph of the article *How Artificial Intelligence Will Revolutionize Our Lives* and check your answers.

fight, give, cure, match, explain, integral

- a) Artificial Intelligence may help _____ cancer.
- b) Artificial Intelligence can let robots rather than humans _____ wars.
- c) Machine learning is already an _____ part of our daily lives.
- d) A Master Algorithm could _____ Einstein's theory of relativity in its world-transformative power.
- e) You have to _____ to the computer in painstaking detail what you want it to do.
- f) An algorithm is a set of instructions you _____ the computer.

How Artificial Intelligence Will Revolutionize Our Lives

- 1) On one hand, it may help cure cancer and let robots rather than humans fight wars; on the other, doctors and lawyers may be out of a job.

We may not be aware of it, but machine learning is already an integral part of our daily lives, from the product choices that Amazon offers us to the surveillance of our data by the National Security Agency. Artificial Intelligence (AI) may one day make going to the doctor a thing of the past; how a Master Algorithm could match Einstein's theory of relativity in its world-transformative power; and why replacing soldiers on the battlefield with robots might actually

make warfare more humane. In traditional programming, you have to explain to the computer in painstaking detail what you want it to do. That's what an algorithm is: a set of instructions you give the computer. With machine learning you program the computer to learn by itself. When you do a web search, machine learning chooses the results you get. Amazon uses it to recommend products; Netflix uses it to recommend movies; Facebook and Twitter use it to choose which posts to show you. Pretty much everything that happens online involves machine learning.

2) _____

The Master Algorithm is an algorithm that can learn anything from data. Give it data about planetary motions and inclined planes, and it discovers Newton's law of gravity. Give it DNA crystallography data and it discovers the Double Helix. Give it a vast database of cancer patient records and it learns to diagnose and cure cancer.

But to do that we need a deeper understanding of how learning works. There are multiple approaches.

My own view is that you're going to need to combine ideas from these paradigms to come up with a Master Algorithm. You need something like a grand unified theory of machine learning, like the grand unified theory of physics.

Somebody could discover it tomorrow or it could take hundreds of years. My gut feeling is that it will happen in our lifetime, and it will probably be someone who is actually not a professional machine-learning researcher.

Machines can attend to vastly more information and more complex processes than human beings, and try out more drugs or vaccines than we can in the lab. Machine learning is used to discover drugs by simulating the process on a computer, which takes a fraction of the time and cost.

3) _____

Let me answer it the opposite way, by discussing which jobs will be least at risk. One of the surprises of AI in the last 50 years is that people thought we would start by automating the trivial things, like construction work or cleaning toilets and the hardest things would be what doctors and lawyers do.

It actually turns out to be exactly the opposite. Doctors and lawyers are much easier to automate than street sweepers. In fact, one of the big successes of machine learning is that

you can take a simple algorithm, give it a database of patient records and it learns to diagnose diabetes or breast cancer better than people who have spent years in Med school.

What makes a job hard to automate? If a job involves routine mental work, and in many ways medical diagnosis is routine work, it is easily automated. If the job involves interacting with the physical world, using your hands and feet, that is very hard to automate.

Jobs that require a lot of common sense are also very hard to automate. Common sense is something we human beings take for granted, but is extremely difficult for machines to acquire. So if your job requires common sense it's a lot safer than if it doesn't.

4) _____

In the short term, machine learning, like other technologies, will have winners and losers. In the long term, we will weed out the bad things and mainly have good consequences. One of them, which we've touched on already, is health. Our children's generation is going to regard health problems as something awful that people had in the barbaric past.

Today, when you get sick, you go to the doctor and hopefully the doctor figures out a treatment. In the future you won't get sick in the first place because there's all this work happening in the background that cures it before it happens.

Let me give you a short-term example. Your smart phone is full of sensors, and there are going to be more. If your smart phone feels that you are about to have a heart attack, it will call 911 and also warn you, and so it might save your life.

More generally, I think machine learning, like other technologies, gives you a kind of superpower. Telephones let you communicate at a distance; airplanes let you fly. Machine learning will be the ultimate superpower.

Adapted from: Worrall, Simon. *How Artificial Intelligence Will Revolutionize Our Lives*. In: NationalGeographic.com.

EXERCISES

- 1 Read the whole article about how Artificial Intelligence will revolutionize our lives. Decide which of the three headings (a, b, c) fits into each gap (2, 3, 4).
 - a) AN OXFORD UNIVERSITY SURVEY SUGGESTED THAT 47 PERCENT OF THE WORLD'S JOBS COULD BE TAKEN BY MACHINE LEARNING IN THE COMING DECADES. WHICH JOBS WILL BE MOST AT RISK?

b) WHAT THINGS IN YOUR CHILDREN’S LIVES DO YOU THINK WILL BE IMPROVED – OR DEGRADED – BY MACHINE LEARNING IN THE FUTURE?

c) WHAT IS THE MASTER ALGORITHM? AND HOW CLOSE ARE WE TO DEVELOPING IT?

- 2 Read the definitions in the right column of the table. Complete the table with the correct word or phrase from the first two paragraphs from the text.

	<i>the activity of fighting a war, especially using particular weapons or methods</i>
	<i>a set of rules that must be followed when solving a particular problem</i>
	<i>needing a lot of care, effort and attention to detail</i>
	<i>an area of study concerned with making computers copy intelligent human behaviour</i>
	<i>the act of carefully watching a person suspected of a crime or a place where a crime may be committed</i>

- 3 Look up the remaining underlined words in the text and try to work out their meanings from the context. Then give their definitions by using the Oxford Advanced Learners Dictionary Online <https://www.oxfordlearnersdictionaries.com/>.

- 4 What is the origin of the word *robot* used in the first paragraph?

- 5 Match the halves of the compounds/compound phrases used in the text:

1. Artificial
2. data-
3. Theory of
4. machine
5. war-
6. street
7. battle-
8. health
9. Med
10. heart
11. pains-
12. common
13. Master
14. back-
15. crystallo-
16. super
17. Double
18. smart
19. short
20. air

- a) intelligence
- b) learning
- c) relativity
- d) sweeper
- e) phone
- f) sense
- g) -base
- h) -fare
- i) School
- j) term
- k) power
- l) -field
- m) -taking
- n) -ground
- o) Algorithm
- p) planes
- q) -graphy
- r) problems
- s) Helix
- t) Attack

SPEAKING

Prepare to express and justify your opinion on the statement below:

Using Artificial Intelligence for educational purposes will make the lessons nimble. Children and students will benefit from using AI rather than protractedly searching detailed data in books and libraries.

Do you agree / disagree with the statement? Why?

Can you give any examples of pros and cons of using artificial intelligence for educational purposes and compare them with the information given in the article above?

Use the following phrases to “referring to something said earlier”, “paraphrasing” and “talking about pros and cons”:

Returning to the issue of/the point about ...; To restate the point I made earlier,...; In other words, ...; What I'm trying to say ...; Nevertheless, I still believe that ...; The main benefit of ... is ...; ... is generally a good thing because ...; One positive aspect/disadvantage of ... is (that) ..., On the other hand ... ; ... is not a good idea because ...

WRITING

Read the text about *How Artificial Intelligence Will Revolutionize Our Lives* again. Write a summary in 150-170 words.

