



**PRAGUE POST  
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# NEWSPAPERS IN EDUCATION

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## THE PRAGUE POST

*The Prague Post*, May 1, page A1

**'Under the gun – Teachers, students fear a coming culture of violence'**

**Before reading:**

Can you recall what happened at one German school on April 26? Get information about similar incidents like this in the world. Prepare a report about them.

Think about what might have caused these incidents.

Is it true that youths are more violent now? Is it easy to get a weapon? Is society lacking something for youth? Is it a problem of education and child care?

**Questions after reading:**

1. Who is Martin Hork? What does he think about the culture of violence?
2. What happened in Germany?
3. Has anything like that ever happened in the Czech Republic?
4. Do Czech teachers think that something like this could happen in the Czech Republic? Give examples of their opinions.
5. What is key to keeping anger from exploding at schools?
6. Is it easy to recognize someone's distress?
7. What do social workers and sociologists say about violence in the Czech Republic?
8. What does the child psychologist say about this issue? What could be done about it?

**Vocabulary:**

*to mow down – zabít (hodně lidí)*  
*inexorably – neúprosně*  
*stun – ohromit, naplnit úžasem*  
*allude – dělat narážky (na co)*  
*to trigger – zpustit, vyvolat, způsobit*  
*to forge – padělat, falšovat*  
*reluctant – zdráhav, neochotn*  
*vulnerable – náchyln, zraniteln*  
*outburst – v buch (násilí)*  
*disgruntled – nabručen, nespokojen*  
*tantrum – záchvat vzteku, vztek*  
*spreed – řádění*  
*to bully – šikanovat, t rat*

*The Prague Post*, May 1, page A3

**'Fish population rebounds in cleaner river'**

**Before reading:**

What animals lived in the Czech Republic 60 years ago and then vanished? Do you think that the environmental situation in the Czech Republic has improved recently? Do you know about any animal species that have been reintroduced here?

**Questions after reading:**

1. Who is Jan Šmíd?
2. Why did the salmon disappear from Czech rivers? Give examples of what happened.
3. What did Jan Šmíd do at the Kamenice creek? What is the goal of this program?
4. When will the salmon return to Kamenice and why? How long will their journey be?
5. What do the salmon require?
6. What is the Czech river situation like now? Compare it with the situation 50 and 10 years ago.
7. What do the Labe and Vltava rivers look like now?
8. How many species of fish live in the Labe?
9. Where do the salmon eggs come from?
10. How many salmon will be released into north Bohemian streams under the program?

**Vocabulary:**

*sg. salmon, pl. salmon – losos*  
*pristine – krásn, perfektní*  
*to wade – (pře)brodit*  
*shallows – mělčiny*  
*creek – potok, říčka*  
*to ladle – nabrat*  
*wriggling – kroučící se*  
*on the mend – na cestě ke zlepšení*  
*trout – pstruh*  
*to teem – hemžit se*  
*beaver – bobr*  
*to bypass – obejít, vyhnout se*  
*sewage – odpadní vody*  
*stiff – velk, siln*  
*mandatory – povinn, závazn*  
*zander – středoevropsk druh okouna*  
*perch – okoun*  
*pike – štika*  
*eel – úhoř*  
*hatchery – umělá líheň*



*The Prague Post*, May 8, page A4

**'Brothers suspect Einstein loop-hole'**

**Before reading:**

What do you know about Albert Einstein? Find more information about him and his work.

What do you know about his theory of relativity?

**Questions after reading:**

1. Who are the Madač brothers?
2. What were the brothers arguing about?
3. What is Einstein's theory of relativity? What can you learn about it in the article?
4. What did Andrej Madač begin to do 20 years ago? What did Kamil Madač think at that time?
5. Has Kamil's opinion changed? Why?
6. Describe their experiment. How have they proven Einstein wrong?
7. What are the two brothers going to publish?
8. What does Kamil Madač compare their theory to?
9. Why did the Hubble Space Telescope not work?
10. What proof did it give them?
11. What did NASA say about the problem? What did NASA say about the brothers' theory?
12. What do Einstein's theories about gravity say? What is the brothers' theory?
13. How did they test their theory?
14. What do the brothers say about themselves?

