

THE PRAGUE POST

The Prague Post, October 17, page A2
'Antarctic plan produces disapproval'

Before reading:

Work together as a class and write down everything you know about Antarctica. Describe the environment and ecosystem. If you do not have enough information, find more on the Internet or in books. What animals live in Antarctica? Use a dictionary to learn the English names of the animals of the Antarctic.

Question after reading:

1. What are the Czech Republic's plans in Antarctica?
2. Why do Czechs want to have the research base in Antarctica? What would the Czech scientists do there? How have they worked there so far?
3. What are the arguments against building the Czech research base in Antarctica?
4. What are the Czech arguments for the base?
5. What is the Antarctic Treaty?
6. Describe the ecosystem of King George Island.
7. How do the Czech scientists want to build the base?

Vocabulary:

base - základna
to pose - bít (čím),
představovat, tvořit
ludicrous - směšný,
absurdní
to revolve - obírat se
(čím), otáčet se
impact - vliv, dopad
substantial - podstatný
proposal - návrh
peninsula - poloostrov
forgo - vzdát se, zříci se
indigenous - původní



The Prague Post, October 17, page A6
'In Extremis'

Before reading:

Do you know what NGO is? It means non-governmental organization. Discuss what the role of NGOs is in society. Do you know any NGOs (foundations, ...)? What do they do? How do they help other people?

Read the article 'In Extremis' and try to understand as much as possible without using a dictionary. Then read the article again and underline the words that prevent you from understanding the whole context and meaning of the article. Now find these words in your dictionary. Remember: you do not need to understand each word in order to understand the whole article!

Questions after reading:

1. What is the People in Need Foundation (Člověk v tísni)? What is their mission? Find out more information about their activities in the past and now (in the article, on the Internet or from newspapers, magazines, TV or radio).
2. What needs to be done before the humanitarian aid to Afghanistan can actually start?
3. Describe the conditions in Afghanistan (use information from the whole article).
4. What do people in Afghanistan need? What do humanitarian organizations try to deliver to Afghanistan?
5. What do people from the People in Need Foundation need to know? What skill should they have?
6. What will the conditions be like for the people from humanitarian organizations in Afghanistan?
7. What does the author hope the West will do?

The Prague Post, October 24, page A4
'Forum voices'

Before reading:

What is Forum 2000? Who founded it? When? What is its mission? Find more information about Forum 2000 and share it with your class. Use the Internet, newspapers, magazines or books.

Do you think that conferences like Forum 2000 are of any importance? Why? Why not?

After reading the quotations:

In your class, discuss the following questions:

1. Choose one or two quotations you like the best. Why do you like them?
2. Is there any quotation you disagree with?
3. President Havel spoke about the "deepening sense of a global human responsibility". What do you understand by this? What is your responsibility?
4. The President of the Nippon Foundation quoted Confucius: "What you do not want to be done to yourself, do not do to others." What don't you want to be done to you? Do you do it to other people?
5. Sergei Kovalyov said that "the world is in urgent need of reform". What reform is needed? Do you have any idea what should or could be done or changed?
6. Who should be responsible for determining what human rights and human dignity are?
7. Jeffrey Sachs mentioned the issue of globalization and wealth. Do you think that the differences between the wealthy and the poor could be eliminated? How?
8. What do 'tolerance' and 'respect' mean to you? Compare it with what John Shattuck and Elie Wiesel said.
9. Does terrorism have anything to do with religion?

Activity:

Organize a forum in your class. Discuss the issues of the world (e.g. poverty, war, terrorism, ecology, human rights, disease, democracy vs. dictatorships).

This year the participants of Forum 2000 presented a declaration on global issues. Highlights of this document can be found in 'Global Warning' on page A6 of *The Prague Post*.

TEACHER WORKSHOP

The Prague Post Endowment Fund will be holding a workshop 'Engaging Students: Teaching Tools for Critical Thinking' on Saturday, December 1, 2001, in Prague.