- Underline the key ideas in each of the four paragraphs in the original text.
- Expand the key points into logically connected sentences, using your own words.
- Keep details to the necessary minimum.

WORDS TO REMEMBER

Artificial intelligence, machine learning, Master Algorithm, data, double helix, vasty, fraction, automating, trivial, barbaric.

LITERATURE

WORRALL, Simon. *How Artificial Intelligence Will Revolutionize Our Lives*. In: *NationalGeographic.com*. [online]. 7.10.2015 [cit. 12.06.2018]. Dostupné z: <https://news.nationalgeographic.com/2015/10/151007-computers-artificial-intelligence-ai-robots-data-ngbooktalk/>

HORNBY, Albert Sydney. *Oxford advanced learner's dictionary of current English*. 7th ed. Oxford: Oxford University Press, 2005. ISBN 9780194316491.

PAULEROVÁ, Eva. *Oxford Maturita Excellence. Příprava k maturitě vyšší úrovně*. Oxford: Oxford University Press, 2012. ISBN 9780194331999.

KEY

Reading a) cure, b) fight, c) integral, d) match, e) explain, f) give

Ex 1 2c, 3a, 4b

Ex 2-4 Use the Oxford Advanced Learners Dictionary Online (<https://www.oxfordlearnersdictionaries.com/>) to find the answers.

Ex 5 See the text, e.g. artificial intelligence, data-base, Theory of relativity, etc.

6 Sport in a Nutshell

Reflection

- 1 Can you list any sport/sports for which the same naming unit is being used internationally?
- 2 Do you know any modern sport that has its roots in England and is played all over the world?
- 3 What are the most popular sports events that spectators can watch on TV?

READING

Read the following text.

Sport in a Nutshell and its Brief History¹¹

Sport is an integral part of the cultural life of all nations in the world. Millions of spectators watch exciting championships and Olympic Games broadcast on television or radio. Sport therefore deeply affects the lives both of active sportsmen and of spectators, too. More and more, sport contributes to the entertainment, recreation, education and all-round development of human beings.

A significant amount of research has been devoted to discovering the origins of various sports and to the understanding of their development. As the individual sports and games of today have evolved over time and have been subject to cross-influence, accurate determination of their origins is extremely difficult. Neglecting the fact that primeval man's hunting activities helped form some basis for athletic competitions, one can say that the creation of objects for use in games, for example the *hockey stick*, began during the period of matriarchy. During the period of patriarchy, the Aztecs developed kicking and running games, which formed the basis for the development of rugby and, later, American football. The fact is that the predecessors of today's field hockey appeared during this period in a game the Slavs knew as *čur*.

The beginning of sports in the Czech lands dates back to the reign of the Luxemburg Family in the 14th century, when various knights' tournaments became popular. These tournaments are often regarded as the predecessors of modern sporting tournaments. Winter sports such as

¹¹ Adapted from: Entlová, G., *The Present-Day Anglicisms in Czech Within the Domain of Sport. On Conveying Aptness and Accuracy in Commenting on Sports Events in Czech*. Saarbrücken: OmniScriptum GmbH&Co. KG. LAP LAMBERT Academic Publishing, 2014. ISBN 978-3-659-52441-7.

sledging or skating became popular in the 16th century, although skates were probably invented by the Dutch in the 13th century. The first indoor sports appeared at the beginning of the 16th century and were played in so called ballrooms¹². The predecessors of tennis, all sorts of ball games and archery were the main field of interest in these ballrooms.

England's geographical location contributed to its becoming the cradle of **modern sports**. England did not require a large military force in the 17th and the 18th centuries and that is probably one of the reasons why Englishmen were better able to concentrate on the development of athletic competitions. In the 19th century English sports were spreading into other countries including the Czech lands, and especially the USA. Czech sports terminology was flooded with a large number of English terms.

In 1862 a sports organization *Pražský Sokol* (*Prague Falcon*)¹³, with deeply patriotic and democratic ideas, was formed. One of its leading figures, Miroslav Tyrš, set Sokol's principles and wrote *Základy tělocviku* (loose translation in English is *ABC of Physical Education*) and its Czech terminology. The activities of Sokol were stopped during World War I, during the period of Nazi occupation, and after 1948. The sporting exhibitions held by Sokol were replaced by *Spartakiáda*, events closely connected with communist ideology. The organization was renewed again in 1990 and nowadays it supports physical activities and recreational sports created for all citizens, including the disabled.

Probably the most important sports event is the Olympic Games. It is an international multi-sport event held every four years in summer and winter and nearly every nation on earth participates in them. The Ancient Olympic Games were held at Olympia, Greece and the modern Olympics feature the Summer Games and the Winter Games. On the initiative of Pierre de Frédy, the Baron de Coubertin, the International Olympic Committee (IOC) was founded in 1894 and two years later, the first modern Olympic Games were held in the Panathenian Stadium in Greece. The second Olympic Games that took place in Paris were the first Olympics where women were allowed to compete. Although Coubertin's idea was to bring together amateur athletes from all around the world to compete in a variety of events, his original vision had to change under the pressure of corporate sponsorships and political regimes. The challenges to Coubertin's ideal have included political boycotts, the use of performance enhancing drugs, bribery of officials, and terrorism.

In view of the fact that sport has always been a part of daily life in the Czech lands, the Czechs are not only excellent sportsmen but they are innovators as well. The revival of the Olympic Games brought success at the 1900 Summer Olympic Games in Paris. František Janda Suk won

¹² A ballroom can still be seen today in *Lví dvůr* at Prague Castle.

¹³ *Sokol*, an organization of this type, is one of the oldest organizations in the world.

the discus competition with his new style, *hod s otočkou* (in English *the spinning throw*), which has been adopted by all who now compete in the discus. In 1920, at the Olympic Games in Antwerp, the independent Czechoslovak hockey team¹⁴ won third place. The Czech sportsmen of the pre-war period won their medals in disciplines such as rope climbing or canoeing. One of the most famous Czechoslovak athletes¹⁵ of all times, the long-distance runner Emil Zátopek, won his first gold medal at the Games held in London in 1948. His wife, Dana Zátopková, won gold in the javelin at the Olympics in Helsinki. The Czechs and Slovaks competed together under a common flag at the Olympic Games in Barcelona in 1992. The Czech hockey team recorded its greatest victory in Nagano in 1998 by winning the gold medal in the so-called 'match of the century'. The best athletes of the 21st century are Roman Šebrle in decathlon and heptathlon, Gabriela Koukalová in biathlon (individual, sprint, pursuit, and mass start), Martina Sáblíková in speed skating (long distance races) and Ester Ledecká in snowboarding (parallel giant slalom) and alpine skiing (super G and downhill). The list of victories in sport could go on and on but a lot of information may be found in many sports encyclopaedias, books and textbooks, and also in newspapers, on TV and on the internet.

Adapted from: Entlová, G., *The Present-Day Anglicisms in Czech Within the Domain of Sport. On Conveying Aptness and Accuracy in Commenting on Sports Events in Czech*. Saarbrücken: OmniScriptum GmbH&Co. KG. LAP LAMBERT Academic Publishing, 2014.