Do you think that the Madač brothers are right?

**Vocabulary:**

*loophole – skulina, mezera*  
*to harangue – otravovat*  
*flaw – nedostatek, chyba*  
*irrefutable – nezvratn, nevyvratiteln*  
*to dissuade – zrazovat, odrazovat (koho od čeho)*  
*to diverge – odch lit se*  
*earthbound – pozemní*  
*plausible – možn, přijateln*  
*to warp – ohnout, zkroutit*  
*as-yet-undetected – dosud neodhalen*  
*inflow – příliv (čeho)*

# LESSON PLAN: Animals

**Make a list of animals you know in English. Are there any others you would like to add but do not know their names? Find them in a dictionary and add them to your list.**

Look at your list and divide the animals into groups:

- are they domestic or wild?
- where do they live (which continent, their habitat, etc.)?
- are they endangered or are they infested?
- do people use them for labor?
- do people benefit from them?

**Think about how animals help people. Share your ideas with your class. Did you include aiding the disabled?**

## THE DISABLED AND ANIMALS

In the last issue of *Newspapers in Education* we talked about disabled people and ways how non-disabled people can help. Animals can help too. Do you know how?

### Assistance dogs

The term “assistance dogs” refers either to all dogs which help people with any type of health problem or only to dogs assisting disabled people with mobility problems. This type of training, aimed to mostly help people using wheelchairs, started in the 70’s in the United States. A fully trained assistance dog can learn up to 90 commands and combine these to perform various tasks, such as turning on and off light switches, bringing a specific object – telephone, leash, remote control, mail, newspaper, drink from a fridge or a bottle of medicine – and giving it to the person in the appropriate way, taking off gloves, socks or a jacket, pulling laundry out of a washer and dryer, retrieving objects that have fallen from owner’s hand – keys, a pen, a sheet of paper, a coin, a credit card – anything, opening and closing doors, help during shopping – putting goods into a shopping basket, giving the owner’s wallet to the cashier, pulling a wheelchair, etc.

A main responsibility of an assistance dog is to help in case the person should fall from their wheelchair. In such an emergency, the dog is either able to provide support for the person while they get back into the wheelchair or find help.

### Guide dogs

Guide dogs help guide blind or visually-impaired people. The first guide dog was trained in 1928, but many cases of animals assisting impaired people occurred even earlier.



It is surprising to learn how much a guide dog does, besides the obvious leading. Such a dog can: find an empty seat in a tram or bus and show the blind person where exactly to sit down, find a telephone booth, navigate the person through a busy train station and prevent falling onto the tracks, safely cross a street or crossroad, or find a window in a post office or ticket booth, where the person will be taken care of, etc.

During all this, the dogs do not just follow commands. They use what’s called “intelligent disobedience,” in which case the dog repeatedly refuses to obey if it considers the situation unsafe. The dog is, for example, able to judge the speed of an approaching car and not enter the crossroad or will stop if it sees the edge of platform or a hole in the pavement.

### Signal dogs

Signal dogs primarily help people with hearing impairments. They alert these people to important sounds in their environment such as: a doorbell, an incoming fax or phone call, a crying baby, smoke or other alarm, beeping of machines and kitchen equipment, a person calling their name, etc.

Another type of signal dog is a “chemical detector” for people with extreme sensitivity to chemicals in the air. Such people can be hospitalized if they encounter chemicals they are sensitive to (perfume, fumes from paint, solvents, or even regular home-used cleaning liquids). These people virtually cannot leave their homes unless they have a four-legged friend with an extremely sensitive nose.

### Canine therapy

Canine therapy basically means healing contact between a dog and a person. The presence of dogs greatly improves the institutional environment. This benefit is provided by specially trained dog handlers who take their dogs for “petting visits” to nursing homes, orphanages, sanatoriums, hospices, institutions for the mentally or physically disabled, hospitals and other such places. Some establishments have their own “in-house” therapy dogs. Therapists use dogs in enhancing the healing processes of patients with mental or physical problems, in which case the dogs truly heal.

