

## THE PRAGUE POST

*The Prague Post*, February 20, page C18  
**'Something in the voda'**

**Before reading:**

What do people need to live? Did you say 'water'? How much liquid should a person drink a day? How much do *you* drink a day?

Have you ever been in a situation when you needed water and you did not have it? How did you feel?

Do you drink tap water or do you buy bottled water? Why? Which one tastes better? Which one is cleaner?

**Questions after reading:**

1. What do some people imagine when they think about Prague tap water?
2. How many water samples does Prague Water Supply and Sewerage Company monitor a year?
3. What were the results of the Prague water tests?
4. Do people have access to information about the state of water? Do you think that it is important and interesting to know what is in water you drink or cook with?
5. What can influence the quality of tap water?
6. What kind of pipes does the Vivendi company recommend?
7. Can you test the quality of your tap water by yourself? How?
8. Give some examples of water problems. What can be done about it?
9. What problems can your water have?
10. What can reduce some impurities in your water? What options do you have?
11. Are there any disadvantages in drinking mineral water?

**Vocabulary:**

tap water –  
– voda z kohoutku  
to malfunction –  
– selhat  
taste bud –  
– chuťov pohárek



**Activity:**

Test the quality of tap water you drink at home and at school and prepare a report on it.

*The Prague Post*, February 26, page A2  
**'Limits on cigarette ads proposed'**

**Before reading:**

What health problems can smoking cause? How many people get seriously sick or get lung cancer because of smoking in the Czech Republic each year? Work in groups and collect as much information as you can. Prepare a report and share it with your class.

How would you feel, as a non-smoker, in a restaurant or at a concert where others smoke? Should there be restrictions? Do you think that smokers discriminate against non-smokers? Why? Why not? What could be done about this?

**Questions after reading:**

1. What ways does the World Health Organization (WHO) suggest limiting smoking?
2. What does Tomáš Teplík's proposal say?
3. What does WHO's recent report on tobacco control say about Eastern Europe?
4. What are the smoking rates of the Eastern European countries mentioned in the article?
5. What does the article say about youth smoking?
6. What steps has the Czech Parliament already taken to limit smoking habits? Compare it with other countries.

**Activity:**

Read the information in the break out box 'Selling smokes'. Find more information about restrictions on cigarette advertising in other countries.

**Vocabulary:**

slick – profesionální, zručn  
antidote – prostředek, lék  
ban – zákaz  
hefty – siln , mocn  
hike – (náhlé) zdražení, zv šení (cen, daní)  
seductive – lákav , svůdn  
to draft – navrhnout, vypracovat koncept  
restriction – omezení  
to lag – zůstávat pozadu, zaostávat  
deterrent – odstrašující, zstrašující  
lax – nedbal , laxní  
to dismiss – odmítnout

*The Prague Post*, February 27, page A8  
**'World'**

**Before reading:**

Are you interested in what is happening in the world? Is it important to know about world events? Why? Why not? How do you get the latest news?

**Activity:**

Divide into six groups. One group will read the news briefs from Europe, one from Africa, one from Asia-Pacific, one from Central America, one from Middle East and one from North America.

When you have read all the news briefs from your area, decide which news brief was the most important. Read it once more and pick out words you do not know. Look them up in a dictionary.

*How did you decide which news was the most important? What did you base your judgment on? How do you think the journalists decide which topic they should cover? What do you think about the topics in newspapers or magazines?*

Re-write your news brief so that the meaning is the same, but use different words. Then, present your news to your class.

Make copies of your news brief and remove five words you had not known before. Write these five words on one side of your copy. Then give your news (with missing words) and the five words (without translations) to your classmates. Ask them to fill the gaps.

### ESSAY CONTEST:

### WORLD CITIZENSHIP

Send your essay (min 500, max 700 words) to the address of the Prague Post Endowment Fund: Štěpánská 20, 110 00 Praha 1, by April 1, 2002.



The best essay will be awarded a prize - a Sony CD walkman!

# LESSON PLAN: The colors of cultures worldwide

What comes to mind when you hear the word 'culture'. Think of a definition of culture. What does it include?