EXERCISES

- 1 Match the phrases from the text and the definitions:

spectators (noun, pl.)	competitions to find the best player/team in a particular sport
championships (noun, pl.)	to send out programmes on television or radio
broadcast (verb)	people who are watching a sports event

Find the remaining underlined words in the text. Try to work out their meaning from the context and then give their definitions by using the Oxford Advanced Learners Dictionary Online (<https://www.oxfordlearnersdictionaries.com/>).

¹⁴ The term *hockey* was adapted according to its original graphic form early in the 20th century. Also the derivations were assimilated to the English spelling, i.e., the suffixes were added to the base of the word to make new terms, e.g., *hockeyista*, plural *hockeyisté*, adjective *hockeyový*.

¹⁵ *Athletics* is also being referred to as *track and field sports* or *track and field* in American English.

Running _____

Skiing _____

Snowboarding _____

Surfing _____

Swimming _____

Tennis _____

Windsurfing _____

Wrestling _____

- 5 What is the US designation for *athletics*? Can you name any disciplines that belong to this sport? (e.g. *decathlon*, *javelin*, *discuss throw*, etc.)
- 6 What language(s) do the following morphemes used in compound nouns denoting sports events, disciplines and equipment come from? Use them in example naming units.

uni-, mono-, bi-, du-, tri-, tetra-, quadri-, hepta-, deca-

Questions:

- a) What is the difference between *unicycle* and *monoski*?
- b) What is the difference between *biathlon* and *duathlon*?
- c) What is the difference between *quadriathlon* and *tetrathlon*, and between *tetrathlon* and *pentathlon*?
- d) What disciplines are there in *triathlon*?
- e) What events are there in *heptathlon*? Do they differ for women and men? If yes, explain how.
- 7 Where do the following martial arts and self-defence disciplines come from? (e.g. *karate – Japanese*)

Judo _____

Taekwondo _____

Jiu-Jitsu _____

Krav Maga _____

Jujutsu _____

Muay Thai _____

Aikido _____

Tai chi _____

8 Can you guess the origin of the two following sports terms?

skijøring, telemark

9 What is the Czech designation for the English word *boxing*?

WRITING

Write 150-170 words discursive (topic) essay/article on the following subject.

The English language plays an important role during the process of incorporation of sports terms into Czech. There are varieties of extreme sports with their professional terminologies for which there are no Czech equivalents. This is changing the role English plays in our lives.

Use the following useful phrases:

Furthermore, ...; In addition to this, ...; For instance, ...; Such as...; On the one/other hand...; In contrast ...; However, ...; In fact ...; Actually...; In my opinion, ...; In conclusion ...

Include the following points:

- The background to this change (what made it possible?).
- The role TV and radio have played on this change.
- Your personal views on the subject.

Choose a suitable title for your essay.

WORDS TO REMEMBER

sport, activity, championship, spectators, innovate, disabled, discipline, athlete, track and field, competition, borrowing, loanword, Anglicism

LITERATURE

HORNBY, Albert Sydney. *Oxford advanced learner's dictionary of current English*. 7th ed. Oxford: Oxford University Press, 2005. ISBN 9780194316491.

ENTLOVÁ, Gabriela. *The Present-Day Anglicisms in Czech Within the Domain of Sport. On Conveying Aptness and Accuracy in Commenting on Sports Events in Czech*. Saarbrücken: OmniScriptum GmbH&Co. KG. LAP LAMBERT Academic Publishing, 2014. ISBN 978-3-659-52441-7.

PAULEROVÁ, Eva. *Oxford Maturita Excellence. Příprava k maturitě vyšší úrovně*. Oxford: Oxford University Press, 2012. ISBN 9780194331999.

OXENDEN, Clive a Christina LATHAM-KOENIG. *New English File Pre-Intermediate. Student's Book*. Oxford: Oxford University Press, 2007. ISBN 9780194519090.

KEY

Ex 1-8 Use the Oxford Advanced Learners Dictionary Online (<https://www.oxfordlearnersdictionaries.com/>) to find the answers.

Ex 9 rohování

7 The Challenges of Music Education in Britain

Reflection

- 1 Is the proper way to study music by learning to play an instrument only?
- 2 Do you think that exposure to music benefits the development of children and young adults? If so, how?
- 3 What is the role of music education within the general school curriculum? Should the importance of music education be greater in the future? Why (not)?

READING

Read through the article. Make note of any unknown words.

Why is music education in Britain so poor?

Music is taught at the majority of schools in the country, yet we still think that learning about the social and cultural context of music is the same as playing an instrument.

“Oh cool, you’re studying music! What instrument do you play?”

If you ever meet a music student who says they have not had a conversation that starts exactly like this, they are almost certainly lying. It’s a sensible question to ask, but it also betrays the strange way we think about music education.

Any number of articles bemoaning the sorry state of music education in the UK will conflate music education with instrumental tutelage. Even a 2011 report on music education devotes a lot of attention to extra-curricular music and the importance of performance.

The reality is that being a “Grade 8” cellist isn’t the same as studying and thinking about music. Performance should not be the only way in. But that’s increasingly the way of things, thanks to the changing education system. Our music education does nothing to encourage children to build their social interest in music at an educational level.

There’s no doubt that exposing children to practical music is a very important part of getting them involved in musical culture. This is especially true for those from lower-income backgrounds, as practical music tuition is typically very expensive. As an example, a project called Sistema Scotland has had remarkable success with young people from disadvantaged areas. According to a survey of parents carried out by the Scottish government, 100 per cent thought their children were more confident and 93 per cent thought their children were happier as a result of taking part in the scheme.

While statistics like those from Sistema Scotland may make us feel complacent, the reality of the situation is that such schemes will not be able to benefit all children. To treat these projects, and instrumental performance more generally, as the only way to get children interested in music, is a simplistic approach with a problematic result.

Anyone tuning in to Radio 4's *Desert Island Discs* will hear how influential early interaction with music can be on later life. Many young people enjoy "coffee shop musicology", with music of all forms becoming a big part of their social and personal identity. So why aren't more students interested in engaging with music academically? It's because of how and what we teach, of course.

Ofsted's report observed 300 music lessons: only 30 were deemed above average. Just 7 per cent of schools in a survey of 90 qualified as "outstanding" providers of effective music education, while 61 per cent were deemed satisfactory or inadequate. This figure stands in sharp contrast to the 66 per cent of schools considered to be providing an overall effective education. Key Stage 3 (years 7 to 9) were described as the weakest: "A direct consequence of weak teaching and poor curriculum provision."

From all this, is it any wonder that music at GCSE and particularly A level are the most under-subscribed of all elective courses by some margin, with only 1 per cent of A-level entries in England in music or music technology?

Absence breeds apathy, which in turn breeds mockery. Academic music is seen by many students, and perhaps more dangerously by staff, to be a soft option. Often it is only those pupils who have been exposed to culture from a young age and who are proficient performers who are encouraged to take up music at GCSE and A-level. The divide between those who are deemed appropriate for academic music is therefore set up almost as soon as students join the school.

This situation is not helped by the education secretary, Nicky Morgan, supporting the English Baccalaureate (EBacc). This scheme emphasises the traditionally "academic" subjects in schools, leaving music, art and the like behind. A drive towards "academic capitalism" and an obsession with economic impact has seen an "aggressive shift in ideology that seeks to determine the worth of these disciplines exclusively in terms of their utility value", according to Emily MacGregor. The issue is not so much that English, maths and the sciences shouldn't be emphasised, but more that "soft" subjects should be brought up to the same level and seen in the same academic light.