### Think about:

**Why do some people say that a dog is man’s best friend?**

**Why do some people like animals more than people?**

## PETS

Do you have a pet at home? Tell your class about it. **How do you take care of it? What do you and your family need to do for the animal? What responsibilities do you have in regards to the animal? List all your or family’s duties towards the pet.**

What do you need to consider before getting a pet?

- if you have time?
- if you have space in your home?
- if you have a sense of responsibility for a pet? (some dogs and cats live for 15 years or more)
- if it isn’t just a short infatuation (remember: all cute puppies and kittens will grow up)
- if you have the financial means to ensure a good life to your pet
- if your family wants to have a pet as well

## SHELTERS

Think about the reasons why some people get an animal and after some time get rid of it, by, for example, leaving it somewhere or putting it into an animal shelter.

**Have you ever been to an animal shelter? If yes, tell your class what it looked like and what animals were there.**

**Is there a shelter in your town or nearby? (If you do not know about any, try the following website:**

[www.mze.cz/cz/ukoz/adutul.htm](http://www.mze.cz/cz/ukoz/adutul.htm)

where majority of shelters in the Czech Republic are listed)

**Have you ever donated money or supplies for the animals in the shelter? Have you helped there? Have you considered offering your help? If you start thinking about it, you can call your local rescuers’ organization and they will tell you when and how you can help. Shelters welcome volunteers wanting to help the lonely animals.**

**Do you have a pet from a shelter or do you know about anyone who took a pet from it? Tell the story to your class.**

**If you wanted to get a pet, would you buy a pet with certificate or without, or would you go to a shelter to look for your dog or cat there? Why?**

## ANIMAL TESTING

### How do people use animals?

One very controversial question relates to vivisection. It is a practice of testing on living animals in order to gain knowledge of pathological or physiological processes. Research information on vivisection.

**Do you think that people should strive to stop tests on animals?**

**Can you do anything to limit animal testing?** You can buy products that were not tested on animals. But how will you know? It is either written there, or there is a small picture of a rabbit symbolizing no testing on animals. Nowadays the majority of cosmetic firms do not test products on animals.

However, it is different in medicine. Scientific researchers use animals in biomedical and veterinary research aimed at improving human health. Successful medical treatments, including antibiotics and vaccines, have been developed through animal experimentation.

Many scientists argue that animal experimentation remains a crucial tool for investigation and treatment of serious diseases such as cancer, acquired immunodeficiency syndrome (AIDS), and heart disease.

However, animal rights activists have protested against various forms of animal experimentation, noting that procedures such as vivisection ignore the capacity of animals to feel pain.

There are reasons to oppose vivisection. For example, enormous physiological variations exist among rats, rabbits, dogs, pigs, and human beings. A 1989 study to

determine the carcinogenicity of fluoride illustrated this fact. Approximately 520 rats and 520 mice were given daily doses of the mineral for two years. Not one mouse was adversely affected by the fluoride, but the rats experienced health problems including cancer of the mouth and bone. As test data cannot accurately be extrapolated from a mouse to a rat, it can't be argued that data can accurately be extrapolated from either species to a human.

Vivisection is generally less efficient and reliable than many non-animal methods, which include: 1. Epidemiology (Popu-

lation Studies), 2. Patient Studies, 3. Autopsies and Biopsies, 4. Post-Marketing Surveillance, 5. Other Non-Animal Methods (In vitro cell and tissue cultures).

**Do you think that vivisection is good or bad? Why?** Have a debate in your class about animal testing. Find out how many lives have been saved by the medicines tested on animals. Does this change your opinion at all?

Sources:

[www.pomocnetlapky.cz](http://www.pomocnetlapky.cz)

[www.peta-online.org](http://www.peta-online.org)

[www.worldwildlife.org](http://www.worldwildlife.org)

<http://vivisection-absurd.org.uk>

## Story time: Old Dog and Coyote (tale from Mexico)

**Read the story without using a dictionary. Underline all verbs. Choose verbs you know and explain them to your classmates in English. Choose verbs you do not know and guess what they mean. Then check the vocabulary section and read the story again.**

A long time ago in the Mexican desert, there was an old dog who lived with a chicken farmer. One day the farmer found the old dog fast asleep while the chickens cackled and raised a ruckus at a wolf prowling outside their yard. The farmer chased the wolf away and raged at the dog, "Wake up, you lazy creature! You are a useless watchdog! Go and find your own food today!"

