



INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

Angličtina pro studenty se speciálními potřebami – praktický jazyk

Mgr. Vladimír Bradáč

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Autor: Mgr. Vladimír Bradáč

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FOREWORD



Dear students,

the study material which you are about to start reading has been designed to help you in the never-ending fight with learning a foreign language – this time the ubiquitous English language.

The second edition of this study material includes several changes compared with the first edition from 2011. It concerns elimination of misspellings, but mainly adjustments in tasks and texts for further discussions.

According to long-term experience, most students start having problems or completely get stuck when they learn more than the basic grammar, vocabulary starts to be more passive than active, and the teacher wants more and more complicated expressions. This problem can be solved either by doing repetitive exercises, which puts off lots of students, or by active usage of all acquired knowledge at once, which, in fact, is much more difficult. This material is focused on the second group of students who would like to learn whether their knowledge is usable in practice. And if you have a feeling that you will not make it, it is high time try it. It won't happen to you that you will remain hungry if you do not make yourself understood nor that you miss your plane.

Despite the fact that this study material seems to be similar to most of other textbooks, it offers topics for conversation (as well as vocabulary and a bit of grammar) at intermediate level, its focus is a bit different. The target group of students is university students, mainly students with special needs, those who require different approach.

This study material is divided into several units, each discussing a different topic. At the end of each unit, there is a vocabulary and key, which should make studying easier.

This material has also been adapted into version for visually impaired students.

And finally, if you have problems with understanding this introduction, I suggest you to try to read it after you go through the course. I hope that you will not have any problems. There is also a Czech version of this Foreword below – the only Czech words because the rest is only in English 😊.

PŘEDMLUVA

Milí studenti,

tento studijní materiál, který se právě chystáte začít číst, byl vytvořen k tomu, aby vám pomohl v nekonečném boji s učením cizích jazyků – tentokrát se všudypřítomnou angličtinou.



Druhé vydání tohoto studijního materiálu obsahuje několik změn. Týkají se pravopisných chyb, ale hlavně úpravy ve cvičeních a textech, které jsou podkladem pro diskuze ve třídách.

Dlouhodobé zkušenosti prozrazují, že většina studentů začíná mít problémy či se úplně zasekne, když se naučí základní gramatiku, slovní zásoba se spíše stává pasivní než aktivní, a když učitel požaduje složitější výrazy. Tento problém se dá vyřešit buď neustálým opakováním ve cvičeních, což mnohé nemotivuje, nebo aktivním používáním všech vědomostí najednou, což je ale na druhou stranu mnohem složitější. Tento materiál je určen právě té druhé skupině studentů, kteří by si chtěli vyzkoušet, zda to, co umí, je použitelné v praxi. A pokud máte pocit, že to asi nezvládnete, tak je ten nejvyšší čas to vyzkoušet. Zde se vám určitě nestane, že pokud se špatně vyjádříte, tak si neobjednáte jídlo a budete hladovět či vám uletí letadlo.

Přestože se může tento studijní materiál podobat jiným učebnicím, nabízí konverzační témata (ale i gramatiku a slovní zásobu) na úrovni středně pokročilý, zaměření je trochu odlišné. Cílovou skupinou jsou studenti vysokých škol zejména studenti se specifickými potřebami, kteří potřebují odlišný přístup.

Studijní materiál je rozdělen do kapitol probírající různá témata. Na konci každé kapitoly je slovní zásoba a klíč, což usnadní studium.

Tento studijní materiál byl také upraven do verze pro zrakově postižené studenty.

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1 THE ENGLISH LANGUAGE AS A WORLD LANGUAGE



Time: 4 hours

Objective

The first chapter of this course deals with a topic which can help you understand this language on the background of other languages.

At the end of this chapter, the students should:

- know where to classify the English language
- be able to tell something about its history
- know why it is a world language
- understand differences between various forms of English throughout the world

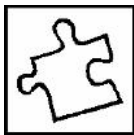


Task 1

Before we start talking about the English language itself, let's try to answer the following questions:

- *Do you think that it is an easy language, open language, language with prospective future?*
- *Can English "satisfy" all its users all over the world?*
- *Could it happen that English would split into more similar, but different types?*
- *Have you ever heard anything like Pidgeon English, Japlish or Czenglish?*

1.1 Language families



Task 2

Try to sort the languages into groups according to their linguistic families

Czech German Spanish Romanian Russian Hungarian

Polish Norwegian French Italian Swedish Greek Gaelic

Bulgarian Dutch Portuguese Finnish

<i>Slavic</i>	<i>Germanic</i>	<i>Latin</i>	<i>Hellenic</i>	<i>Celtic</i>	<i>Ugro-Finnic</i>

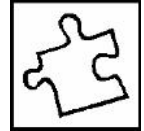
Task 3

- Which language(s) out of the above mentioned do you speak?
- Do you know the differences between the languages – concerning grammar, pronunciation, spelling, etc?

1.2 English speaking countries

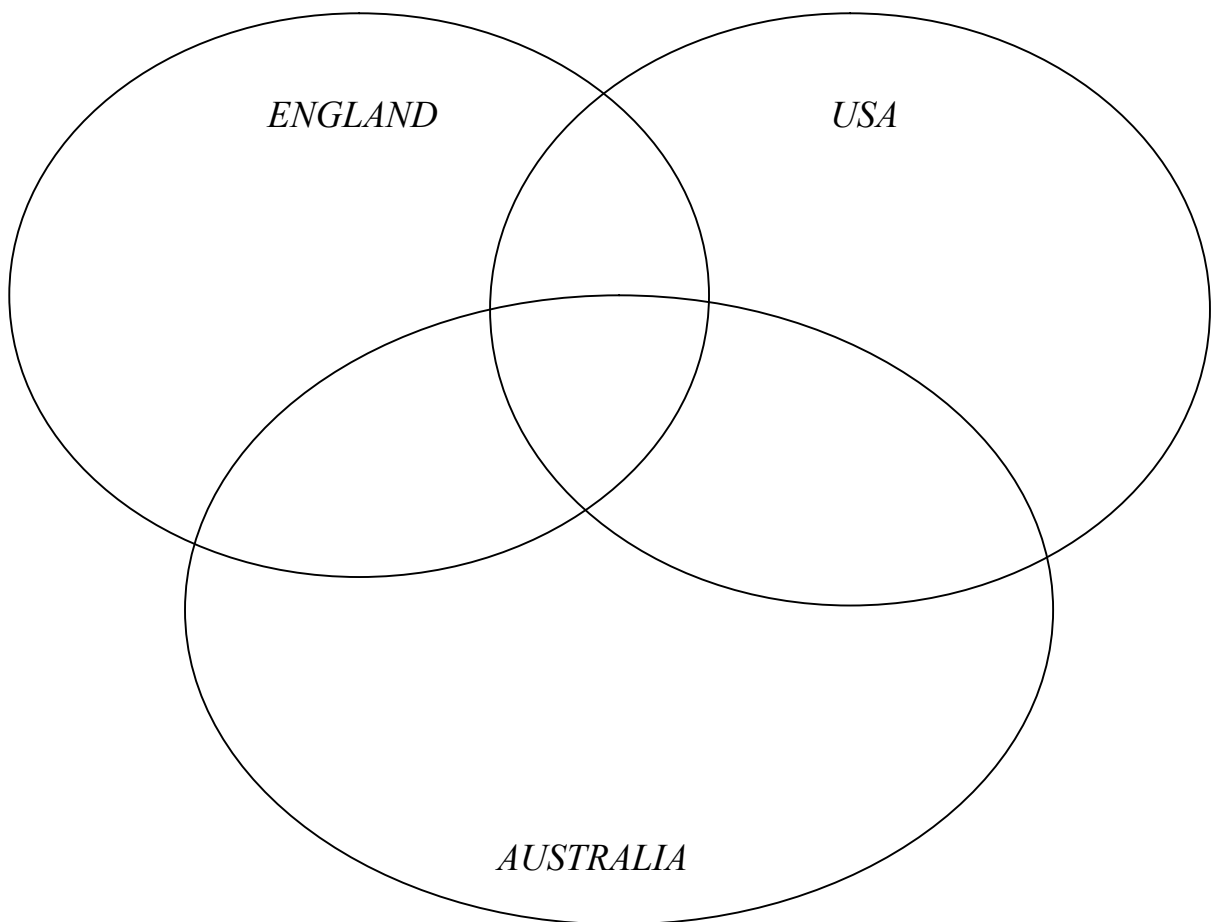
Task 4

Name at least 5 English speaking countries.



Task 5

Write things that England, USA and Australia have in common and what is different.

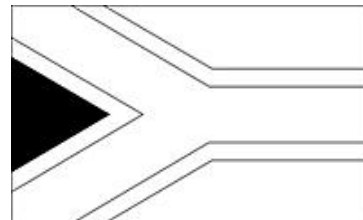
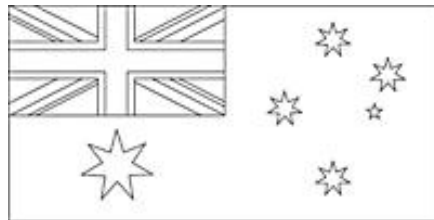
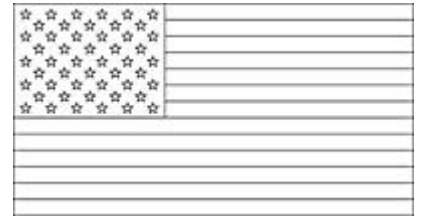
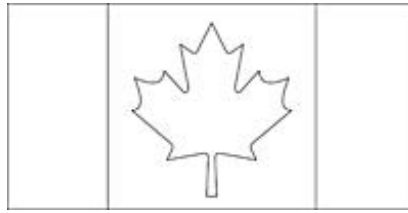
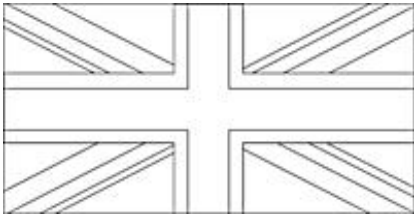


Task 6

The students will now be divided into groups and study Appendices 1-6 that are to be found at the end of this material. Each group has to study and present one of the so-called English-speaking countries.