There is a reason, of course, why a lot of students think of music in this light: because the way it is being taught now is soft in a lot of cases. World famous violinist and supporter of music education Nicola Benedetti has said that "needing the child's approval for what they do in school is just such an alien concept when you're talking about maths, science, history or

English...but suddenly, when you bring music into the mix, it's: 'Oh no, we can't show them anything that they don't instantly love because that would be like forcing children into something that they don't want to do.'" Benedetti's complaints reflect a wider belief that, because music is a way of accessing profound emotional experience, it represents nothing more than mushy culture and shouldn't be treated with academic respect.

Classical music and musicology are thus seen as the preserve of the rich and privately educated. Despite the fact that music is taught at the majority of schools in the country, admissions at leading universities from state schools are on a par with subjects like classics and theology; both subjects traditionally seen only at independent schools. Professor Dan Grimley of the University of Oxford comments:

"My fear is that cuts in government funding for education mean that fewer students will have the opportunity to study music, either at school or beyond, whether practically or as part of the wider humanities. Music was once part of the Quadrivium – since when did we lose our sense of its centrality? Music surrounds us in every aspect of our daily life. We need to understand how and why it works in the way that it does."

Despite all of this, funding for music education does seem to be paid attention to at the national level. In January of this year the government and Arts Council England kept to their 2014 promise that money allocated for music education centres would rise £17m up to £75m for 2015-16. However, real change will come not just from increased funding, but from a thorough reappraisal of the syllabus itself.

The secondary education system, you would think, tries to drive towards knowledge and specialisation, with a projected goal of further education or apprenticeships. This is clearly the case with the cumulative learning processes associated with the sciences, languages, and the majority of the humanities. Music, however, is very different. A lot of lower school music does not at all reflect the breadth of academic music, nor is it an apt preparation for study at a level above Key Stage 3. In turn, the GCSE and A-level syllabuses are not designed to prepare pupils for how music is studied at many universities.

Elizabeth Eva Leach comments: "Personally I think students are better prepared by other A-levels that make them think and/or read (e.g. History, English Literature, Maths)." The fact that any A-level course can be deemed incapable of making students think or read is incredibly depressing. It would be too ambitious to expect any school syllabus to give a complete overview of the academic potential of a subject. But I don't think it's too much to ask that it show a glimpse of the side to music that gets people talking about it in the first place: its place in history, in politics, in our everyday lives.

"Pure" music, it seems, is so much the focus of secondary music education, that any other approach must be ignored. Professor Dan Grimley says:

“A-level syllabuses are under strain from often competing demands, and there is only a certain amount they can be expected to cover, but I do spend a lot of my teaching time trying to encourage students to hear music in a wider cultural context – one informed by ideologies of race, power, ethnicity and gender, for example.”

In an increasingly complex world an approach like this should be encouraged and embraced much lower down the education system.

So, to go back to the start, as much as your friend may love playing the cello, I’m sure she has more interesting things to say about why she studies music. The word “academic” shouldn’t have to be viewed as dry or uninspiring. That is only the case in a subject like music because, at the moment, the lines between “fun” performance and academic study are so clearly drawn, privileging those young people from families wealthy enough to afford instrumental tutelage.

Music education needn’t exclude those from lower-income backgrounds because of unaffordable instrumental tuition. Yes, we do need projects like Sistema Scotland to bring more young people from all backgrounds into performance, but they shouldn’t be used as an excuse or a reason to ignore studying music thoughtfully.

Adapted and abbreviated from Joe Fell, “Why is music education in Britain so poor?” *New Statesman* <https://www.newstatesman.com/culture/music-theatre/2015/09/why-music-education-britain-so-poor>. 2018 Accessed May 21, 2018.

VOCABULARY

Look up the underlined words in the article in the dictionary. Then fill the gaps in the following sentences with the appropriate expressions which are used in the article above.

- 1 The captured soldier refused to _____ any information to the enemy.
- 2 Research studies have shown that _____ (adjective) families are more at risk in the area of civilization diseases.
- 3 Many people in the United States think of themselves as belonging to an _____ (noun) rather than to a single race.
- 4 Any education should avoid being _____ (adjective) in order to keep the students interested.
- 5 Playing an instrument in Britain has become too _____ (adjective) for many.

Reading Comprehension

Mark the following statements about the article as either true (T) or false (F).

- 1 All recent British articles make a clear distinction between learning to play a musical instrument and studying music in historic and cultural context.
- 2 The system of music education in Britain encourages children to pursue music as an important academic subject of study.
- 3 British media and educators often support the idea of music as a soft, unimportant subject.
- 4 Professor Grimley claims that music study should not include the context of race, class and gender.
- 5 The article ends by claiming that British students should study music only by playing musical instruments.

GRAMMAR

The Present Perfect and the Simple Past

Put the verbs in the brackets into present perfect or the simple past tense.

- 1 How long _____ (you / live) here? I _____ (live) here since 1985.
- 2 _____ (We / miss) the bus. Now we'll have to walk.
- 3 _____ (I / lose) my umbrella. _____ (You / see) it anywhere?
- 4 _____ (He / leave) the house at 8.00.
- 5 _____ (I / not know) that you _____ (be) here. _____ (You / be) here long?
- 6 _____ (You / be) to the Cathedral? Yes, I _____ (go) there last Sunday.
- 7 Hannibal _____ (bring) elephants across the Alps. Why _____ (he / do) that?
He _____ (want) to use them in battle.
- 8 What's Stockholm like? I don't know. I _____ (not / be) there.
- 9 My paternal grandfather _____ (die) before I was born.

_____ (I / never / meet)him.

10 John _____ (live) in New York for ten years. Now he lives in Los Angeles.

He _____ (not / lived) abroad yet.

WRITING

Write a short (150-200 words) essay on the state of music education in your country. Try to react to the argument mentioned in the article. Do not go over the 200-word limit.

LITERATURE

FELL, J. "Why is music education in Britain so Poor?" *New Statesman*. Sept 29, 2015. <https://www.newstatesman.com/culture/music-theatre/2015/09/why-music-education-britain-so-poor>. 2018 Accessed May 21, 2018.

HORNBY, A. S. *Oxford advanced learner's dictionary of current English*. 7th ed. Oxford: Oxford University Press, 2005. ISBN 9780194316491.

MURPHY, R. *English Grammar in Use*. 4th ed. Cambridge: Cambridge University Press, 2012. ISBN 9780521189064.

THOMSON, A.J. and A. V. MARTINET. *A Practical English Grammar*. Exercises 1, 2. Oxford: Oxford University Press, 1986. ISBN 0194313492, 0194313506.