**Culture** – The patterns of behavior and thinking that people living in social groups learn, create, and share. Culture distinguishes one human group from another. Culture includes people's beliefs, rules of behavior, language, rituals, art, technology, styles of dress, ways of producing and cooking food, religion, and political and economic systems. (Source: www.encarta.msn.org)

## Culture:

- is based on symbols (abstract ways of referring to and understanding ideas – languages and arts for example)
- is shared (people in the same society share common behavior and ways of thinking through culture)
- is learned (a person learns culture from other people in a society)
- is adaptive (people use culture to flexibly and quickly adjust to changes in the world around them)

**Think about culture of countries and places you have visited. Was it different from Czech culture (think about behavior, food, clothes, style of living etc.)? Describe the differences to your class.**

**Divide your class into 7 groups. Choose one continent: Europe, North America, South America, Africa, Pacific, Australia or Asia. Do research on the different cultures of your chosen continent. Find pictures, maps, stories, subjects, etc., which represent the cultures of the continent. Give a presentation about the cultures of one of the continents. Then you can compile a booklet.**

**Do you have friends from other cultures? Interview them and write an article about them and their culture.**

Societies can be divided into several groups:

- **bands** – nomadic (not settled) groups of fewer than a hundred, mostly related people.
- **tribes** – a larger type of society, consists of a few hundred people living in settled villages.
- **chiefdom** – two or more villages or tribes bound under a leader who is born into the position of ruler.
- **civilization** – the largest size of society, which contains anywhere from several thousand people to millions of mostly unrelated people, many of whom live in large cities.

Let's look at how people from different societies obtain their food, how they exchange goods, how they live, how they behave towards their environment, how they work etc.:



## BANDS, TRIBES, CHIEFDOMS

People living in band societies live as hunter-gatherers. People living in tribes commonly practice horticulture (gardening) or pastoralism (animal herding). Some practice so called slash-and-burn method of gardening. This involves cutting down a patch of forest, burning the plant matter to release nutrients into the soil, and planting gardens. After about three years, the gardeners move to another patch of forest, allowing their old gardens to return to forest. The Masai from east Africa are an example of pastoralists. In some societies and countries (non-industrialized ones) agriculture is reliant upon manual agriculture, or systems of irrigation, animal-powered plowing and natural methods of fertilization.

In small societies people usually exchange goods with each other and with other societies through systems of barter, ceremonies, and gifts. People in Papua New Guinea, for example, exchange beautiful shell necklaces for food, clothing, etc.

Clothing and shelters in small societies are usually made out of readily available plant and animal materials. In Africa and Asia, for example, the people build their houses out of sun-dried mud brick, wooden beams, or quarried stone. The most common mode of transportation in small societies is by foot. However these people also have bicycles and some old buses and cars.

Hunting and gathering, horticultural, and pastoral ways of life generally make small demands on the natural environment, because people tend to gather or grow only enough food and other materials for their basic needs. Agricultural societies can seriously effect the environment, sometimes endangering their own survival. For example, early Mediterranean civilizations deforested and overgrazed large areas of land, which caused soil erosion.

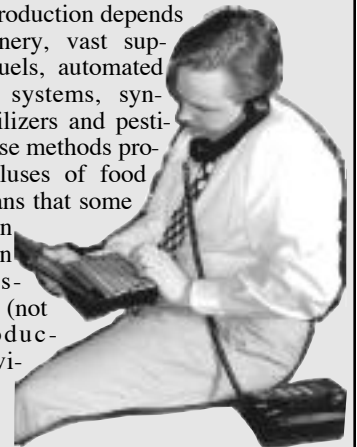
In smaller societies people organize themselves primarily according to ties of kinship (blood relation) and marriage. In band societies people know their relationships to others in their band, which usually includes only a few families. People usually take spouses from other bands to create ties that bond them together in times of need. The oldest group members often earn special recognition for their knowledge and experience.

Usually all the people from bands, tribes and small societies believe in God or gods. They either have their local religion or they follow one of the world's major ones.

**All types of societies** use art. Some anthropologists regard artistic expression as a basic human need, like food and water. Art can include painting, pottery, sculpture, textiles and clothing, cookery, music, dance, drama, written narratives and many other forms of expression.