Can you describe the flags of the countries?



1.3 English versions

Task 7

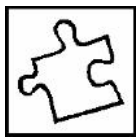
Listen to the following records and try to identify various English accents – which countries do the speakers come from?

1.4 Extras – differences in spelling, vocabulary, grammar



Task 8

Having discussed the realia of English-speaking countries, listened to various accents, now it is time to have a look at differences in spelling, grammar, vocabulary



British English - American English - Australian English - N.Z. English



pavement, station, ranch candy, lift, storey,
Kiwi, Aussi, farm, fall,
travelling, colour,
Present perfect,
have got, new



The following lines will show you certain facts that are related to the differences between British and American English. Although other English varieties have their own specifications (Australian, New Zealand) but they are not so much used and British or American version.

Most differences can be found in vocabulary, spelling, pronunciation and even grammar (although not so striking).

1.4.1 Vocabulary

British	American
lorry	truck
pavement	sidewalk
petrol	gas
boot	trunk
cable	wire
ground floor	first floor
underground	subway
biscuit	cookie
caravan	trailer
engine	motor
post	mail
return ticket	round trip
tin	can
timetable	schedule
taxi	cab

A problem can arise when we use “confusing” words. It means that the same word has different meaning in both varieties:

Chips

Britain – large-cut and fried potatoes (French fries in USA)

USA – a snack food (crisps in Britain)

Football

Britain – team sport as we play it here in Europe (soccer in USA)

USA – team sport as they play it in the USA (American football in Europe)

Pants

Britain – underwear (underpants in USA)

USA – a part of clothing to cover legs (trousers in Britain)

1.4.2 Pronunciation

There are rules the following pronunciation:

[r] – in American English, the final “r” (*were, here, far*) and before a consonant in the middle of the word (*harm*) is pronounced, in British not

[o] – pronouncing “o” in American English sometimes collides with “a:” (*doctor, dog, top, follow*).

[t] – “t” between two vowels is pronounced as “d” (*water, letter, city*)

However, some words can have different pronunciation. Try to pronounce them in the two variations:

schedule [.....] / [.....]

organisation [.....] / [.....]

director [.....] / [.....]

locate [.....] / [.....]

new [.....] / [.....]

1.4.3 Spelling

It is necessary to keep your spelling consistent. One should not mix American and British spelling in a sentence or in the whole text. The following rules should be followed:

[ou] – Americans use only [o] (*color, labor, harbor, favor, ...*)

[l] – Americans write only one “l” before “er”, “ing”, “ed” (*traveler, traveling, traveled*)

[-re] – Americans use inverted spelling “er” at the end (*center, theater*)

[-mme, -gue, -que] – Americans do not use these suffixes (*program, catalog, check*)

1.4.4 Grammar

Present Perfect

Americans do not use Present Perfect tense as the British. Instead, they rather use Past Simple. This practice can be heard in everyday conversations, films, etc.

Have got vs. Have

- Americans prefer to have everything more simple ☺

For this reason, they use the “*have*” variant. This verb is used as any other full verb. See the following tables and tell the difference.

- The British rather use the “*have got*” variant, even it can bring problems to non-natives.
- However, *have got* is not used in formal language (written form)

Positive:

I You We They	have 've got	a problem.
He/she/it	has 's got	

Negative:

I You We They	don't have haven't got	a problem.
He/she/it	doesn't have hasn't got	

Question:

Short answer:

Do	I you we they	have a problem?	Yes, I do. No, I don't.
Does	he she it		Yes, he does. No, he doesn't.

Have	I you we they	got a problem?	Yes, I have. No, I haven't.
Has	he she it		Yes, he has. No, he hasn't.

Use:

- a) *Have* and *have got* mean the same expressing possession:
I have / I've got two children.
We have / We've got much money.
- b) When expressing a habit or an activity, we do not use *have got*, but *have*:
He is having lunch.
What time do they have dinner?
- c) In the past, the *have got* form is not used:
When I was young, I had a nice bike.
My friend didn't have any debts.



Task 9

This assignment will focus on your perception of the English language as a second language – its suitability for the learners, complexity, what the learners might find easy or difficult. Give your own experience with learning this language (or teaching).



1.5 Final check

TEST (United Kingdom, Other places of interest, London, British History)

- 1) Can you explain the following terms: *UK, Great Britain, British Isles, England*?
- 2) Who are St. George, St. David, St. Andrew and St. Patrick?
- 3) What is the nickname for the British flag?
- 4) What is the highest peak of the UK and where is it located?
- 5) Can you name at least three British rivers?
- 6) What are the other languages apart of English spoken in the UK?
- 7) What languages are similar to English – which language family does it belong to?
- 8) Who is the present British Prime Minister? Which political party does he represent? Where does he live (the town and at least the name of the street)?
- 9) What are the Oxbridge universities? Which part of the UK are they located?
- 10) Who established London? What was its original name?
- 11) How is London divided?
- 12) Who started to build the *Tower of London*? What can you find there now?
- 13) Which sights can you spot on Trafalgar Square?
- 14) Name at least two parks in London.
- 19) What can you find in British Museum?
- 20) Why is Greenwich so famous?
- 21) Who was William the Conqueror? Who did he defeat? What is the name and year of that battle?
- 22) Why was Magna Carta so important document? Who signed it and when?
- 23) Who established the Church of England? What is the name of that Act?

24) Who was Oliver Cromwell? What was the state organization at that time?

25) British Empire – what was it?

1.6 Vocabulary

above-mentioned	výše zmíněný	lift	výtah
accent	přízvuk	link	propojit
according to	podle	might	možná
apart from	kromě	nickname	přezdívka
appendix	příloha (textu)	own	vlastní
at least	alespoň	pavement	chodník
background	pozadí	peak	vrcholek
battle	bitva	perception	vnímání
belong to	patřit do	pronunciation	výslovnost
candy	sladkost	prospective	perspektivní
complexity	složitost	record	nahrávka
concerning	co se týče	relate to	vztahovat se k
defeat	porazit	sights	památky
development	vývoj	similar to	podobný
each	každý	so-called	takzvaný
empire	říše	sort	roztřídit
establish	založit	split into	rozdělit
fall	podzim	spot	spatřit
find easy	shledávat jednoduché	suitability	vhodnost
flag	vlajka	throughout	ve všech částech
focus on	zaměřit se na	welfare	sociální (stát)
following	následující		



1.7 Key

Task 1

Subject of class discussion

Task 2

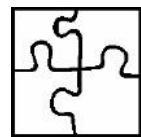
Slavic	Germanic	Latin	Hellenic	Celtic	Ugro-Finnic
Czech	German	Spanish	Greek	Gaelic	Hungarian
Russian	Norwegian	French			Finnish
Polish	Swedish	Romanian			
Bulgarian	Dutch	Italian			
		Portuguese			

Task 3

Subject of class discussion

Task 4

Great Britain, USA, Canada, South Africa, New Zealand, Australia



Task 5

Subject of class discussion

Task 6

Subject of class discussion

Task 7

Subject of class discussion

Task 8

Differences in:

Vocabulary – pavement, station, ranch, candy, lift, storey, farm, fall, Kiwi,
Aussi

Grammar – present perfect, have got

Spelling – travelling, colour

Pronunciation - new

2 YOUR LIFE GOALS AND AMBITIONS

Time: 4 hours



Objective

This part is focused on everything that is related to fulfilling your life so that you could feel satisfied and happy.

At the end of this chapter, the students should:

- be able to talk about their plans
- know how to describe their studies, student life, its advantages and disadvantages
- know how to describe their dream work, its advantages and possible drawbacks

2.1 Your present situation

Task 1

Can you tell the others something about your present studies, students' life, first thoughts that come up your mind.



-
-
-
-

Task 2

An issue that is solved by most students is their financial situation. Some of them are supported by their parents, some not. What about you?

- 1 Have you ever participated in any student job or seasonal work?
- 2 Was it connected to your studies?
- 3 What was the reason for participation?

<http://www.rempart.com/session-remparts-de-rodemack/661>



These images are from a work camp in Rodemack, France. You can work as a volunteer, you pay a bit and consider it a good language school and experience.





Task 3

Imagine that you have to fill in a form to join the American Camp Association.