Key

VOCABULARY

1 betray; 2 lower-income; 3 ethnicity; 4 uninspiring; 5 unaffordable

READING COMPREHENSION

1 F; 2 F; 3 T; 4 F; 5 F

GRAMMAR

1 have you lived; have lived; 2 've missed/ have missed; 3 've lost/ have lost; Have you seen;
4 He left; 5 Did not know; were; Have you been; 6 Have you been; went; 7 brought; did he;
wanted; 8 haven't been; 9 died; I never met; 10 lived; has not lived;

8 How Czech Writers Make Their Mark in English

Reflection

Discuss the following questions in pairs or small groups

- 1 What is a book review?
- 2 What is the function of a book review?
- 3 What information should a good book review include?
- 4 Do you read new books after first reading their reviews? Why (not)?
- 5 Is Czech literature important outside the Czech Republic? Why (not)?
- 6 Which Czech authors do you think the foreign readers know best? Why?

READING

Read through the article. Make note of any unknown words.

A New Science Fiction Book by a Czech in America¹⁶

All new books, but debut novels especially, are blind dates. The raconteur who charmingly burbles during drinks is tapped out of stories by the time the oysters arrive; the genius who wears his erudition so lightly over appetizers starts beating you over the head with it during dessert. (*No, your mind screams when things turn badly. And it was all going so well.*)

Most debut novels betray me at some point or another — though a few make my heart do cartwheels, or at least a pirouette.

Jaroslav Kalfar's "Spaceman of Bohemia" is not a perfect first effort. But it's a frenetic, imaginative one, booming with vitality and originality when its rhetoric isn't a bit excessive. Kalfar's voice is distinct enough to leave tread marks. He has a great talent for the absurd. He has such a lively mind and so many ideas to explore that it only bothered me a little that this book reached its peak two-thirds of the way through.

¹⁶ Adapted and abbreviated from: "Meet an Intergalactic Spider in 'Spaceman of Bohemia'", by Jennifer Senior, New York Times, <https://www.nytimes.com/2017/03/08/books/review-spaceman-of-bohemia-jaroslav-kalfar.html>

The cast of the story is small. The spaceman of the title is Jakub Prochazka, a Czech astrophysicist who, as the book opens in 2018, launches into space from a state-owned potato field. Just 18 months earlier, a comet from a neighboring galaxy had swept into the Milky Way, bringing with it a cloud of intergalactic dust that permanently “bathed Earth’s nights in purple zodiacal light, altering the sky we had known since the birth of man.”

The cloud refused to budge, which was unnerving. Then it started to consume itself. Someone had to investigate. The Czech Republic is the first country to offer a human to collect particle samples. So away Jakub goes, seeking honor for his country and redemption of his family name. Before the Velvet Revolution, his father had been a member of the Communist Party’s secret police.

“Your father was a collaborator, a criminal, a symbol of what haunts the nation to this day,” says the senator who recruits Jakub for the journey. “As his son, you are the movement forward, away from the history of our shame.”

But solitary space travel — eight months in Jakub’s case; four out and four back — is not without its problems. It destroys his marriage, for example. Thirteen weeks into his voyage, Jakub’s wife, Lenka, leaves him, wondering about his motives for undertaking such a dangerous mission. (It also gives him many excuses to drain his supply of whiskey. Deep space is no place to experience marital strife.)

Space travel is also hard on Jakub psychologically. At roughly the same moment that his wife leaves, a monstrous, hairy spider appears on the spaceship. For a while, we assume that it’s a hallucination born from Jakub’s lonely imagination. (His state-appointed psychologist had warned him about such things. “I need to sleep you off,” Jakub tells the spider. “Like a stomachache.”) But soon, we begin to suspect: Perhaps this creature is real?

Here it becomes clear that Kalfar has much larger aims with “Spaceman of Bohemia” than to write a vibrant, madcap work of fiction. The giant spider has ready access to Jakub’s unconscious, and ransacks it repeatedly, releasing a cascade of defining memories: of Jakub’s falling in love with his wife; of his parents’ deaths when he was 10; of watching his grandparents endure humiliation and hardship to raise him. The spaceman becomes the most distant analysand in the solar system.

Many of these memories are inseparable from the history of the Czech Republic, and the book becomes, as much as anything, a rumination on that history, both recent and distant. Among Jakub’s most painful recollections are those of his family’s participation in the brutal workings of the state.

The desperate desire to become his father’s opposite, we slowly see, is what has driven Jakub into space. He believed he was the biological carrier of his father’s curse — “the last remnant

of Cain's sperm" — which meant he had no choice, really, but to lead a life of spectacular repentance. A psychoanalyst might say his fate was overdetermined.

Kalfar has an exhilarating flair for imagery. ("What good am I, a thin purse of brittle bones and spoiling meat?" Jakub wonders to himself after his parents die.) He writes boisterously and mordantly, like a philosophy grad student who's had one too many vodka tonics at the faculty Christmas party.

This is generally a good thing, though it can also mean periodic forays into pretentiousness. In raking through the contents of Jakub's mind, the spider makes a study of human beings more generally — the pain of our individuality comes as quite a shock — and some of its observations about "humanry" can be self-satisfied, grating; the book is just sturdy enough to withstand its most irritating declamations without collapse.

The fate of Jakub's marriage, the spider, the voyage into space — they all get their moments, but not all of them get their proper due; at the very end, there are philosophy and more soliloquy where resolutions ought to be. That such overblown language can be forgiven says something about Kalfar's wild imagination, his ingenuity, his heart.

Endings in fiction are just so very hard. Kalfar, if I had to guess, is from the E. L. Doctorow school of writing: You let your characters guide you. The problem is that headlights in deep space don't really work. Unless the light bounces off something, it simply gets swallowed up in the dark.

VOCABULARY

Look up the underlined words in the dictionary. Then fill the gaps in the following sentences with the appropriate expressions which are used in the article above.

- 1 A person who is having psychoanalysis is called an _____.
- 2 Most married couples experience, at one time or another, periods of marital _____.
- 3 I must have eaten something bad and now I have a terrible _____.
- 4 I tried pushing the car onto the road but it would not _____.
- 5 The skill of using language in speech or writing in a special way that influences or entertains people is called _____.
- 6 Outdoor equipment is designed to _____ a lot of heavy duty use.

KEYWORDS

Book review, plot, summary, character, protagonist, ending, tone, atmosphere, speculative fiction.

READING COMPREHENSION

Mark the following statements about the article as either true (T) or false (F).

- 1 The reviewer likes the book but thinks its ending is disappointing.
- 2 She thinks the author always uses language in appropriate ways throughout the novel.
- 3 The novel does not deal with the traumatic past of Czechoslovakia and its people at all.
- 4 The protagonist of the novel stays on earth but keeps looking at the stars.
- 5 His wife is happy because his space mission makes her proud of him.

GRAMMAR

The Past Simple and the Past Continuous

Put the verbs in the brackets into simple past or the past continuous tense.

- 1 What (you / think) of his last book? I (like) it very much.
- 2 (He / play) the guitar outside her house when someone opened the window and (throw) out a ring of keys.
- 3 Her dog (walk) along quietly when Mr. Smith's pitbull attacked him.
- 4 When I (see) him he (paint) a portrait of his wife.
- 5 Jenny (wait) for me when I (arrive).
- 6 When Pete was young, he _____ (want) to be a pilot.
- 7 Sam _____ (take) a picture of me while I _____ (not / look).
- 8 I haven't seen Fran for ages. When I last _____ (see) her, she _____ (try) to find a job.
- 9 What _____ (you / do) at this time yesterday? I was asleep.
- 10 How fast _____ (you / drive) when the accident _____ (happen)?