The workshop language will be English. Please note this date in your diaries. Further information on this workshop will be in the next issue of *Newspapers in Education* and *Stone Circle/Kamenná kruh*.

LESSON PLAN: United Nations

What do you understand by human rights? Try to think of a definition of what the term „human rights“ means and write it down. Make a list of rights every human being should have. Share your definition and list of rights with your classmates and your teacher.

Did you include the following rights?

- All human beings are born free and equal in dignity and rights
- All human beings should act towards one another in a spirit of brotherhood
- Human rights are for everyone regardless of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status
- Everyone has the right to life, liberty and security of person
- No one shall be held in slavery
- Everyone has the right to freedom of thought, conscience and religion
- Everyone has the right to freedom to receive and impart information and ideas through any media and regardless of borders
- Everyone has the right to take part in the government of his country, directly or through freely chosen representatives
- Everyone has the right to work, to free choice of employment
- Everyone, without any discrimination, has the right to equal pay for equal work.
- Everyone has the right to education
- Education shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the maintenance of peace
- Everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits

All these rights and more exist in one document. Do you know the name of this document? It is the 'Universal Declaration of Human Rights' adopted by the General Assembly of the United Nations on December 10, 1948. Text of the 'Universal Declaration of Human Rights' can be found on the following websites: www.un.org (in English) or www.lidska-prava.cz (in Czech). The General Assembly of the U.N. called upon all member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories".

What do you know about the United Nations? Discuss it in class.

Vocabulary:

human rights – lidská práva
Universal Declaration of Human Rights – Všeobecná deklarace lidských práv
United Nations (U.N.) – Organizace spojených národů (OSN)

HISTORY OF THE U.N.

During the difficult times of World War II, the majority of people and nations longed for peace. They wanted to live in a world where their rights would be recognized and their security ensured. That is why the United Nations came into existence.

The first step towards its establishment was the Inter-Allied Declaration signed in London on June 12, 1941. On August 14, 1941, President Franklin D. Roosevelt of the United States and Prime Minister Winston Churchill of the United Kingdom proposed a set of principles for international collaboration in maintaining peace and security. The document is known as the Atlantic Charter. On January 1, 1942, representatives of 26 Allied nations fighting against the Axis Powers (fascists) met in Washington, D.C. to show their support for the Atlantic Charter by signing the "Declaration by United Nations". This document contained the first official use of the term "United Nations", which was suggested by President Roosevelt. Several conferences followed, e.g. a conference in Moscow, Tehran and Washington D.C. On February 11, 1945, following meetings at Yalta, President Roosevelt, Prime Minister Churchill and Premier Joseph Stalin declared their resolve to establish "a general international organization to maintain peace and security". In 1945, representatives of 50 countries met in San Francisco to draw up the United Nations Charter. The Charter was signed on June 26, 1945 by representatives of the 50 countries. Poland signed the Charter later and became one of the original 51 Member States. The United Nations officially came into existence on October 24, 1945, when the Charter had been ratified by China, France, the Soviet Union, the United Kingdom, the United States and by a majority of other signatories.

United Nations Day is celebrated on October 24 each year.

Vocabulary:

Axis – osa Berlín – Řím - Tokio
charter – charta

FUNCTIONS OF THE U.N.

The main purposes of the U.N. are:

- to maintain international peace and security
- to develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples
- to cooperate in solving international economic, social, cultural and humanitarian problems and in promoting respect for human rights and fundamental freedoms
- to be a center for harmonizing the actions of nations in attaining those common ends.

As you can see, the United Nations is much more than a peace keeper and forum for conflict resolution. It works on every aspect of people's lives around the world, for example: child survival and development, environmental protection, human rights, health and medical research, alleviation of poverty and economic development, agricultural development and fisheries, education, family planning, emergency and disaster relief, air and sea travel, peaceful uses of atomic energy, labor and workers' rights etc.