The following form has been obtained from www.ACAcamps.org/membership

Individual Membership Application

american **CAMP** association®
www.ACAcamps.org/membership

For office use only

Individual Membership Information

Check one: Mr. Ms. Mrs. Dr. Other _____

Name _____
First MI Last Nickname

Home Address

Street Address _____

City _____ State/Province _____

Zip/Postal Code _____ Country _____

Organization Address Camp School Business Organization

Organization Name _____

Job Title _____

Street Address _____

City _____ State/Province _____

Zip/Postal Code _____ Country _____

Which is your preferred mailing address? Home Organization

Primary E-mail _____

Secondary E-mail _____

Work Phone _____ Ext. _____

Home Phone _____

Mobile Phone _____

Fax _____

Professional Affiliation I am most interested in ACA in my role as: (please check all that apply)

- | | | | |
|---|---------------------------------------|--|--|
| <input type="checkbox"/> Agency Director | <input type="checkbox"/> Coach | <input type="checkbox"/> Program Administrator | <input type="checkbox"/> School Counselor |
| <input type="checkbox"/> Afterschool Professional | <input type="checkbox"/> Educator | <input type="checkbox"/> Psychologist | <input type="checkbox"/> Student |
| <input type="checkbox"/> Camp Director | <input type="checkbox"/> Homeschooler | <input type="checkbox"/> Public Policy Advocate/Legislator | <input type="checkbox"/> Supplier |
| <input type="checkbox"/> Camp Owner | <input type="checkbox"/> Nurse | <input type="checkbox"/> Religious Youth Leader | <input type="checkbox"/> Youth Development Leader/Professional |
| <input type="checkbox"/> Camp Staff | <input type="checkbox"/> Parent | <input type="checkbox"/> Retired Professional | |

If you are camp staff, what is your specific responsibility? Assistant Director Board Member Business Office Counselor/CIT
 Food Service Health Program Site & Facilities

Are you: Seasonal Camp Staff? Year-Round Camp Staff?

Organizational Affiliation

If you are affiliated with an organization, please indicate which type.

- Agency
- Independent/for-profit
- Independent/nonprofit
- Government
- Religious
- Other _____
- No Affiliation

I'm interested in ACA membership for: (please check all that apply)

- Advocacy for children and youth
- Educational opportunities
- Information and research
- Networking
- Career enhancement
- Professional affiliation
- Standards and best practices
- Other _____

How did you learn about ACA?

- Web site: ACAcamps.org
- Web site: CampParents.org
- Other ACA member
- ACA Section/local office
- Job fair
- College/university
- Other _____

Demographic Information Optional

Gender: Female Male Date of Birth _____

Level of Education (check one)

- | | |
|--|--|
| <input type="checkbox"/> High School Graduate | <input type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Some College | <input type="checkbox"/> Doctorate |
| <input type="checkbox"/> Bachelor's Degree | <input type="checkbox"/> MD |
| <input type="checkbox"/> Some Post Graduate Work | <input type="checkbox"/> JD |

Ethnicity/Race*

- | | |
|---|---|
| <input type="checkbox"/> Asian | <input type="checkbox"/> Native American/Alaskan Native |
| <input type="checkbox"/> Black/African-American | <input type="checkbox"/> Pacific Islander/Native Hawaiian |
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> White/Caucasian |
| <input type="checkbox"/> Multiracial | <input type="checkbox"/> Prefer not to say |

*Choices based on U.S. Census Report

Task 4

To sum up this part, decide if student life has more advantages or disadvantages

<i>Advantages</i>	<i>Disadvantages</i>

2.2 Your future

The previous part revealed a lot about your present situation, background, and others.
Now it is time to learn about your ambitions, about what you want to achieve.



Task 5

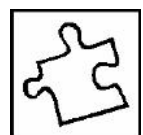
Think about several questions related to life goals that you will ask your classmates:

- 1?
- 2?
- 3?

Task 6

Study the following pictures and decide

- *what positive and negative sides each job has*
- *what education and qualification is required or necessary to perform the job*





2.3 Follow your parents

Each of us has come out of a certain social background. Our parents might have influenced us in deciding what job to choose or rather which not to choose.

Task 7

Parents working in certain professions like if their children follow their career.

Do you know any typical profession of this type?

What could be the reason?

Task 8

Are you able to describe your parents' job? Choose your mother or father (or even one of your grand-parents, aunts or uncles), tell us about:

- what is the scope of their work
- what hours do they work (long, flexible working hours, etc.)
- is there anything special about the job
- the type of their job – *blue collar, white collar, pink collar*

2.4 Special work needs?

Members of the majority society should know what is the essence of the given disability, its origin, how to behave to the disabled, how to call them, how to offer help, when not to offer help, what not to ask at all, how to touch them and where and when, and on the contrary where and how not to touch them at all, they should have basic information about their culture, humour of the given group of DP, etc. The result of implementing diversity behaviour in practice will be the fact that the majority society will understand that a disability does not necessarily mean inability to succeed in personal and professional life.

Getting familiar with those rules, accepting them as natural, and using them in daily life means that you have mastered the diversity competence towards

disabled persons. Accordingly, your knowledge, abilities, attitudes and values respect the minority of the disabled as an equal part of the majority society. Most the so-far rooted attitudes and prejudices of the majority society towards DP is a heritage from historical development and a mere awareness about the rules of correct communication does not have to be sufficient to eliminate incorrect attitudes.

In order to acquire the competence towards DP, it is necessary to create **communication standards** with each group of DP. The following **communication standards (recommended practice) will be created:**

- 1. rules of correct communication with hearing and visually impaired persons, and with physically disabled persons,**
- 2. model situations illustrating basic mistakes which are made by the majority society when communicating with each of the groups of DP,**
- 3. successful life (profession) stories of the disabled from each of the group of DP in a form of motivating documentaries.**

To create communication standards is not only possible, but also a necessity because employers still do not despise of any practical aid which would help them orientate in how and according to what criteria to select working positions preferable offered to DP with a concrete disability.

Source: “*Diversity management*”, CVIV, www.diverzitaproozp.cz

2.5 Jobs for students with special needs

Read the following lines and try to tell the others which is true for you.

Job problem: You have difficulty learning a lot of information quickly in intensive training classes and conferences

Possible accommodations:

- Ask for written materials ahead of time. If the request is refused, ask former students to loan you their materials.
- Sit in the front and/or center so you can more easily follow what is said.
- Ask former students to brief you on the training.
- Tape record for review. Get telephone numbers of co-trainees for later follow-up.

Job Problem: You are easily distracted and you work in an open space

Possible accommodations:

- Ask to move your work area to a more enclosed space.
- Arrange to work at home.
- Request to work in a location that is away from noise and busy office traffic.
- Identify file rooms, private offices, storage rooms, and other enclosed spaces that might be used as alternative work spaces.

- Use a white noise machine (creates background noise that covers up other, ambient sounds).

Job Problem: When you copy or calculate figures, you tend to reverse or confuse number sequences

Possible accommodations:

- Say aloud each number as you write or type it to ensure that it is correct.
- Do calculations twice, checking to see if the answers are the same.
- Use a talking calculator.

Job Problem: Your spelling and grammar are poor

Possible accommodations:

- Use spell check and grammar check computer software.
- Use software that predicts the word you are going to write based on the first few letters you type.
- Use a computer that says what you wrote on the screen. Hearing your words may highlight mistakes.
- Ask a colleague to proof your work before you consider it complete.
- Proof only those documents that must be proofed. Do not be a perfectionist.

Job Problem: You have difficulty following spoken directions

Possible accommodations:

- Ask people to tell you important information slowly and clearly and in a quiet location.
- Ask people to write things down.
- Request that people follow-up their conversations with an e-mail note.
- Ask people to demonstrate tasks, then watch you do it.
- Take notes and ask your supervisor to review them, or write a memo that summarizes the information.
- Repeat instructions back to people, making sure they verify that your interpretation is correct.
- Tape-record important procedures and instructions so you can playback and review as needed.
- Ask several people for feedback about how to do a task.

Job Problem: You have difficulty understanding the underlying message of what is said

Possible accommodations:

- Ask people to talk to you directly and to be specific in their message.
- Ask questions designed to draw out hidden meanings. For example: "Are you saying you disagree with me?" And, "It sounds like you are irritated because you think I did something wrong. Is that true?"
- Come up with a hypothesis about what a person meant, if you find yourself in a situation where you think there is a hidden meaning. Then discuss the interaction with others and study the surrounding events to assess your accuracy.

- Develop a relationship with someone who can let you know if a misunderstanding seems to have occurred. Either privately or within the conversation they can clarify the miscommunication.

Job Problem: You have severe difficulty reading

Possible accommodations:

- Get voice output on your work computer.
- Ask someone to read to you.
- Have people read written notes on your voicemail.
- Request that your boss gives you oral rather than written directions.
- Ask that important information be highlighted.
- Use a reading machine.
- Have people talk to you instead of writing you letters.

Source: <http://www.ldonline.org/article/9942/>

2.6 Extras – “tricky issues”



The English language hides lots of tricky issues that a student has to overcome. The following is only a mere sample.

2.6.1 Do vs. Work

When talking about professional life, one must be careful when using words *do* and *work*.

- 1) *Do* is only a verb, *work* is a verb and also a noun.
- 2) *Do – dělat, work – pracovat ...* this can help us, but watch out for the following:

“*Dělám pro IBM*” – “*I work for IBM*”

If you can replace the word “*dělat*” with “*pracovat*”, you must use *work*.

- 3) Answer the following questions.
 - What are you doing?
 - What do you do?

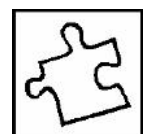
2.6.2 Do vs. Make

There is no simple or complicated explanation where to use *do* or *make*, you must learn it.

Let’s work out the following task. In case of your failure, you should study this grammar in more detail.

Task 9

Fill in the gaps with “do” or “make”



- 1) My father business in jewellery.
- 2) I was so difficult but finally I the decision to continue the studies.

- 3) I am sorry to ask you to finish your conversation lady, but I must an urgent phone call!
- 4) Could you me a favour?
- 5) Students should their best at each exam.
- 6) And they should also their homework.
- 7) Don't be afraid of mistakes.