## CIVILIZATIONS

In industrial and commerce-based societies the food production depends on machinery, vast supplies of fuels, automated irrigation systems, synthetic fertilizers and pesticides. These methods produce surpluses of food and it means that some people can work in nonsubsistence (not food-producing) activities.



People buy and sell goods and services using money which only has symbolic value. The exchange of goods and services for currency is not particularly important for creating social bonds.

In large industrial and commerce-based societies, most people live in wood-frame or brick houses and apartment buildings with plumbing, supplies or electricity and natural gas and telephone service. Owning variety of common household technologies (TVs, computers, etc.) is the norm. People live in skyscrapers, travel by cars, fast trains and planes.

Industrial societies put larger demands on the environment, and they may someday exhaust supplies of natural resources. The mass production of goods often creates waste and pollutants. Thus, large societies must also put great effort into disposing of their wastes and developing new sources of energy and material resources.

Kinship and family relations are both important in agricultural societies, as well as for many people in industrial and commerce-based societies. But for many people living in large societies, kinship and family relations have become less important.

Some people's faith is based on science and rationalism. When compared to smaller societies, fewer people believe in God or follow religions.

## Art

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**Art** - People began making art at least 30,000 years ago, painting stylized animal figures and abstract symbols on cave walls. For thousands of years people have also adorned their bodies with ornamentation, such as jewelry, pigments, and stylized scars.

In most societies people establish their personal and group identity through such forms of artistic expression as patterns of dress and body adornment, ceremonial costumes and dances, or group symbols. People also use art to express spirituality. Art could be also produced for commercial and political purposes.

**Which one of the two above mentioned "groups" – small societies or civilization – do you like more? Why? Do you think that these two groups have the same chances and opportunities to be sustainable? Do you think that a bal-**

**ance between these two groups would be beneficial? How could people find balance between these two groups?**

**What do you think about diversity between cultures? Can we learn new and interesting things from other cultures? Can one culture be better than another? Do all cultures have their own beauty? Why? Why not? Do you think that cultural exchange can benefit all societies? Why? Why not?**

**What do you think the best community, society or culture should look like? Discuss this question in groups and then present the summary of your ideas to the class.**

**Think about several large civilizations (referring to a number of past and present societies that manifest distinctive cultural and historical patterns) and**

**write them down in chronological order. Think about cultures, different habits, ways of behavior and entertainment people have had throughout history – 3,000, 2,000, 1,000, 500, 200, 100, 50, 20 years ago. How have these changed? Here is one example: Our mothers and fathers were used to sending letters. Their children e-mail their letters now.**

The vocabulary of different languages changes throughout time. **Why does this happen? How do the languages change? Give examples from Czech. Why do you think some words from one language are used in other ones? (Ex: e-mail, .....)**

**What do you think the culture of the future will be like? Draw a picture and describe your ideas to your classmates.**

(Source: [www.encarta.msn.com](http://www.encarta.msn.com))

## STORY TIME: The Boatman (Sufi story)

### Questions:

**What is most important for you in your life? Which is more important, scholarly knowledge or practical skills? What knowledge, moral qualities and skills should all people have?**

A scholar asked a boatman to row him across the river. The journey to the other shore was long and slow. Before they reached midway, the scholar grew bored and began a conversation.

"Boatman," he called out, "let us pass the time by speaking of interesting matters. Have you ever studied phonetics or grammar?"

"No," replied the boatman. "I've no use for those tools."

"What a pity," snickered the scholar. "You've wasted half of your life! It is useful to know the rules."

Suddenly, the boat struck a sharp rock in the middle of the river and began to fill

with water. The boatman turned to the scholar and said, "Pardon my humble mind, which appears to you so dim. Wise man, tell me, have you ever learned to swim?"

"No!" scoffed the scholar. "I have immersed myself in thinking."

"In that case," said the boatman, "you've wasted all your life. Alas, the boat is sinking!"