DISCUSSION

Try to answer the following questions in pairs or small groups.

- 1 Google up on the author of the novel which is reviewed in the article. Who is he? What is his identity? Czech? American? Both? Neither?
- 2 According to the story, what are some of the typical Czech qualities? Which positive (negative) ones could you describe based on the review above? Do you know of any other typical Czech qualities? Which ones?
- 3 What is the role of personal and public history in the novel? Is there anything comic in the author's choice of a Czech astronaut for performing an essential mission into outer space?
- 4 How does the reviewer praise the author's imagination?
- 5 What is the problem with the ending of the novel?
- 6 Does the reviewer like the book? Why (not)?
- 7 Is it difficult for a non-native speaker to write a novel in English? Why?

WRITING

Write a short (150-200 words) review of a classic work of Czech literature (preferably a novel or a volume of well-known poems which everyone knows from secondary school). The aim of your review is to introduce the book to foreign readers who do not know the book at all. Try to use simple, yet informative language. Summarize the plot (if relevant), describe the main characters, or, if you write about poetry, explain the tone and atmosphere of the text. Last, try to situate the book within world literature and literary history. Use an occasional literary term if necessary. Do not go over the 200-word limit.

LITERATURE

HORNBY, A. S. *Oxford advanced learner's dictionary of current English*. 7th ed. Oxford: Oxford University Press, 2005. ISBN 9780194316491.

MURPHY, R. *English Grammar in Use*. 4th ed. Cambridge: Cambridge University Press, 2012. ISBN 9780521189064.

SENIOR, J. "Meet an Intergalactic Spider in 'Spaceman of Bohemia'." *New York Times*. Available from: <https://www.nytimes.com/2017/03/08/books/review-spaceman-of-bohemia-jaroslav-kalfar.html> . Accessed June 2, 2018.

THOMSON, A.J. and A. V. MARTINET. *A Practical English Grammar*. Exercises 1, 2. Oxford: Oxford University Press, 1986. ISBN 0194313492, 0194313506.

Key

VOCABULARY

1 analysand; 2 strife; 3 stomachache; 4 budge; 5 rhetoric 6 withstand

READING COMPREHENSION

1 T; 2 F; 3 F; 4 F; 5 F

GRAMMAR

1 did you think; liked; 2 was playing; 3 was walking; 4 saw; was painting; 5 was waiting; arrived; 6 wanted; 7 took; was not looking; 8 saw; was trying; 9 were you doing; 10 were you driving; happened

9 A (Hi)story of Dyslexia

Reflection

- 1 Do you have any personal experience with dyslexic children (as a teacher, parent etc.)?
- 2 Do you know what the symptoms of dyslexia are?
- 3 Is there any educational support for dyslexic pupils in the Czech Republic? Do you know what the support includes?

READING

Read the following text about the history of dyslexia.

A brief history of dyslexia and the role women played in getting it recognised

Dyslexia affects up to 10% of the population and is widely accepted as a learning difficulty that can cause problems with (among other things) reading, writing and spelling. But it hasn't always been this way. In fact, it wasn't until quite recently – in 1987 – that the UK government announced that they were dispelling “a myth” – the myth that they did not believe in dyslexia. The government said that it:

Recognises dyslexia and the importance to the education progress of dyslexic children ... that they should have their needs identified at an early stage.

The story of how dyslexia came to be recognised in the UK is a story in which women were at the forefront – as advocates, teachers and researchers. And it's also one that's largely yet to be told.

Word blindness

The earliest references to (what we would now call) dyslexia came in the late Victorian period, when several doctors first identified “word blindness”. Otherwise able children were showing pronounced reading difficulties. Today, reading and spelling difficulties are still considered central to dyslexia, but other skills are believed to be affected, too. These include motor coordination, concentration and personal organisation. The “link” to intelligence has also been lost. It's now recognised that dyslexia can occur across the spectrum of intellectual abilities.

Interest in dyslexia waned between the world wars, but emerged again in the early 1960s, with the creation of the Word Blind Centre in 1962. The centre brought together several researchers, including the neurologist Macdonald Critchley and the psychologist Tim Miles, who had encountered dyslexic children in their work. The centre closed after a decade, but its principal director, Sandhya Naidoo, published one of the first major studies into the condition, *Specific Dyslexia* in 1972. Her book, along with Critchley's *The Dyslexic Child* (1970), were landmarks in early research.

During the same period, larger organisations were being founded to help dyslexic children. In 1972, the British Dyslexia Association was formed, principally by the efforts of Marion Welchman. This brought together several smaller regional associations, leading to Marion being dubbed the “needle and thread of the dyslexia world”. In the same year, the Dyslexia Institute was created by Kathleen Hickey and Wendy Fisher. And in 1971, the Helen Arkell Centre also opened. Dyslexia was now on the map.

A mother's motivation

The motivation for these pioneers was often personal. Marion Welchman had observed the lack of provision (and sympathy) at school for her dyslexic son, Howard. For Wendy Fisher, it was the similar experience of her dyslexic daughter. Helen Arkell grew up with dyslexia, and was first diagnosed by the Danish dyslexia pioneer, Edith Norrie. After moving to the UK, Helen was asked to help the child of a friend with similar difficulties, and from there it continued. As she explained: *“More and more people came, and before I knew it I was teaching quite a lot of people.”*

This somewhat ad-hoc, but also highly effective approach was shared in schooling and research. In the late 1970s, for example, Daphne Hamilton-Fairley, a speech therapist, was increasingly encountering dyslexic children. As numbers grew, the children's parents offered to support Daphne in founding a specialist school. Fairley House became (and remains) one of Britain's few specialist dyslexia schools. Daphne said: *“It was magic from the point of view of parent power, and how they'll fight for their children.”*

Growing evidence base

The 1970s also saw research on the condition expand. The Language Development Unit at Aston University opened in 1973, and the Bangor Dyslexia Unit at Bangor University was officially opened in 1977, by Tim Miles and his wife, Elaine. Again, achievements were predicated on improvisation. Ann Cooke, later director of teaching at Bangor, recalls that part-time workers, mostly women, “were all paid on pinkies” – claim forms that you put in either every month, or every half term. Together with others, they built an evidence base for the existence and diagnosis of dyslexia.

Driven by parents and those with direct personal experience of the condition, the history of dyslexia mirrors that of other conditions, like autism. Against an often antagonistic political atmosphere, these women, together with male counterparts, drove progress. They did so through a unique intersection of care and emotional engagement, alongside formal research, advocacy and study.

Adapted from *The Conversation*. “A brief history of dyslexia and the role women played in getting it recognised” by Philip Kirby, 2018.

1) Decide if the following statements are true (T) or false (F). Correct the false ones.

- 1 According to scientists, dyslexia is a learning difficulty which only affects reading, writing and spelling. T / F
- 2 All people diagnosed with dyslexia have lower intelligence. T / F
- 3 Interest in dyslexia as a learning disorder peaked in the 1930s. T / F
- 4 The first organisations helping dyslexic people were founded by parents of dyslexic children or people who had personal experience with the condition. T / F
- 5 Marion Welchman, one of dyslexia pioneers, decided to take interest in dyslexia because she wasn't satisfied with her son's schooling. T / F

2) What does the expression “needle and thread of the dyslexia world” mean?