2.6.3 Other issues

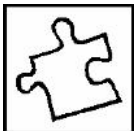
Task 10

This task of the unit will depend on your active approach. You have one week to find out some information about the following expressions. You have to find out what they are and examples:

- Collocations -
.....
- Idioms -
.....
- Phrasal verbs -
.....
- False friends -
.....



2.7 Final check



Task 11

Choose the correct answer:

1. Nowadays, there are many good ... to study and work abroad.
 - a) chances
 - b) probabilities
 - c) opportunities
2. What does "a blue collar" job means?
 - a) to work in offices rather than do physical work
 - b) to do physical work rather than work in offices
 - c) to wear a blue uniform at work
3. If a working woman has a baby, she stops working and goes on
 - a) vacation
 - b) maternity leave
 - c) parental care
4. Money which is subtracted from our salary by governmental authorities is
 - a) income tax
 - b) benefits
 - c) allowance

5. If a worker is “laid off”, the company
 - a) offered him a better position
 - b) sends the worker on a business trip
 - c) fires the worker/kicks the worker from the company

6. Which document do you sign when you are accepted by a new employer?
 - a) employment paper
 - b) certificate of work
 - c) work agreement

7. When you are leaving a university, the final ceremonial gathering is called
 - a) university leaving ceremony
 - b) graduation ceremony
 - c) promotion

8. A volunteer is a person who
 - a) works for his own pleasure without any financial reward
 - b) goes abroad to study
 - c) has only a part-time job

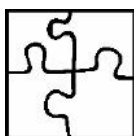
9. When somebody wants your CV, they want your
 - a) identity card
 - b) country visa
 - c) curriculum vitae

2.8 Vocabulary

accept	přijmout	membership	členství
affiliation	spojení s	mere	pouhý
achieve	dosáhnout	mind	mysl
application form	žádost	necessarily	nezbytně
approve	schválit	obtain	obdržet
attitude	přístup, postoj	offer	nabídnout
career	kariéra	on the contrary	naopak
collar	límeček	overcome	překonat
consider	zvažovat	participation	účast
contribution	příspěvek	perform	vykonávat
current	nynější	prejudice	předsudek
dis/advantage	ne/výhoda	previous	předchozí
disabled	postižený	qualification	vzdělání
drawback	nedostatek	rather	raději
eligible	způsobilý	reason	důvod
employer	zaměstnavatel	reveal	odhalit
essence	podstata	rooted	zakořeněný
experience	zkušenost(i)	rule	pravidlo
failure	neúspěch	sample	vzorek
follow	následovat	scope of	pole působnosti



form	formulář	seasonal	sezónní
fulfil	vyplnit	several	několik
goal	cíl	succeed	uspět
heritage	dědictví	sum up	shrnout
hide	ukrýt	support	podpora
choose	vybrat	thought	myšlenka
issue	téma, problém	touch	dotknout se
jewellery	klenoty	towards	směrem k
majority	většina	tricky	složitý, ošidný
mean	znamenat, lakomý	volunteer	dobrovolník



2.9 Key

Task 1

Subject of class discussion

Task 2

Subject of class discussion

Task 3

Subject of class discussion

Task 4

Subject of class discussion

Task 5

Subject of class discussion

Task 6

Office worker – paperwork skills, PC skills, secondary education

Bus driver – driving licence, punctuality,

Baseball player – physically skilled, no special qualification

Welder – technical qualification in the field of welding, work safety rules

Teacher – pedagogical education, university degree

Guide – licence to perform guided tours, good organisation skills

Doctor – medical education, university degree

Task 7

Subject of class discussion

Task 8

Subject of class discussion

Task 9

- 1) My father *does* business in jewellery.
- 2) I was so difficult but finally I *made* the decision to continue the studies.
- 3) I am sorry to ask you to finish your conversation lady, but I must *make* an urgent phone call!
- 4) Could you *do* me a favour?
- 5) Students should *do* their best at each exam.
- 6) And they should also *do* their homework.
- 7) Don't be afraid of *making* mistakes.

Task 10

Subject of class discussion

Task 11

1 c 2 b 3 b 4 a 5 c 6 c 7 b 8 a 9 c

3 GOING ABROAD THESE DAYS? EASY!

Time: 4 hours



Objective

Having defined your dream in the previous chapter, we can leave the nest and discover the world a bit.

At the end of this chapter, the students should:

- be able to talk about travelling issues
- be able to describe a place
- know how to help a stranger in an unknown place

3.1 Why do people travel?



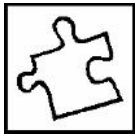
People are of various natures. People have various jobs. People look for various experiences.

Task 1

Decide why the following people would like to or have to travel:



3.2 How do people travel?



Task 2

Let's get inspired by the above-displayed images and describe the ways the people use to get to their destinations. If there are any they do not use, present them:

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)



Task 3

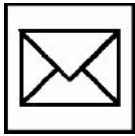
Let's get inspired by the above-mentioned ways of travelling and present the risks that one can come across when using them:

	<i>Risks</i>
<i>car</i>	
<i>bus</i>	
<i>train</i>	
<i>plane</i>	
<i>hitch-hiking</i>	
<i>by bike</i>	
<i>by boat - ferry</i>	

C



D



3.4 Special travelling

Task 7

You have one week to get prepared for the following lesson:

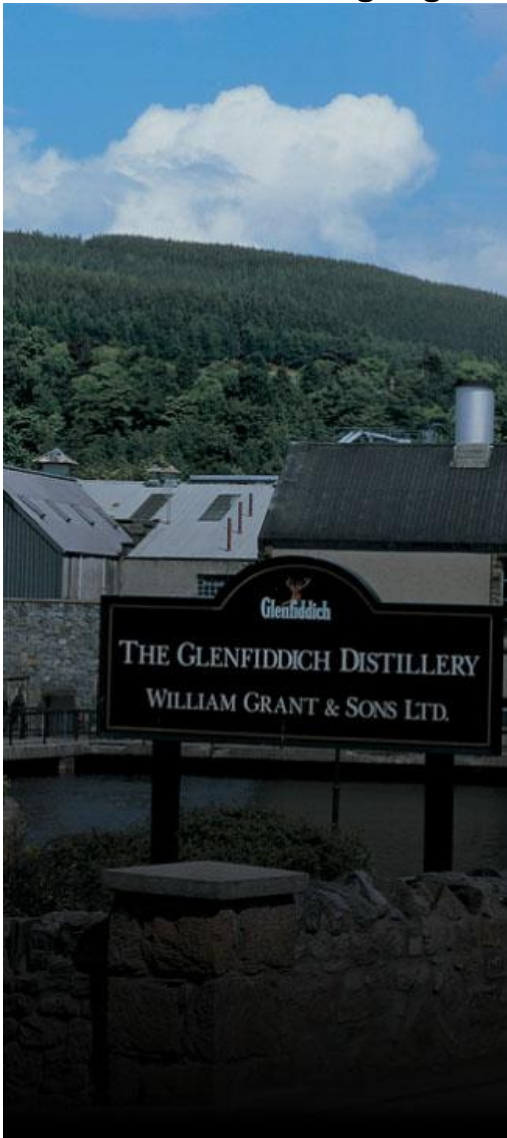
Assessment: You are about to use the following means of transport.
What limitations, problems or obstacles do the disabled persons face?

CAR -

PLANE -

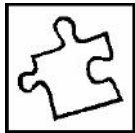
TRAIN -

3.5 Extras – Highlights of the UK and USA









3.6 Final check

Task 8

Choose the correct answer:

1. We use a ... when we want to go on a hiking trip.
 - a) sack
 - b) backpack
 - c) handbag

2. If you are at the airport waiting for your flight, you have to find the right ...
 - a) gate
 - b) door
 - c) exit

3. If you have accommodation with a breakfast and dinner, it is called ...
 - a) B&B
 - b) half-board
 - c) dashboard

4. If you give your friend a lift,
 - a) you help him out of problems.
 - b) you give him a helping hand.
 - c) you take him somewhere by car.

5. If you forget to buy a ticket on a bus, you are a
 - a) black passenger.
 - b) white passenger.
 - c) blind passenger.

6. You need a tent if you want to spend
 - a) the night in a hotel.
 - b) the night outdoors.
 - c) the day on a beach.

7. A visa means that
 - a) you can leave the country without a passport control.
 - b) you can enter the country without a passport control.
 - c) you are allowed to travel to the country, but still you need to go through the passport control and the custom officer can reject to let you enter the country.

8. If you find a puncture, it means that you will have to
 - a) fill up the tank.
 - b) sell your car.
 - c) change the tyre.

9. To be on a budget means that the person
 - a) has little money.
 - b) eats healthy food.
 - c) is no place for another person in the car.