(from 'Wisdom Tales' by Heather Forest)

### Vocabulary:

*to row – převézt, veslovat*

*to snicker – zachychotat se, zahihňat se*

*dim – hloup, (nejasn, kaln)*

*to scoff – posmívat se, vysmívat se*

*to immerse – ponořit se*

*to sink – potá-*

*pět se*



## LET'S WRITE A POEM!

**Do you like poetry? What is your favorite poem? Do you know it by heart? If so, recite it to your classmates. Why do you like it? What feelings do you have when you read it?**

**Why do people write and read poetry? Is poetry different from songs lyrics?**

**Have you ever written a poem? What was your motivation and inspiration?**

**Write a poem about life and share it with your class.**

**Read the following poem and think about it.**

**What feelings do you have when you have read it?**

### TAO TE CHING

Those who know do not talk.

Those who talk do not know.

Keep your mouth closed.

Guard your senses.

Temper your sharpness.

Simplify your problems.

Mask your brightness.

Be at one with the dust of the earth.

This is primal union.

He who has achieved this state

Is unconcerned with friends and enemies,

With good and harm, with honor and disgrace.

This therefore is the highest state of man.

(poem written by Lao Tzu, from 'The Earth Speaks' by Steve van Matre and Bill Weiler)

"The question is not whether we will die, but how we will live." - Joan Borysenko

"It's not your blue blood, your pedigree or your college degree. It's what you do with your life that counts." - Millard Fuller

## DID YOU KNOW ?

**Do you know how the level of consumption varies between wealthy and poor countries?**

In the first column: percent consumed by people in industrialized countries

In the second column: percent consumed by the poorest 20% of people in developing countries

|                               |    |     |
|-------------------------------|----|-----|
| <b>Total energy resources</b> | 58 | < 4 |
| <b>Meat and fish</b>          | 45 | 5   |
| <b>Paper</b>                  | 84 | 1.1 |
| <b>Vehicles</b>               | 87 | < 1 |
| <b>Telephone lines</b>        | 74 | 1.5 |

(Source: [www.unfpa.org](http://www.unfpa.org), United Nations Development Program 1998)

## CZECH ENGLISH? NO!

### Phrasal verbs - to make

Guess what the following phrasal verbs, using 'to make', mean:

1. make (doe) eyes at
2. make away with
3. make clear
4. make it
5. make the best of
6. make out
7. make over
8. make sure
9. make up

### Correct answers:

1. dělat na někoho oči, kukuč
2. spěšně odejít, vzdálit se
3. objasnit, vysvětlit
4. dokázat to, stihnout to
5. využít něco co nejlépe
6. sepsat, sestavit, rozluštit, pochopit, uspět, předstírat
7. předělat
8. ověřit si, b't si jist'
9. vymyslet, nalfčít se, dát dohromady, splnit, vyřídít, sestavovat, usmřit se

Use the phrasal verbs in sentences and write them down.

"Live as if your were to die tomorrow. Learn as if you were to live forever." -Mahatma Gandhi



## SEMINAR ON USING DRAMA IN THE CLASSROOM

ATECR/EDEN (the English Drama Education Network) would like to invite all teachers, who are curious about learning new communicative approaches to teaching English, to a one-day seminar on ways to use drama in classroom.

The seminar will take place on April 20, 2002, at Janáčkova akademie, Mozartova 1, Brno.

For more information: <http://sweb.cz/dramanet/> or contact Leah Gaffen: 02-7172 2805, [leahgaffen@volny.cz](mailto:leahgaffen@volny.cz).

# DICTATORSHIP

Dictatorship is a situation where a ruler has total power over a country. In most cases the ruler has obtained this position of power by force and often uses their power in a cruel and self-serving way. If you think of some of the biggest atrocities of humanity, like the ethnic cleansing in former Yugoslavia, Stalin's terror purges or the Final Solution during Nazi era Germany, these acts took place under the **auspices** of dictators.

Dictatorship is generally conceived of as a frightening political system, yet surprisingly common. Millions of people live under dictatorships today. It was a situation in which human individuality is **subsumed** under the might of totalitarian collectivism. It is a situation where the government exercises total control over the lives of its subjects. Totalitarian regimes, thanks to technology and mass communications, take over every facet of the individual's life. Everything is subject to control.