Hungry and humiliated, old dog crept from the farmer's shack into the desert. He poked about the cactus and yucca plants for small rodents and lizards to catch and eat. A howl made him look across the desert, and there he saw Coyote jumping up and down. Curious, the old dog padded over and snarled, "What are you doing?"

Coyote replied, "Do not bother me. I am practicing for my big jump."

The old dog was confused and asked, "Where are you going to jump?"

Coyote bragged, "I am the best jumper in the desert. I am going to jump over a giant cactus."

"You are foolish!" the old dog said. "You cannot jump over a cactus!"

Coyote replied, "Anything is possible with practice. Watch me try."

Before them stood a huge, prickly-thorned cactus. Coyote took a great, run-

ning leap and, soaring to the top of the cactus, landed directly on top of the thorns. The old dog had never heard a howl as loud as the one Coyote made as he tumbled to the ground, stuck all over with prickly thorns.

The old dog felt sorry for Coyote's pitiful condition and said, "I cannot bear to see you in such pain. Let me help."

The old dog spent the next few hours gently pulling out the thorns, both big and small, with his teeth. When he was finished, Coyote rolled over and sighed, "Ahhh! What a fine dog you are!"

The old dog groaned with hunger and said, "No, I am not. I am a useless old watchdog. I cannot guard the chickens. No one is afraid of me. See, even you do not run away. Now the farmer will not feed me anymore."

Coyote's eyes brightened. "I am your wild dog brother. I will return your kindness to me."

Coyote whispered a plan into the old dog's ear.

That night the old dog returned to the farmer's chicken yard. Coyote crept among the chickens and stirred up such a racket of cackling that the farmer woke up to investigate the noise. He arrived to see the old dog growling and chasing Coyote, who ran with his tail between his legs.

"Good dog!" exclaimed the farmer. "So I see you are not useless after all! Tomorrow I will give you a fine bone!"

Coyote ran to the top of a small hill and howled with laughter.

Every few nights from then on, Coyote made great sport of waking the farmer by stirring up the chickens and pretending to

be frightened of the dog. As for the old watch dog, the farmer believed what was useful to him and fed the dog generously until the day he died.

(from 'Wisdom Tales' by Heather Forest)

### Vocabulary:

to cackle – *kdákat*

to raise a ruckus – *spustit bengál, binc, brajgl*

to prowl – *plížít se, krást se (za kořistí), bít na lovu*

to chase – *hnát se, honit, zahnat*

to rage – *zuřit, běsnit*

to creep/crept/crept – *lézti, plazit se, vléci se*

to poke about – *prohrabávat, vrtat, šťourat*

to howl – *vít, kvílet, řvát*

to pad – *šlapat, jít pěšky*

to snarl – *pes: hrozivě vrčet, člověk: bručet, vztekati se*

to brag – *vychloubat se, chvástat se*

to soar – *(vz)létat, vyletět, vznést se*

to tremble – *(s)padnout, svalit se, sletět*

to stick/stuck/stuck – *(na)píchnout, (na)bodnout*

to groan – *sténat, úpět*

to stir up – *vzburcovat*

to growl – *(za)vrčet*

**Grammar:** Look at the underlined verbs and think about their synonyms. Work in groups and try to match as many verbs with synonyms as you can.

(Synonym: a word or phrase with the same or nearly the same meaning)

**Play a game:** In your group choose five verbs and then act them out to the rest of the class. Let your classmates guess what verb, you are performing, is.

**Theatre:** Work in groups. Prepare a theatre script of the story and take ten minutes to practice your theatre performance. Then perform it to your class.

## Do you know?

**What are the most endangered animals in the world? How many of them still live as wildlife? Do research.**

Choose one animal and prepare a short presentation about it at home. Present it to your class at the next lesson. Use pictures, maps, etc. Do not make your presentation longer than ten minutes. Let your classmates ask questions.



Do you agree with the following paragraph from the World Wildlife Fund?