3.7 Vocabulary

a bit	trochu	inflatable	nafukovací
abroad	v zahraničí	invention	vynález
acumen	důvtip	lodge	ubytovna
ancient	starověký	long sleeve	dlouhý rukáv
backpacker	"baťůžkář"	milestone	milník
bottom	spodek, dno	mule	mula
combustion engine	spalovací motor	nature	povaha
come across	narazit na (někoho)	nest	hnízdo
commit	zavázat se k	oar	veslo
discover	objevit	obstacle	překážka
drop	propad	occur	vyskytnout se
entire	celý	order	uspořádat
epic	impozantní	paddle	pádlo, pádlovat
ethereal	nadpozemsky krásné	progress	postup
event	událost	provide	poskytnout
face	čelit něčemu	rim	okraj
ferry	trajekt	saddle	sedlo
gear	vybavení	sail	plachta
grandeur	velkolepost	steam	pára
grotto	jeskyně	storm	bouře
half-board	polopenze	tackle	potýkat se s
headwind	protivítr	voyage	plavba
hitch-hiking	stopování	wheel	kolo
hookup	přípojka	white-water	peřeje



3.8 Key

Task 1

Subject of class discussion

Task 2

Possible answers

car / bus / train / plane / bike / ferry / hitch-hiking

Task 3

Possible answers

car – too much traffic, tiredness, high costs

bus – limited seats, timetable, no stops when you want

train- limited network, quality of carriages

plane – in the case of a crash, 99% sure you die, high-jacks, weather

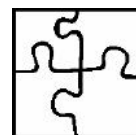
bike – physical condition, danger from passing cars

ferry – weather, overloading

hitch-hiking – no drivers willing to give you a lift, you never know who you meet

Task 4

Subject of class discussion



Task 5*Possible answers*

	half-board	swimming pool	en-suite bathroom	electric hookups
Hotel	√	√	√	x
Outdoors	x	√	x	x
Campsite	x	x	x	√
Friend	x	√	√	x

Task 6

A 1968 B 1989 C 2001 D 2004

Task 7

Subject of class discussion

Task 8

1 b 2 a 3 b 4 c 5 c 6 b 7 c 8 c 9 a

4 ORGANIC FOOD? A GOOD CHOICE OR ONLY A HOAX?

Time: 4 hours



Objective

Students are recommended not to come on an empty stomach as they will focus on food, primarily on the quality of food and diet they prefer. The issue will also cover a discussion about organic and non-organic food, eating habits changing over the time, etc.

At the end of this chapter, the students should:

- be able to talk about their eating habits
- be able to express their opinion on healthy diet and define what a healthy diet is
- know the difference between organic and non-organic food
- learn some proverbs related to food

4.1 The food we eat, the life we have

Physical necessity as food is one of the most ubiquitous occasions that we must satisfy every day. Each of us has a different taste, different need of energy; some of us prefer the same food every day, some of us long to try something new whenever there is an opportunity. Well, we are all different, yet the same.

WE HAVE TO EAT!!!

But what to eat is not such an easy task to solve. We have to take into consideration several points of view:

- How often to eat
- Where to eat or rather where not to eat
- Where to buy the food
- Does the price correspond with the quality

4.1.1 How often to eat

Task 1

Tick the boxes according to when you eat on different occasions



	breakfast	snack	lunch	snack	dinner
common week-day					
losing weight					
Christmas Day					

4.1.2 *Where (not) to eat*

Look at the following people and decide if their eating habits are in accordance with good social manners of the Central European region.



4.1.3 Where to buy food

The problem of contemporary shopping is the variety we have, the choice where to go shopping. We are not interested in clothes, furniture or electronics. The question to be discussed here is more difficult to solve.

Where to buy food?

Of course, you can have objections that there are plenty of shops to go, restaurants or take-aways to eat out.



Task 2

Name at least three kinds of shops where you can buy food (not names of companies):

-
-
-

But the question lies in the quality you get. Do you really believe that you get what you see or read?

4.1.4 Does the price correspond with the quality

2 following scans are from a New Zealand Countdown supermarket chain, 1 from a Czech supermarket chain and one from an international fast-food company. Discuss the differences in price and possibly the quality of the food you can buy.



ALL WEEK

Fresh NZ Quality Mark Prime Beef Mince 1kg Large Pack **10⁰⁰ pk**

Fresh NZ Marlborough Sounds Salmon Fillets **24⁸⁹ kg**

Fresh NZ Quality Mark Lamb Leg Steaks **24⁹⁹ kg**

Countdown Fresh Oven Ready Chicken 3ec 16 **11⁹⁵ ea**

Corned Silverside **6⁹⁹ kg**

Regal Smoked Salmon Slices Twin Pack 2 x 100g **10⁹⁵ ea**

WINDBA

NZ Telegraph Cucumber **1,99** ea

Countdown NZ Pre-packed White Washed Potatoes **\$5,68** bag

Countdown NZ Pre-packed Royal Gala or Braeburn Apples 1.5kg **\$3,47** bag

Loose Nectarines Product of USA **\$3,28** kg

Cherry Tomato and Broccoli Salad
 2 for **\$3,00**

29% sleva!
původně 16,90 **11,90**

33% sleva!
původně 17,90 **11,90**

29% sleva!
původně 16,90 **11,90**

Uzeniny - pultový prodej

25% sleva!
původně 79,- **59,-**

11% sleva!
původně 89,- **79,-**

29% sleva!
původně 16,90 **11,90**

Sýry - pultový prodej

19% sleva!
původně 18,90 **14,90**

17% sleva!
původně 27,90 **22,90**



Task 3

Read the following texts and decide if they are true or false stories

A

Tato událost se stala nedávno v Belgii. Žena si na vyjížděce lodí otevřela plechovku Coca-Coly, kterou si dala vychladit do lednice. V pondělí musela do nemocnice na akutní ošetření a ve středu zemřela. Pitva prokázala v těle ženy chorobu leptospirózu. Ta se dostala do těla ženy z plechovky, kterou předtím potřísnily krysy močí. Žena nepoužila sklenici ani neumyla plechovku. Studie ve Španělsku odhalila, že plechovky od nápojů jsou kontaminovány bakteriemi a viry více, než sedátka na záchodech. Je tedy velmi doporučováno si je předem omýt.

B

Pro všechny konzumenty salátů.... Předejte dále...
 Studie FDA prokázala výskyt bakterie Ecoli v salátech uzavřených v igelitových sáčkích. Nikdo neví, jak se tam bakterie dostala, ale tato choroba se v posledních týdnech objevila v mnoha státech. Několik lidí bylo nakaženo a jedno dítě je v ohrožení života. pro více informací navštivte <http://www.msnbc.msn.com/id/12536902/>

C

Časopis dTest provedl test 22 kečupů nabízených v tuzemských obchodech a výsledek skončil žalostně. Ve všech testovaných výrobcích byla zjištěna přítomnost až osmi druhů mykotoxinů a u některých byly navíc objeveny i pesticidy. Kde jsou rajčata?

Rovněž přítomnost samotných rajčat vzbuzuje pochybnosti. Minimální podíl rajčatové suroviny v kečupu daný vyhláškou ministerstva zemědělství se někteří výrobci snaží obcházet úpravou názvu na „kečupová omáčka“.

„Jak jsme zjistili, rajčata se v kečupu nejčastěji nahrazují levnější jablečnou dřevinou, karotkou nebo cibulí, běžný je i přídavek cukerných sirupů ze škrobu či modifikovaných škrobů,“ doplnila Rozová.

Test jasně ukázal, že čím vyšší množství rajčat kečup obsahuje, tím lepší dosahuje chuti a že různé náhražky či koření se přirozené chuti rajčat nemohou vyrovnat.

<http://www.novinky.cz/ekonomika/248059-test-kecupu-dopadl-katastrofalne-vsechny-jsou-z-nahnilych-ci-plesnivych-rajcat.html>

D

Koncerny mohou dodávat na východ EU méně kvalitní potraviny, rozhodl Brusel

Jednotlivé potraviny a nápoje jako třeba Coca-Cola, káva, čokoláda a další mohou mít v jednotlivých zemích Evropské unie různou chuť a složení.

Brusel tak odmítá kritiku, že by jednotlivé koncerny dodávaly například do zemí střední a východní Evropy méně kvalitnější produkty. Uznal obranu firem, že chuť lidí v jednotlivých zemích se liší, a proto firmy mohou ve výrobcích určených pro východní trhy používat například náhražky. "Nejde o kvalitu, jde o to, že občas se musí produkty přizpůsobit chuti místních. Každá země má své standardy nasazené jinak vysoko. I v Evropě najdeme hodně rozdílů v chuti, na které musíme reagovat," vysvětluje Paul Polman, generální ředitel společnosti Unilever, třetího největšího producenta potravin a spotřebního zboží na světě.

<http://www.novinky.cz/ekonomika/237005-koncerny-mohou-dodavat-na-vychod-eu-mene-kvalitni-potraviny-rozhodl-brusel.html>



Task 4

Study the following menu of a university restaurant.

- 1) Do you use the services of the university restaurants?
- 2) Do you think that the menu above is a healthy one?
- 3) Which of the meals do you consider the most unhealthy?
- 4) What improvements would you suggest?

Sestavení jídelníčku

září 2011						
po	út	st	čt	pá	so	ne
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2
3	4	5	6	7	8	9

Zobrazit objednávky

Od: 11.09.2011

Do: 11.10.2011

Pouze jeden den

Vyberte výdejnu:

Menza Reální

Zobrazit jídelníček

Jídelníček - Menza Reální

	Alt	Jídlo
		Polévka a salát - 12.9.2011
6		Polévka hráškový krém
7		Salát rajčatový
		Oběd - 12.9.2011
1		Hovězí svíčková na smetaně, houskové knedlíky
2		Smažený sýr, hranolky, tatarka
3		Vepř. nudličky s pikantní omáčkou, dušená rýže
4		Tuňák v toskánské omáčce, těstoviny
		St. Večeře - 12.9.2011
1		Bageta sýrová se šunkou
		Polévka a salát - 13.9.2011
6		Polévka kmínová s vejci
7		Salát okurkový
		Oběd - 13.9.2011
1		Vepř. výpečky, kyselé zelí, houskové knedlíky
2		Holandský řízek (mleté vepř. + sýr), bramborová kaše
3		Srbské vepř. žebírko (lečo), dušená rýže
4		Jahodové taštičky
		St. Večeře - 13.9.2011
1		Bageta s kuřecí nugetou a zeleninou
		Polévka a salát - 14.9.2011
6		Polévka selská
7		Jahodový kompot
		Oběd - 14.9.2011
1		Čínské nudle s drůbežím masem
2		Uzené maso, bramborová kaše, kys. okurek
3		Dešené kuřecí stehno, dušená rýže



4.2 Reading

Organic FOOD

By Shereen Jegtvig, About.com Guide

Updated June 14, 2011

According to the USDA, organic foods are described as:

Organic meat, poultry, eggs and dairy products come from animals that are given no antibiotics or growth hormones. Organic food is

produced without using most conventional pesticides, fertilizers made with synthetic ingredients or sewage sludge, bioengineering or ionizing radiation.