Before the 19th century, monarchs legitimized their right to rule with the idea of divine right (the idea that they, and their offspring were chosen by God to rule). Following World War I, there was a revival of authoritarian regimes, especially in Eastern Europe (the exception being Czechoslovakia).

Modern totalitarian regimes made their appearance with the total effort required by the Great War (World War I). The reason for this is quite simple -- war required all institutions to **subordinate** their interests to one objective at all costs: victory. The individual had to make sacrifices and so increasing government intervention constantly reduced their freedoms, whatever they might have been.

With the Bolshevik revolution in Russia in 1917, Lenin showed that institutions and human rights might be subordinated to the needs of a single party and a single leader. Thereby creating the model for a single party dictatorship. A situation where one person, at the head of one party could control its citizens.

The problems of dictatorships are serious. People in many countries have experienced decades or even centuries of oppression. Frequently, unquestioning submission to authority figures and rules has been long **ingrained**. In extreme cases, the social, political, economic and even religious institutions of the society, outside state control, have been deliberately weakened, subordinated or even replaced by new institutions used by the state of a given party to control the society.

The population is often turned into a state of

isolated individuals, unable to work together to achieve freedom, to confide in each other or even do much of anything by their own initiative. The result is predictable: the population becomes weak, lack self-confidence and is incapable of resistance.

Dictators may have a variety of motives and objectives underlying their domination: power, position, wealth, reshaping the society, and the like. One should remember that none of these goals would be served if they abandon their control position.

The principle is simple - Dictators require the assistance of the people they rule, without which they cannot secure and maintain the sources of power.

All these sources depend upon the acceptance of the regime. Totalitarian power is strong only if it does not have to be used too often. Niccolo Machiavelli, the author of *The Prince* stated - "who has the public as a whole for his enemy can never make himself secure and the greater his cruelty, the weaker does his regime become." Most dictators are quite charismatic and are quite successful at inciting adoration from the people they are ruling. Often dictators spend a great deal of time lying to their subjects and convincing them that they are part of the greater good, often relying upon nationalistic tendencies and creating **scapegoats**.

The degree of liberty or tyranny in any government, it follows, is a reflection of the determination of the subjects to be free and their willingness and ability to resist efforts to **enslave** them.

Sometimes, dictatorships are torn down, their leaders **deposed** (often killed after being deposed) and other political systems are adopted. Occasionally, one dictator is exchanged for another, but in recent times dictatorships have been replaced by a movement towards democratic representation. Countries that have **endured** dictatorships in the last 50 years include: Estonia, Latvia, Lithuania, Poland, East Germany, Czechoslovakia, Slovenia, Madagascar, Mali, Bolivia and The Philippines.

The collapses of some of the above dictatorships have not erased all other problems in those societies. Poverty, crime, bureaucratic **inefficiency**, and environmental destruction are often the legacy of brutal regimes. However, the downfall of these regimes has lifted much of the suffering of the victims of oppression and has opened the way for the rebuilding of those societies, with much greater potential for political democracy, personal liberties and social justice.

### Glossary:

*auspices* - *záštita*  
*to subsume* - *zahrnout*  
*to subordinate* - *podřídít*  
*ingrained* - *hluboce zakořeněn*  
*scapegoats* - *obětní beránek*  
*to enslave* - *zotročit*  
*to depose* - *sesadit*  
*to endure* - *vydržet*  
*inefficiency* - *nev konnost*

### Activities:

1. Dictatorships still exist in many countries. Research the government of one of the following countries and determine if the government is treating its citizens fairly. Nepal, Zambia, North Korea, Chile, Haiti, Uruguay, Malawi, Thailand, Bulgaria, Hungary, Zaire, Nigeria and China.
2. When Czechoslovakia was a satellite state of the USSR did Stalin's dictatorship effect life here? How did people live their lives? Interview older people who would have been alive during the 1940s and 1950s. Was the soviet occupation different from the Nazi occupation? If so, how?
3. How did Czechs resist the totalitarian government? What happened to dissidents? Write a report on dissident movement and the people who were a part of it.

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