3) Look at the underlined words or phrases in the text and try to guess their meaning from the context. Then match them with the definitions below.¹⁷

- 1 _____ (noun) an ability to do something well, especially because you have learned and practised it
- 2 _____ a person providing treatment to people who have difficulty in speaking properly
- 3 _____ (adjective) unfriendly; showing or feeling active opposition or hostility towards someone or something
- 4 _____ (verb) to become gradually less strong or less important (e.g. power, influence)

¹⁷ Definitions based on: *Longman Dictionary of Contemporary English*. 4th ed. Harlow: Pearson Education Limited, 2006.

- 5 _____ (verb) to give something or someone a name that describes them in some way
- 6 _____ (verb) to make something disappear, especially a belief, idea, or feeling
- 7 _____ a condition that negatively affects someone's ability to learn
- 8 _____ (noun) one of the most important events, changes, or discoveries that influences someone or something

4) Make the opposites of the following words from the text.

- ability _____
- major _____
- similar _____
- to grow _____
- part-time workers _____

GRAMMAR

1) Read the following extract about the history of the term 'dyslexia' and complete it with an indefinite (*a/an*), definite (*the*) or zero (*0*) article.

It is 130 years since 1) _____ term 'dyslexia' was coined by Rudolf Berlin, 2) _____ German ophthalmologist and professor from 3) _____ Stuttgart. In his practice, Berlin observed 4) _____ difficulties faced by some of his adult patients in reading 5) _____ printed word. He could find no problem with their vision. He speculated, therefore, that their difficulties must be caused by some physical change in 6) _____ brain, even if 7) _____ nature of this eluded him. 8) _____ term Berlin used to describe 9) _____ condition (meaning 'difficulty with words') would ultimately become more famous than he. There are only 10) _____ few biographic entries on Berlin, and 11) _____ most comprehensive of them describes him as '12) _____ man who named the ship, even though he never became her captain'.¹⁸

¹⁸ Adapted from *The Psychologist*. "A brief history of dyslexia" by Philip Kirby, 2018.

2) Correct the articles in the following sentences, if necessary. In some sentences the articles are missing.

- 1 Dyslexia is common learning difficulty that can cause problems with reading, writing and spelling.
- 2 The Helen Arkell Centre is still one of best specialist centres in UK, not only directly supporting dyslexics, but also training dyslexia specialists and teachers.
- 3 Sarah works as speech therapist in small village in country. Patients usually see her once the week.
- 4 London is a relatively safe city today, but London of the 18th century was pretty rough.
- 5 The longer you stay in Czech Republic, the better you should understand mentality of people.

3) Insert *a/an, the* or *zero article* where suitable.

There was ____ collision between ____ car and ____ cyclist at ____ crossroads near my house yesterday. ____ cyclist was taken to ____ hospital with ____ concussion. ____ driver of ____ car was treated for ____ shock. ____ witnesses say that ____ car was going at ____ seventy miles ____ hour.

SPEAKING

One of the widely discussed issues in special education is the inclusive education, which could be basically characterized as providing real learning opportunities within the regular school system for groups who have traditionally been excluded, such as children with disabilities, or learning difficulties.

Discuss the following questions in pairs:

- Is the inclusive education implemented in your country?
- In your view, what are the advantages and disadvantages of the inclusive education?
- How can teachers create a supportive learning environment for all students?

WRITING

Argumentative essay

The aim of an argumentative essay is to try to persuade someone of your stance on a debatable subject. The main argument (for or against an idea) is typically stated in the introduction. Then there are several body paragraphs presenting supporting arguments with evidence. You should also include a paragraph with opposing points, i.e. a paragraph stating

counter arguments which will be refuted. The conclusion states what your arguments have shown and there might be an evaluation in favour of a supporting argument.¹⁹

Write an argumentative essay on the following topic:

Homeschooling is more effective than public education and it is also more beneficial for children.

Decide which side of the argument you are going to take and write 150-200 words. Organize your essay into paragraphs, with a clear introduction and conclusion.

WORDS TO REMEMBER

dyslexia, dysgraphia, dyscalculia, learning difficulty, ability, skill, speech therapy

LITERATURE

BULLON, Stephen (ed.). *Longman Dictionary of Contemporary English*. 4th ed. Harlow: Pearson Education Limited, 2006. ISBN 9781405811262.

DE CHAZAL, Edward a Sam MCCARTER. *Oxford EAP. A course in English for Academic Purposes. Upper-Intermediate*. Oxford: Oxford University Press, 2012. ISBN 9780194001786.

KIRBY, Philip. A brief history of dyslexia and the role women played in getting it recognised. *www.theconversation.com* [online]. March 6, 2018 [cit. 2018-06-20]. Dostupné z: <https://theconversation.com/a-brief-history-of-dyslexia-and-the-role-women-played-in-getting-it-recognised-89055>

KIRBY, Philip. A brief history of dyslexia. *www.thepsychologist.bps.org.uk* [online]. March, 2018 [cit. 2018-06-20]. Dostupné z: <https://thepsychologist.bps.org.uk/volume-31/march-2018/brief-history-dyslexia>

THOMPSON, A.J. a A.V. MARTINET. *A Practical English Grammar. Exercises 2*. Oxford: Oxford University Press, 1986. ISBN 9780194313506.

¹⁹ DE CHAZAL, Edward a Sam MCCARTER. *Oxford EAP. A course in English for Academic Purposes. Upper-Intermediate*. Oxford: Oxford University Press, 2012.

Key

READING

Ex. 1 – 1 F; 2 F; 3 F; 4 T; 5 T

Ex. 3

1 skill; 2 speech therapist; 3 antagonistic; 4 wane; 5 dub; 6 dispel; 7 learning difficulty; 8 landmark

Ex. 4

ability – disability

major – minor

similar – different

to grow – to shrink, to decrease

part-time workers – full-time workers

GRAMMAR

Ex. 1

1) the; 2) a; 3) 0; 4) the; 5) the; 6) the; 7) the; 8) The; 9) the; 10) a; 11) the; 12) the

Ex. 2

- 1 Dyslexia is **a** common learning difficulty that can cause problems with reading, writing and spelling.
- 2 The Helen Arkell Centre is still one of **the** best specialist centres in **the** UK, not only directly supporting dyslexics, but also training dyslexia specialists and teachers.
- 3 Sarah works as **a** speech therapist in **a** small village in **the** country. Patients usually see her once **a** week.
- 4 London is a relatively safe city today, but **the** London of the 18th century was pretty rough.
- 5 The longer you stay in Czech Republic, the better you should understand **the** mentality of **the** people.

Ex. 3

a; a; a; the; The; 0; 0; The; the; 0; 0; the; 0; an

10 Failure is an Option

Reflection

- 1 Have you ever failed an important exam?
- 2 How did you feel? What did you do then?
- 3 Did you pass later?

READING

1 Read the text about failure, written by an American High School teacher. What does he say about failure?

Yes, failure is an option

We'd be hard pressed to find an innovation that has changed our modern living as much as the light bulb. When Thomas Edison and his employees experimented with methods to bring about an incandescent light, they finally arrived – almost by accident – on using a cardboard filament. After its success, he famously quipped "I have not failed; I've just found 1,000 ways that don't work."