Organic food advocates claim that organically grown foods are safer and more nutritious than foods raised with non-organic methods such as pesticides, non-organic fertilizers, antibiotics and hormones. Many people just don't trust these chemicals and don't want to put them into their bodies. Since virtually all non-organically produced foods contain residues of pesticides, fertilizers and other chemicals, the only way to avoid them is to buy organic foods.

To be certified as organic, food products need to come from farms and processing plants that are certified as organic. This means that they are inspected by certified government officials to ensure that organic farms are up to USDA organic standards.

The inspectors make sure that only organic methods are used and that the environment is not contaminated with pesticides, synthetic fertilizers or other non-organic compounds.

Organic Labeling

Foods that are organically grown can state that fact on the label. This makes shopping easier for those of us who want to buy organic foods. It is important to understand exactly what organic labels mean.

"100% Organic"

Foods that are labeled as **100% Organic** must contain all organically grown ingredients except for added water and salt.

"Organic"

Foods that are labeled as **Organic** need to contain at least 95% organic ingredients, except for added water and salt, plus they must not contain sulfites added as a preservative. Sulfites have been known to provoke allergies and asthma in some people. Up to 5% of the ingredients may non-organically produced.

"Made with Organic Ingredients"

Product labels that claim **Made with Organic Ingredients** need to contain at least 70% organic ingredients, except for added water and salt. They must not contain added sulfites, and up to 30% of the ingredients may be non-organically produced.

Food products made with less than 70% organic ingredients may state which ingredients are organic, but they can not claim to be organic food products.

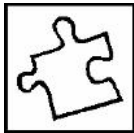


4.3 Extras – “food proverbs”

Task 5

Study the following proverbs, match the halves together and try to explain their meaning:

1 A fish rots	A catches the worm.
2 An apple a day	B than no bread.
3 First come,	C keeps the doctor away.
4 Half a loaf is better	D what you eat.
5 The early bird	E without breaking eggs.
6 Walnuts and pears	F from the head down.
7 You are	G you plant for your heirs.
8 You can't make an omelette	H first served.



4.4 Final check

Task 6

Choose the correct answer:



- Rare, medium, well-done can be
 - a pie
 - a steak
 - bread
- Starbucks sells
 - coffee
 - burgers
 - pizza
- If you want to pay for your friends in a restaurant, you
 - leave the bill
 - leave secretly
 - foot the bill
- In the US “chips” means
 - peanuts in UK
 - crisps
 - the same as in UK – chips
- A carbonated drink is
 - a drink with alcohol
 - a hot drink
 - fizzy drink in other words (with bubbles)

6. Which of the following companies does not sell take-away food
- McDonald's
 - Pizza Hut
 - Mark and Spencer
7. Vegan is a person who doesn't eat
- meat
 - organic food
 - animal products
8. What are the correct names of various kinds of meat?
- pork – beef – chicken – lamb
 - game – fish – veal – pig
 - cow – chicken – pig – fish
9. Which of the following comes from the sea
- carp
 - lobster
 - trout

4.5 Vocabulary

(un)healthy	(ne)zdravý	objection	námítka
catch	chytit	occasion	událost
contemporary	současný	opportunity	příležitost
correspond with	odpovídat, souhlasit	organic food	bio potraviny
diet	strava	peanuts	arašídý
eat out	jídelniček	plenty of	spousta (čeho)
empty	prázdný	proverb	příslolí
fizzy	bublínkový	rot	hnít
hoax	fáma	social manners	společenské způsoby
choice	výběr	solve	vyřešit
improvement	zlepšení	stomach	žaludek
in accordance with	v souladu s	taste	chuť
lie in	spočívat v	trout	pstruh
lobster	humr	ubiquitous	všudypřítomný
long	toužit	whenever	kdykoli
lose weight	hubnout	worm	červ
menu	jídelní lístek	yet	přesto
necessarily	nezbytně		



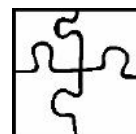
4.6 Key

Task 1

Subject of class discussion

Task 2

Subject of class discussion



Task 3

Subject of class discussion

Task 4

Subject of class discussion

Task 5

1. A fish rots from the head down.
2. An apple a day keeps the doctor away.
3. First come, first served.
4. Half a loaf is better than no bread.
5. The early bird catches the worm.
6. Walnuts and pears you plant for your heirs.
7. You are what you eat.
8. You can't make an omelette without breaking eggs.

Task 6

1 b 2 a 3 c 4 b 5 c 6 c 7 c 8 a 9 b

5 SPORTS FOR HEALTHY LIFE OR DISABILITY?

Time: 4 hours



Objective

The final chapter will deal with sports and games but in a bit different sense. It will also present sports from the other side – from its darker side – primarily it will present the problems or issues sport can bring.

At the end of this chapter, the students should:

- be able to talk about their habits related to sports
- be able to talk about the kinds of sports to which they have some relationship
- learn about certain health issues (positive and negative) that sports can cause

5.1 Sports and you

Task 1

Think about sports and activities that you regularly do:



aerobics cycling football zumba orienteering
 bodybuilding spinning basketball golf athletics tennis
 badminton skiing archery martial arts

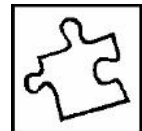
Could you state the reasons:

-
-
-
-

Task 2

Match the equipment with the sports:

handle bars - arrow - racket - poles - ball - target - rear light - net
 boots - court - saddle - lift - helmet - bow



ARCHERY	TENNIS	SKIING	CYCLING

5.2 (Un)healthy issues

Task 3

Look at the pictures of people doing sports and decide what benefits sports bring to them with respect to their health. What physical dangers can the following activities bring?



Task 4

Read the following text and discuss individual risks that we have to be aware of. If necessary add risks that are not listed here:

Health Issues in Sports

Dec 19, 2009 | By Kent Ninomiya

Kent Ninomiya has 22 years experience as a TV news anchor, reporter, managing editor and writer. Ninomiya has a Bachelor of Arts in social sciences from the University of California at Berkeley.

Overtraining

Many athletes believe that their performance is tied to how hard they work. While this is generally true, the Journal of Sports Medicine and Physical Fitness says working a body too hard actually decreases performance. To improve performance, an athlete must go through a cycle of work then rest. Without proper rest to heal a strained body, the athlete does not get stronger. Athletes must allow soreness to pass before taxing their muscles again.

Injury

When athletes push their bodies to perform they can get hurt. Knee, hip and ankle injuries are common in all sports that requires running. Wrist, elbow and shoulder injuries are common in sports like baseball that involve throwing. Head injuries are often seen in contact sports like football, hockey and rugby. Proper diagnosis and treatment of injuries is essential for the long-term health of any athlete.

Playing Through Injury

Many athletes play sports despite obvious injury believing that the game is more important than their short-term health. Playing sports despite being injured could lead to greater long-term injury or even death. This is especially dangerous when dealing with brain injuries like concussion.

Dieting

Athletes in sports such as wrestling, boxing, gymnastics and skating are encouraged to lose large amounts of weight. This can be extraordinarily dangerous when combined with the increased physical activity of sports training. Extra physical exertion requires extra calories. Decreasing food intake while training can lead to malnutrition and eating disorders like anorexia and bulimia.

Supplements

Many athletes take supplements to help improve sports performance. Taking the wrong supplements or the wrong amounts can lead to decreased sports performance, health issues or even death.

Steroids

Some athletes turn to anabolic steroids to increase muscle mass. Muscle and strength gains do occur with anabolic steroids, but that does not necessarily translate to improved sports performance. Steroids are also illegal and are extremely hazardous to your health. Steroid use is linked with impotence, cancer, organ failure and death.

Source: <http://www.livestrong.com/article/62568-health-issues-sports/#ixzz1ZqD8mNJ4>, accessed on 4th October 2011

Task 5

What is healthy and what is unhealthy when doing sports? Where is the boundary between those two? The task is to think of a sportsman/woman and present his/her story. One is given as an example:

Alexei Čerepanov (January 15, 1989 in Barnaul, Russia - October 13, 2008 Chekhov, Russia) was a Russian professional hockey player. He took the position of a forward.

He began his professional career in 2006 in the Russian league team Avangard Omsk. In 2007 he was drafted by the NHL team the New York Rangers as number 17. He decided not to stay in Omsk, where he played with Jaromír Jágr Continental Hockey League from the season 2008/2009.

He participated twice in the Junior Championship, winning silver and bronze for Russia.

October 13, 2008 during KHL game Vitaz Chekhov – Omsk, he collapsed in the third period on the bench and despite all efforts to revive, he died of a heart failure.

5.3 Paralympic games (Paralympics)

Paralympians are sportsmen with a physical disability that compete in one of the most important international sport events in the world.

The Paralympic Games are not as known as the Olympic Games, including the interest of the media and sponsors. It was in 1988 when The Games were officially held for the first time.