In the **PREAMBLE TO THE CHARTER** we can read:



"WE THE PEOPLES OF THE UNITED NATIONS DETERMINED to save succeeding generations from the scourge of war ... and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, ... and promote social progress and better standards of life in larger freedom..."

AND FOR THESE ENDS to practice tolerance and live together in peace with one another as good neighbours, and to unite our strength to maintain international peace and security ..."

The official languages of the United Nations are: Arabic, Chinese, English, French, Russian and Spanish. The Headquarters of the United Nations are in New York City. Membership of the United Nations is open to all peace-loving nations which accept the obligations of the Charter and are willing to carry out these obligations. Now the U.N. interlinks 189 member states.

Collect information about the activities of the U.N. in the past and now. Where will you look for information?

Do you think that the U.N. has played an important role in the endeavors to promote human rights and to achieve world peace? (Base your judgment on the information you have collected.) Why? Why not?

Do you think the U.N. should play a larger role?

Do you think the U.N. should play a smaller role? Why? Why not?

Now you know more about the history and functions of the United Nations. You will for sure read the Universal Declarations of the Human Rights (only 5 pages!). In the next issue of *Newspapers in Education* we will concentrate more on human rights.

(info from www.un.org was used)

WORDS OF WISDOM: Freedom

"In order to live free and happily you must sacrifice boredom. It is not always an easy sacrifice." -Richard Bach

"Freedom is not worth having if it does

not include the freedom to make mistakes." -Mahatma Gandhi

"People demand freedom of speech as a compensation for the freedom of thought

which they seldom use." -Kierkegaard

"Man is free at the moment he wishes to be." -Voltaire

STORY TIME: The Blind Men and the Elephant (Tale from India)

Learn the following words before you start reading:

to trumpet - *zatrubit*

blind - *slep*

to outstretch - *natáhnout, vztáhnout*

tail - *ocas*

rope - *lano*

rug - *kobereček, houně*

pillar - *sloup*

opinion - *názor, domněnka*

Before reading the story:

Describe an elephant. It is probably very easy for you, because you have seen an elephant in the zoo or in a picture. Can you describe things and objects you have never seen? Do you think that your description of these things would be perfect and exact? Probably not. A person cannot describe what he does not know. Can you describe feelings and things you cannot see? Do people see the same thing differently? What is the reason for that?

A large, gray elephant stood eating the lush greenery in an ancient, walled garden. It paused for a moment and trumpeted loudly. Just then, three blind men came along.

"What made that sound?" asked the first man.

The second replied knowingly, "That sound was made by an elephant."

"What is an elephant?" asked the third.

"I am not completely certain," said the first man. "We should investigate."

The first man went forward with his fingers outstretched until he reached the elephant's rear. His hand moved along the elephant's tail, which graced its posterior slope. "Aha!" he said. "An elephant is thin and long, just like a dangling rope."

The second blind man went forward with his fingers outstretched until he arrived at the elephant's head. His hand moved along the elephant's ear, which rippled with thick, heavy hide. "You are wrong!" he said. "An elephant is not at all like a rope. Just like a rug, it's wide!"

The third man went forward with his fingers outstretched until he reached the elephant's knee. His hand moved along the elephant's leg. He measured the girth of its thigh. "You are both wrong," he said. "An elephant is not like a rope or a rug. Just like a pillar, it's high!"

"An elephant is like a rope!" screamed the first.

"An elephant is like a rug!" shouted the second.

"An elephant is like a pillar!" insisted the third.

They began to pound each other and yell. "A rope! A rug! A pillar!"

"A rope! A rug! A pillar!"

"A rope! A rug! A pillar!"

"A rope! A rug! A pillar!"

Meanwhile,

The elephant stood inside the walled garden, nibbling the leaves of a tree.

His ivory tusks curved toward the sky, a miraculous sight to see.

With billowing minds and bellowing mouths to opinions these blind men held fast.

While the elephant stood, quite undefined, in the garden of ancient past.