Children have become increasingly protected from failure. Parents shield them from the emotional reverberations of failing. Teachers are expected to find a way for all children to succeed. And kids don't fail. We fail them. For today's youth, failing 1,000 times is not an option. Failing once is hardly acceptable itself. But what if the greatest referee in a kid's life actually is failure. Zach Cutler wrote an article in 2014 called "Failure is the Seed of Growth." In the article, Cutler argues multiple points:

- 1 Failure creates extraordinary **change**
- 2 Failure builds **tough** skin
- 3 Failure keeps the **ego** in check
- 4 Failure creates "**aha**" moments
- 5 Failure propels growth as an **entrepreneur**

Seems like we need this more than ever. And how deep is our fear of failure? In a Chapman University study, fear of "personal failure" ranked 5th highest, behind man-made disasters, technology, government, and environment and right before hurricanes, crime, and personal breakdowns. But, just because adults have an aversion to failure, doesn't mean we should

pass that down like a bad set of genes to our children. Instead, our classrooms should promote failure because it is our most powerful teacher.

Humans tend to lean towards comfort zones, paths of least resistance, and protection of our frail personas. We hate being embarrassed, and nowhere is that more true than the classroom. Think of the shy kid in a classroom as the most evident example of that.

In his article for *Edutopia*, Bob Lenz, CEO of Envision Schools, quotes John Dewey, who believes that “failure is instructive. The person who really thinks learns quite as much from his failures as from his successes.” Dewey, in fact, built his entire constructivist belief of education on the notion that kids will try, fail, and try again. He later asks, “how do you make failure students’ friend?”

Is it a question educators have asked themselves lately? We need to. Teachers should stop sanitizing their classrooms of failure and really encouraging students to dream big and to be the next Thomas Edison.

Think about some of the innovations of the world that remain practically unchanged but have never been more ripe than ever:

We still use pretty much the same combustible engine we’ve been using for the past 100 years. These engines are powered by gasoline, which is becoming increasingly difficult to acquire. Our world faces new problems like climate change, costs of health care, and perpetual poverty that need truly outside-the-box thinkers to tackle.

If we think we’re going to get there doing what we’ve been doing, then we haven’t learned from Franklin, who thought the “definition of insanity is doing the same thing over and again and expecting the same results.”

Adapted from *Educators’ Room*. “Yes, failure is an option” by Jake Miller, 2017.

VOCABULARY

Match the words with their definitions

- 1 quip
- 2 tackle
- 3 combustible
- 4 frail
- 5 incandescent
- 6 shield
- 7 reverberations

- c) to make quick and clever remark
- d) to make a determined effort to deal with a difficult problem or situation
- e) to begin burning easily
- a) physically weak and thin
- f) giving out light when needed
- e) to protect somebody/ something from danger, harm or something unpleasant
- g) the effects of something that happens, especially unpleasant ones that spread among large number of people

REFLECTION

- 1 Do you agree with the author?
- 2 What can educators do to transform failure? Can you think of any ideas?

SPEAKING

Here's just a small list of suggestions the author offers. Discuss some of them. Can you imagine doing it in your classes? What topics would you cover?

- Encourage students to **raise their hands** and **get answers wrong**. Randomly reward them for it.
- Provide a community where they **discuss ideas in small groups without educators peeking over the shoulder**, so they can evaluate problems (whether math, grammar, history, etc.) that are in front of them.
- Ask the students to **examine a piece of science fiction**, either in literature, film, or television. Ask them: "Is it feasible in this world? Desirable? Why?"
- Have students **examine new changes** that are currently being discussed, toyed with, and implemented in government, technology, business, and in college science experiments. Ask the same questions from above.
- Provide **time to act like entrepreneurs**. Where's there a market for the next Greek yogurt? iPhone? Cancer research? Computer software?
- Consider implementing a **Google Friday** (or less time) for students to explore some of these options themselves. Have them create a plan, work on it, and then share their findings with the class.

It's no secret that our worst fear is often failure. But what if failure was actually a good thing? "Failure is success in progress," Albert Einstein once said. Here's why every person, and every business, needs to fail at some point -- for failure is the very seed of growth and success.

GRAMMAR

Phrasal verbs with OFF

1) How many phrasal verbs with 'OFF' do you know? Choose two verbs and use them in sentences.

_____ off

Sentence: _____ .

_____ off

Sentence: _____

1 Read the sentences and try to guess the meaning of five phrasal verbs.²⁰

cut off

They cut off the water supply for three hours this morning.

The gas company won't cut you off without warning you first.

He had forgotten to pay the bill so his phone had been cut off.

drop off

Will you drop the kids off at school on your way into town?

We dropped off our bags at the hotel and then went to explore the city.

You can drop me off here if you like. It's not far to walk.

get off

Is this where we get off?

Your bike's got a flat tire. You'd better get off and walk.

The bus stopped and three people got off it.

set off

When are you planning to set off?

I usually set off for college at about seven.

They quickly got in the car and set off down the road.

²⁰ Based on: Really learn 100 phrasal verbs, Oxford: OUP, 2002

tell off

If anyone tells Sonia off, she goes and hides in her room.

The manager tells you off if you arrive late.

Dad often told us off about watching too much TV.

2) Choose the best meaning for this use of cut somebody or something off.

- a) to stop having something
- b) to stop making somebody for somebody
- c) to stop the supply of something to somebody

3) Which of the following can be cut off?

electricity, water, lights, gas, telephone, television, funds

4) If you drop somebody off, what do you do? Choose the best meaning.

- a) you take somebody in your car and leave them somewhere
- b) you make or help somebody leave a place

5) If you drop something off, what do you do?

- a) you let something fall out of your hand
- b) you deliver something to somewhere

6) Which one of the following means the same as to get off the train?

- a) to leave a train b) to board a train c) to travel on a train

Which of the following can you get off?

a horse, a train, a car, a plane, a bicycle, a ship, a truck, a tram

7) Choose two of the words below to complete the meaning of this use of set off:

journey, begin, holiday, end, job, arrange

- to _____ a _____ .

8) Choose the best meaning of tell somebody off.

- a) to speak angrily to somebody because they have done something wrong.
- b) to ask somebody to go away because you are angry with them.

WORDS TO REMEMBER

quip, tackle, combustible, frail, incandescent, shield, reverberations

LITERATURE

HORNBY, Albert Sydney. *Oxford advanced learner's dictionary of current English*. 7th ed. Oxford: Oxford University Press, 2005. ISBN 9780194316491.

MILLER, Jake. Yes, failure is an option. www.theeducatorsroom.com [online]. 2017, 2 March [cit. 2018-30-6]. Dostupné z: <https://theeducatorsroom.com/yes-failure-option>.

CUTLER, Zach. Failure Is the Seed of Growth and Success. www.entrepreneur.com [online]. 2014, 2 November [cit. 2018-30-06]. Dostupné z: <https://www.entrepreneur.com/article/239360>.

Really learn 100 phrasal verbs. Oxford: OUP, 2002. ISBN 978-0-19-431744-3.

Key

VOCABULARY

1c, 2d, 3e, 4a, 5f, 6e, 7g

GRAMMAR

2 c

3 a, b, d, e, g

4 a

5 a b d e f h

7 to begin a journey

8a