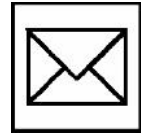


Task 6

Choose an Olympic sport and compare it with its Paralympic counterpart. Are all the sports the same in the Olympic and Paralympic Games? What differences can you find? The following links can help you:

<http://www.olympic.org/>

http://www.paralympic.org/Paralympic_Games/



5.4 Final check

Task 7

Choose the correct answer:

1. Paralympic games were officially held in
 - a) 1978
 - b) 1988
 - c) 1998

2. A bow is necessary if you want to practice
 - a) archery
 - b) bowling
 - c) tennis

3. Steroids are
 - a) pieces of stones coming to the Earth from the space
 - b) useful dietary supplement for professional sportsmen
 - c) dangerous for our health and can cause our body collapse

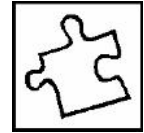
4. Healthy diet can make our figure look strong and fit without doing sports.
 - a) true
 - b) false
 - c) we can't say

5. What three sports are the most popular in New Zealand?
 - a) rugby, football, tennis
 - b) rugby, swimming, ice-hockey
 - c) rugby, cricket, horse-racing

6. D. Maradona was
 - a) an athlete
 - b) a singer
 - c) a footballer

7. The Olympic motto is
 - a) Loosing does not matter, it's taking part that counts
 - b) Faster-Higher-Stronger
 - c) there is no motto

8. Which of the following is not a team sport?
 - a) golf
 - b) water polo
 - c) volleyball

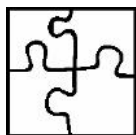


9. Which country would you travel to to see the Highland Games?
 a) USA
 b) Ireland
 c) Scotland



5.5 Vocabulary

amount	množství	injury	zranění
archery	lukostřelba	joint	kloub
arrow	šíp	knee	koleno
be held	konat se	league	liga
benefit	přínos	lift	lanovka
bench	lavička	ligament	šlacha
blow	úder	malnutrition	špatné stravování
body-building	posilování	martial arts	bojová umění
boundary	hranice	muscle	sval
bow	šíp	orienteeing	orientační běh
brain	mozek	participate	účastnit se
cancer	rakovina	poles	tyčky (lyžařské)
compete	závodit, soutěžit	rear-light	zadní světlo
concussion	otřes mozku	require	vyžadovat
darker	tmavší	sense	smysl
deal with	zaobírat se	shoulder	rameno
decrease	snížit	strain	námaha
despite	přestože, ačkoliv	substantiate	dokázat, doložit
dieting	stravování	supplement	doplněk
disability	zdravotní postižení	survive	přežít
disorder	porucha	target	cíl
effort	snaha	throwing	házení
elbow	loket	tie to	vázat se na
exertion	námaha	twice	dvakrát
forward	útočník	wrist	zápěstí
including	včetně		



5.6 Key

Task 1

Subject of class discussion

Task 2

ARCHERY	TENNIS	SKIING	CYCLING
arrows	racket	boots	handle bars
target	ball	poles	rear light
bow	net	helmet	saddle
	court	lift	

Task 3

Subject of class discussion

Task 4

Subject of class discussion

Task 5

Subject of class discussion

Task 6

Subject of class discussion

Task 7

1 b 2 a 3 c 4 b 5 c 6 c 7 b 8 a 9 c



6 APPENDIX

Here are countries that you are to describe to your classmates. The descriptions and facts are in Czech to make it a bit more difficult for you as well. You do not have to use all the information, but choose only what you find interesting.

6.1 *Australia*

Austrálie je největší ostrov světa a zároveň nejmenší kontinent, jehož hustota osídlení dosahuje pouze 2,5 obyvatel na km².

Název CZ: Australský svaz

Název ENG: Australia

Originální název: Commonwealth of Australia

Hlavní město: Canberra (332 000 obyv.)

Počet obyvatel: 19 913 144

Rozloha (km²): 7 686 850

Hustota osob/km²: 2,5

Umístění: jižní zemská polokoule mezi Indickým a Tichým oceánem

Úřední jazyk: angličtina

Gramotnost: 100 %

Náboženství: katolíci (27%), anglikáni (24%), protestanti (20%)

Národnostní složení: Australané (75%), Angličané (6%), Řekové (2%)

Politický stav: konstituční monarchie, člen Commonwealthu

Členství v mezinárodních organizacích: OSN, Commonwealth, APEC, ANZUS, OECD

Měna: australský dolar (AUD) = 100 centů

Kurz (Kč): 1 austral. dolar = 18,361 (25. 8. 2005)

Hlavní odvětví ekonomiky: služby, průmysl

HDP (USD): 570,3 mld.

HDP (na 1 obyv. v USD): 28 900

Vodní plocha (km²): není známo

Velká města: Adelaide, Brisbane, Newcastle, Melbourne, Perth, Sydney

Hlavní řeky: Darling, Murray

Moře: Indický oceán, Tichý oceán, Tasmanovo moře, Korálové moře

Podnebí: tropický pás, subtropický pás, mírný pás

Roční teploty: vnitrozemí patří k nejteplejším oblastem na Zemi (v lednu průměrně více než 30 stupňů Celsia!); v oblasti Australských And a Tasmánie neklesají zimní teploty pod 10 stupňů Celsia

Reliéf: nejvyšší bod - Mount Kosciuszko (2 229 m)

Zajímavosti (architektura): transkontinentální železnice, Sydney (Opera, most Harbour), Brisbane (mrakodrapy), budovy trestanecké osadě Port Artur (ostrov Tasmánie)

Zajímavosti (příroda): jeskynní malby domorodců, skály Ayers Rock, skály Olgas, meteorický kráter Wolf Creek, stavby termitů

6.2 South Africa

Jihoafrická republika je poměrně bohatá země, země černého uhlí, platiny, zlata, diamantů...

Název CZ: Jihoafrická republika

Název ENG: South Africa

Originální název: Republic of South Africa

Hlavní město: Pretoria (525 800. obyv.), Kapské město (857 500 obyv.)

Počet obyvatel: 42 721 576

Rozloha (km²): 1 219 912

Hustota osob/km²: 35

Umístění: Jižní Afrika

Sousedí: Botswana, Lesotho, Mosambik, Namíbie, Svazijsko, Zimbabwe

Úřední jazyky: angličtina, afrikaans

Gramotnost: 86,5 %

Náboženství: křesťané (68%), animisté (29%)

Národnostní složení: Zulové (20%), Khosové (18%), Afrikánci (9%), Tswanové (9%), míšenci (9%), Sothové (6%), Angloafričané (4%)

Politický stav: republika

Členství v mezinárodních organizacích: OSN, Commonwealth, SADC

Měna: rand (ZAR) = 100 centů

Kurz (Kč): 1 rand = 3,730 (25. 8. 2005)

Mezinárodní zkratka: ZAF

Doména (internet): .za

Hlavní odvětví ekonomiky: zemědělství, průmysl

HDP (USD): 356,7 mld.

HDP (na 1 obyv. v USD): 10 700

Velká města: Johannesburg, Durban, Port Elizabeth, Kimberley, Umtata

Hlavní řeky: Orange

Moře: Indický oceán

Podnebí: subtropický pás

Úhrn srážek: 650-700 mm, k severozápadu srážek ubývá; zhruba na 5% země spadne více než 1000 mm

Roční teploty: 10-13°C (v červenci) až 22,5°C (v lednu)

Reliéf: většinu území tvoří náhorní plošina, k severozápadu se snižuje do pánve Kalahari; téměř po celé délce hranic s Namibií až do Transvaalu se táhne pohoří Dračích hor (3200-3500 m);

6.3 Canada

Země z rozstáhlými nerostnými surovinami, obrovskou rozlohou lesů a nádhernou pestrou krajinou.

Název CZ: Federativní stát Kanada

Název ENG: Canada

Originální název: Canada

Hlavní město: Ottawa (315 000 obyv.)

Počet obyvatel: 32 513 110

Rozloha (km²): 9 976 140

Hustota osob/km²: 3,26

Umístění: Severní Amerika

Sousedí: USA, Grónsko

Úřední jazyky: angličtina, francouzština

Gramotnost: 97,5 %

Náboženství: katolíci (46%), protestanti (36%), bez vyznání (12%)

Národnostní složení: Anglikanďané (39%), Frankokanďané (26%), Němci (5%), Angličané (4%), Italové (3%), Ukrajinci (2%)

Politický stav: konstituční monarchie

Členství v mezinárodních organizacích: NATO, OSN, Commonwealth, APEC, G8, NAFTA, OBSE, OECD

Měna: kanadský dolar (CAD) = 100 centů

Kurz (Kč): 1 dolar = 20,307 (25. 8. 2005)

HDP (USD): 957,7 mld.

HDP (na 1 obyv. v USD): 29 700

Vodní plocha (km²): 775 170

Velká města: Montreal, Calgary, Toronto

Hlavní řeky: Meckenzie

Moře: Beaufortovo moře, Baffinovo moře, Hudsonův záliv, Hudsonův průliv, Beringův průliv, Atlantský oceán

Podnebí: mírný pás, arktický pás

Úhrn srážek: na severu 140 mm, na jihovýchodě kolem 1000 mm, na jihozápadě 1080 mm

Roční teploty: na severu -32°C (v zimě) až 3,9°C (v létě), na jihovýchodě -9°C (v zimě) až 22,1°C (v létě), na jihozápadě 2°C (v zimě) až 17,2°C (v létě)

Zajímavosti (architektura): výškové domy města Calgary, , budovy parlamentu (Ottawa), věž Canadian National (Toronto), zámek Frontenac (Quebec)

6.4 New Zealand

Nový Zéland je turistická oblíbená země, ráno se můžete projet na lodi, odpoledne zahrát golf a večer třeba zalyžovat...