(from 'Wisdom Tales From Around the World' by Heather Forest)

Vocabulary:

ancient - *dávň*

rear - *zadní část, zadek*

to grace - *zdobit*

posterior - *zadní*

slope - *sklon*

dangling - *voln*

to ripple - *vlnit, rozvlnit*

hide - *kůže (u zvířat)*

girth - *obvod*

to nibble - *okousávat, ohryzávat*

ivory - *slonovina*

tusk - *kel*

billowing - *dmoucí se*

to opinions these blind men held fast - *tito slepí muži se pevně přidržovali sv ch domněnek*

domněnek

Questions:

Do you think that the men were wrong? Was anyone of them right? Why could not they describe an elephant as you did before reading the story?



LET'S AWARD THE NOBEL PRIZE!

What is the Nobel Prize? What do you know about its history?

The Nobel Prize was first awarded in 1901. Alfred Nobel chose Sweden and Norway as countries where the decisions on who would be awarded the Prize are made. The Royal Swedish Academy of Sciences awards the Prize for chemistry, physiology, medicine, physics, literature and since 1969 for economics. The Parliament of Norway decides on who will be given the Nobel Prize for Peace. The Nobel Prize is considered the world's most prestigious acknowledgement.

Find out who from the Czech Republic (or Czechoslovakia) was awarded the Nobel Prize.

Do you know who the laureates of the Nobel Prize for this year are? Find more information about them and their contributions to the society and world. Where will you look for information?

Now think about people who have achieved something great, discovered something new and important or

helped other people and the whole world. Who would you award the Nobel Prize?

Now think of people from your school, your family, your town or your friends. Who, from your community, would receive the Nobel Prize? Why? Tell your classmates about your Nobel Prize winner. What are his/her qualities? What were his/her endeavors? What did he/she achieve and how did he/she help others?



Japanese Peace Bell

DID YOU KNOW?

Did you know that there is a peace bell in Japan? It is called the Japanese Peace Bell and it was cast from coins collected by children from 60 different countries.

The Japanese Peace Bell was presented to the United Nations in June 1954 by the United Nations Association of Japan. The bell is housed in a typical Japanese structure.

It has become a tradition to ring the bell twice a year: on the first day of Spring, and on the opening day of the General Assembly's yearly session in September.

In 1994, there was a special ceremony marking the fortieth anniversary of the Japanese Peace Bell. On that occasion, Secretary-General Boutros Boutros-Ghali said: "whenever it has sounded, this Japanese Peace Bell has sent a clear message. The message is addressed to all humanity. Peace is precious. It is not enough to yearn for peace. Peace requires work - long, hard, difficult work."

Vocabulary:

to cast - *odlít*

(info from www.un.org was used)

CZECH ENGLISH? NO!

to be sorry, to apologize

SORRY + preposition

to be sorry ABOUT something:

I am **sorry about** the words I said last

night.

I am **sorry about** your mother's illness.

to be sorry FOR doing something:

I am **sorry for** being late yesterday.

(But it is more usual to say: I am sorry I was late yesterday.)

to feel / to be sorry FOR someone:

I **feel sorry for** him. He has not found any job yet.

APOLOGIZE + preposition

to apologize TO someone FOR something:

I **apologized to** her for my mistake.

MUSIC, TECHNOLOGY AND COPYRIGHTS

What are mp3s?

Some of you may have a computer full of them at home but not really know what they are, others may think it's the name of a new band. Whatever you think they are, they have changed the way people listen to music all over the world. MP3 is short for Moving Picture Experts Group, Audio Layer III. If you have no idea what that means, don't worry. It's a compression format that shrinks audio files with only a small sacrifice in sound quality. MP3s are small audio files that can be easily transmitted over the Internet.