Název CZ: Nový Zéland

Název ENG: New Zealand

Originální název: New Zealand

Hlavní město: Wellington (160 000 obyv.)

Počet obyvatel: 3 995 000

Rozloha (km²): 268 680

Hustota osob/km²: 14,9

Umístění: Tichý oceán, jihovýchodně od Austrálie

Úřední jazyk: angličtina

Gramotnost: 99 %

Náboženství: anglikáni (21%), presbyteriáni (16%), katolíci (15%), bez vyznání (20%)

Národnostní složení: Anglonozélandčané (75%), Maourové (10%)

Politický stav: konstituční monarchie

Členství v mezinárodních organizacích: OSN, Commonwealth, APEC, ANZUS, OECD

Měna: novozélandský dolar (NZD) = 100 centů

Kurz (Kč): 1 dolar = 16,897 (25. 8. 2005)

HDP (USD): 85,39 mld.

HDP (na 1 obyv. v USD): 21 700

Vodní plocha (km²): 10

Velká města: Auckland, Christchurch, Greymouth, Gisborne, Hamilton, Nelson, Rotorua

Hlavní řeky: Waikato

Moře: Cookův průliv, Tasmanovo moře, Tichý oceán

Podnebí: subtropický pás, mírný pás

Úhrn srážek: na jihu ostrova 940 mm; na severu a v oblasti hl. města 1250-1315 mm

Roční teploty: na jihu 6,4°C (v létě) až 14,5°C (v zimě); na severu 8-10°C (v létě) až 17-19,8°C (v zimě)

Reliéf:

Jižní ostrov: základ ostrova je vysoké pohoří Jižních Alp s nejvyšší horou Mount Cook (3764 m n. m.), směrem k pobřeží strmě klesá; na východě ostrova leží jediná rovinatá oblast

Severní ostrov: hory jsou zhruba o 1000 m nižší než u Jižního ostrova a více členité; množství nížin

Zajímavosti (architektura): katedrála (Christchurch), parlament (Wellington)

Zajímavosti (příroda): Milford Sound

6.5 *United Kingdom of Great Britain and Northern Ireland*

Velká Británie - země, kde vládne už desítky let královna Alžběta II., kde se řídí nalevo, země častých teroristických útoků, země mlhy...

Název CZ: Spojené království Velké Británie a Severního Irsku

Název ENG: United Kingdom

Originální název: United Kingdom of Great Britain and Northern Ireland

Hlavní město: Londýn (6 970 000 obyv.)

Počet obyvatel: 60 273 000

Rozloha (km²): 244 820

Hustota osob/km²: 246,2

Umístění: Západní Evropa

Sousedí: Irsko

Úřední jazyk: angličtina

Gramotnost: 99 %

Náboženství: anglikáni (38%), katolíci (21%), presbyteriáni (14%), muslimové (11%)

Národnostní složení: Angličané (82%), Skotové (10%), Irové (3%), Velšané (2%)

Politický stav: konstituční monarchie

Členství v mezinárodních organizacích: EU, NATO, OSN, Commonwealth, CE, G8, OBSE, OECD

Měna: britská libra (GBP)

Kurz (Kč): 1 libra = 43,551 (25. 8. 2005)

HDP (USD): 1 667 mld.

HDP (na 1 obyv. v USD): 27 800

Vodní plocha (km²): 3 230

Velká města: Birmingham, Leeds, Oxford, Portsmouth, Southampton, Dover, Norwich, Plymouth, Nottingham, Sherrield, Manchester, Liverpool; Edinburgh, Glasgow, Aberdeen; Belfast, Londonderry

Hlavní řeky: Temže, Trent, Severn

Moře: Severní moře, Keltské moře, Irské moře, průliv La Mance, Atlantský oceán

Podnebí: mírný pás

Reliéf: centální část Skotska tvoří nížiny, které se k jihu mírně zvedají a tvoří vysočinu; vyšší oblast je na rozmezí Anglie a Skotska; severozápad tvoří Kambrické hory (do 980 m); v centrální části Anglie je reliéf zvlněný, kopcovitý; východ země je rovinatý; nejhornatější je Wales; nejvyšší hora - Ben Nevis (1343 m n. m.)

Zajímavosti (příroda): Cesta obrů (Severní Irsko), Breton Beacons, jezero Loch Ness

6.6 USA

USA je vyspělý moderní a bohatý stát, hýbe světovou ekonomikou a politikou, pokládá se za lídra planety...

Název CZ: Spojené státy americké

Název ENG: United States

Originální název: United States of America

Hlavní město: Washington D. C. (570 000 obyv.)

Počet obyvatel: 293 030 000

Rozloha (km²): 9 629 091

Hustota osob/km²: 30,4

Umístění: Severní Amerika

Sousedí: Kanada, Mexiko

Úřední jazyk: angličtina

Gramotnost: 97 %

Náboženství: protestanti (60%), katolíci (21%), židé (3%)

Národnostní složení: Američané (80%, z nich Afroameričané 13%), Mexičané (4%), Židé (3%), Němci (2%), Italové

Politický stav: republika

Členství v mezinárodních organizacích: NATO, OSN, APEC, ANZUS, G8, NAFTA, OECD, OBSE

Měna: americký dolar (USD) = 100 centů

Kurz (Kč): 1 dolar = 24,198 (25. 8. 2005)

HDP (USD): 10 973 mld.

HDP (na 1 obyv. v USD): 37 700

Vodní plocha (km²): 470 131

Velká města: New York, Los Angeles, Denver, Indianapolis, Las Vegas, Phoenix, San Francisco, San Diego, Sant Lake City, Seattle

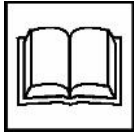
Hlavní řeky: Mississippi, Colorado, Columbia, Missouri, Rio Grande, Yellowstone

Moře: Mexický záliv, Tichý oceán, Atlantský oceán; Beringovo moře, Beringův průliv, Severní ledový oceán

Podnebí: mírný pás, subtropický pás, tropický pás, arktický pás

Reliéf: na východě a jihovýchodě podél pobřeží leží nížiny, paralelně z východním pobřežím se táhne Appalačské pohoří, směrem na západ nížina přechází v plošinu; západní část země tvoří horské pásmo Kordiller; severovýchod a poloostrov Florida je nížinný;

Zajímavosti (příroda): krása aljašské přírody, Niagárské vodopády, Mt. Rushmore (památník amerických prezidentů vytesaný do skály), Devil's Tower (Jižní Dakota), Chimney Rock (Nebraska), Kráterové jezero (Kaskádové pohoří, Oregon), Ďáblův kaňon (Idaho), Yosemiteké vodopády a sekvojovec obrovský (Kalifornie), Grand Canion (Arizona), Rainbow Bridge (Utah), Ship Rocks (Nové Mexiko), Carlsbadské jeskyně (Nové Mexiko), množství národních parků aj.



7 BIBLIOGRAPHY

7.1 Printed materials

Kollmannová, L.: *Angličtina nejen pro samouky*, LEDA,
ISBN 80-7335-058-0

Soars, L a J.: *New Headway Pre-Intermediate*, 3rd edition, Oxford
University press, ISBN 01-947168-3-X

Murphy, R.: *English Grammar in Use*, Updated Edition, Cambridge
University press, ISBN 978-0-521-53290-7

7.2 Online resources and recommended websites

www.helpforenglish.cz	a Czech website with grammar, explanations, tests, quizzes
www.bbc.co.uk	a famous British news website also offering a section for learners of English
www.praguepost.cz	a Czech electronic newspaper in English
http://www.cambridgeesol.org/exams/index.html	a website about internationally recognised examinations, resources, etc.
www.ted.com	a website offering videos on various topics with a possibility of subtitles – a great way to improve listening skills
www.youtube.com	an unlimited storage of videos where everyone can find videos on any topic - a good way to improve listening skills
www.krysstal.com/english.html	a website about the English language, accents, and lots of other interesting topics about this language
www.ACAcamps.org/membership	American site to take part in summer youth camps

8 LIST OF SYMBOLS



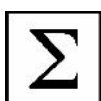
Průvodce studiem – vstup autora do textu, specifický způsob, kterým se studentem komunikuje, povzbuzuje jej, doplňuje text o další informace.



Příklad – objasnění nebo konkretizování problematiky na příkladu ze života, z praxe, ze společenské reality, apod.



Pojmy k zapamatování



Shrnutí – shrnutí předcházející látky, shrnutí kapitoly.



Literatura – použita ve studijním materiálu, pro doplnění a rozšíření poznatků.



Kontrolní otázky a úkoly – prověřují, do jaké míry studující text a problematiku pochopil, zapamatoval si podstatné a důležité informace a zda je dokáže aplikovat při řešení problémů.



Úkoly k textu – je potřeba je splnit neprodleně, neboť pomáhají dobrému zvládnutí následující látky.



Korespondenční úkoly – při jejich plnění postupuje studující podle pokynů s notnou dávkou vlastní iniciativy. Úkoly se průběžně evidují a hodnotí v průběhu celého kurzu.



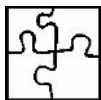
Otázky k zamyšlení



Část pro zájemce – přináší látku a úkoly rozšiřující úroveň základního kurzu. Pasáže a úkoly jsou dobrovolné.



Testy a otázky – ke kterým řešení, odpovědi a výsledky studující najdou v rámci studijní opory.



Řešení a odpovědi – vážou se na konkrétní úkoly, zadání a testy.