The entire MP3 phenomenon started in the mid-1980s, at the Fraunhofer Institute in Erlangen, Germany. With the help of Professor Dieter Seitzer of the University of Erlangen, the Fraunhofer Institute created a high quality, low bit-rate audio format. A format which sounded good, but didn't take up too much space on your computer's hard drive. In 1989, Fraunhofer was given a patent for MP3 in Germany. In 1997, a developer named Tomislav Uzelac created the AMP MP3 Playback Engine, which is considered the first major MP3 player. Shortly after the AMP engine became available on the Internet, a couple of university students, Justin Frankel and Dmitry Boldyrev, took the AMP program and made it compatible with the popular Windows operating system, calling it "Winamp." In 1998, Winamp was offered as a free music player and the MP3 craze began: Music lovers all over the world started sharing MP3s, offering copyrighted music for free over the Internet.

And then came Napster.

When Napster was introduced in 1999, it allowed anyone with an Internet connection to find and download any type of music they wanted, in minutes. By connecting users to other users' hard drives, Napster created a global digital community of music lovers. Soon computer savvy music fans knew: if you're going to look for songs online, use Napster. The program works by scanning the hard drive of every user connected to the Napster community and not only returns all the matches for an artist or song, but also tells you the connection speed - cable modem, DSL, T1, etc. - of the user on the other end. The faster the connection, the faster you can download a file.

MP3 technology also makes it easy for people to play DJ and mix and match their favorite songs, bands, or styles of music. Many of the more recent CD Burning programs can convert MP3s into wave files, which can then be burned onto a CD for easy

access. One of the easiest ways to create MP3s is from your own CD collection. A "ripper" takes the data from a CD and converts it to a wave file or AIFF (Audio Interchange File Format) for Macintosh users. Once audio data is in either of these formats, it's easy to create an MP3 file. To take a wave or AIFF file and turn it into an MP3, you need an "encoder." This takes the sound data and compresses it. Essentially, the MP3 encoders take sound data and remove some of the frequencies that are too high or too low for the human ear to hear.

The main reason MP3 became the popular audio file format on the Internet is that the technology behind it was made available to anyone. No one had to pay to use it. Another advantage of MP3 is that there are no security features with the files, so millions of them are posted and traded on the Internet every day, and again, no one has to pay. The files are small enough to be downloaded easily, or even attached to an email. All this downloading and sharing attracted the attention of the Recording Industry Association of America, which represents the biggest record labels and the owners of millions of sound recordings. These labels view MP3 as a huge piracy threat, and the RIAA has tried to shut down Napster and several other MP3-related businesses. Even if Napster is eventually forced to shut down, the MP3 movement has many other ways to survive.

MP3 is not an illegal format, but when people offer MP3 versions of copyrighted material on the Internet they are breaking the law. Sharing and trading "bootlegs" (songs recorded from live shows or that have not been copyrighted) or re-mixes will not get you into trouble. However, many artists have become frustrated with their work becoming freely available to people who have not paid them for it. Last year the band Metallica targeted more than 300,000 people who were trading their songs on Napster and had them banned from the service. The problem started when copies of Metallica's new song "I Disappear" appeared on Napster before they had finished recording it. The soul artist Usher recorded an entirely new album when he discovered that his upcoming album had been made available on Napster before it was available in stores.

Metallica and many other artists feel that MP3 sharing deprives them of money they would be receiving if MP3s did not exist. The argument is that if artists aren't paid for their work, they won't be able to make music since they will have no money to live on. Many music lovers find that CDs are too expensive and think that record companies

and artists are overpaid. The argument over free MP3s is far from over. While, new technology is being developed to prevent people from sharing copyrighted material over the Internet even newer technology is being developed to ensure that people can continue to trade free music.

Vocabulary

Phenomenon - jev, úkaz, fenomén

Patent - patent

Craze - móda

Portable - přenosn

Compelling - udržující pozornost

Impact - vliv

Essentially - v podstatě

Exercises

- 1) Should people have to pay for music, or should it be available for free? Write down 3 arguments for free MP3 technology and three arguments against it.
- 2) Can you think of 3 other technologies that have changed the way we live?
- 3) Can you name 4 machines you can play music on? Do you know the name of the first music player?

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