"Large or small, beautiful or ugly, all species play a role in the complex web of life. All of us depend on the natural resources of our planet. Each time a species is lost, the complexity, natural balance, and beauty of our world is diminished. And what threatens plants and animals ultimately threatens people as well."

Do you agree with the following quotation?

"If you want to see an endangered species, get up and look in the mirror." - John Young, former Apollo astronaut

**If there are more opinions on these two quotations in your class, divide into groups and discuss your arguments. Did you manage to come to any conclusions?**

## COMPARE SOUNDS ANIMALS MAKE IN CZECH AND IN ENGLISH

Animal	Czech	English	Animal	Czech	English	Animal	Czech	English
Dog	haf	hoff	Cow	bú	moo	Sheep	béé	bah
Cat	mňau	meow	Goat	mée	mrwaa	Frog	kvák	ribbit

# CAPITALISM

**Before reading this week's civics column on capitalism, take 5 minutes and write down what you think capitalism is and how you think it functions within society.**

You hear people talking about capitalism all the time. Some say it's the ideology that has made the great leap in progress of the last century possible. That it brought humanity out of the dark ages, into the industrial revolution and beyond. Some don't have such a positive **appraisal** of the situation. They blame capitalism for **inequality** and suffering, for poverty and for discrimination. They blame most of the world's ills upon the system. How can one system be so passionately hated and so universally applied?

Easily, it seems. Trade has existed as long as people have had communities and things of value. Capitalism became a dominant system after the industrial revolution, when manufacturing became less expensive and **prolific**. As with most ideologies and political systems capitalism in this scale was new and in many cases misused. Workers were abused and mistreated, subject to horrific working conditions and paid very little. It comes as very little surprise that movements like Marxism **were borne out of** these bad conditions. However, Marx and other critics were not attacking capitalism in its true form, but instead attacking those who misused and misunderstood it.

Capitalism is based upon individualism, which means the **underlying** principles are such that people are free to pursue their goals, believe what they want and live in the fashion that their work has **afforded** them. It makes no guarantees. It is a system that has no safety net and does not preventatively protect people from **exploitation**. However, after a person, peoples or business have been exploited, there is the **reactionary** result of consumer boycotts. This means that if a company has low ethical standards, consumers can object to their practices by not buying their goods. A company without customers, is a company without a future.

Competition is also very important in the capitalist ideology. It is because of this desire to create something better that huge developments in technology have occurred in the last century. Inventors and companies have invested great amounts of time and money to create products that will improve quality of life for people and save them time. People have and continue to spend money they've earned on products that can make their life happier,

healthier and longer.

While Marx believed that capitalism was a force of **oppression**, capitalists see the system as the only way to truly be free. You are free to be as great as your mind and body will allow. On the other hand you are free to be a fool and a failure. Which you become depends entirely upon your will to achieve.

The driving force behind capitalism is trade. Trading things of value for other things of value. One person has created something useful and if other people want that same useful thing, they must trade something of value for the efforts and achievements of the inventor. The same goes for services. Capitalists see all things as trades. Trading one thing of value for another. A conversation, trading thoughts and ideas or an evening at the theater, trading appreciation for effort. Try looking at the world as a series of trades, not the ones done on the stock market or in a store, and you'll see how often they occur.

It is not an ideology that **encourages** pity, but instead investments. In a capitalist society charities still exist, but people do not give because of selflessness, instead from, coming to a rational conclusion that investing in a given charity will benefit them somehow. Either by serving a personal interest, like giving money to medical research knowing that one day they too could be sick, or giving money to a group that works with the disabled, realizing that great minds and acts do not always come in conventional bodies, for example Steven Hawking, a great physicist who suffers from cerebral palsy.

The biggest criticisms against capitalism are as follows. Critics of the ideology cannot **fathom** a society where people are educated to a degree where they no longer need a state to govern them. In chaotic times like these it can be difficult to imagine a time where every person knows how to make the right choices for themselves, choices that will not harm other people. Also, critics believe that capitalism is only good for the wealthy at the expense of the poor. Unfortunately, this has often been true. Mostly because of people who not only exploit the people who work for them, but also exploit the capitalist ideology by not realizing that every company is only as good as its employees. If you treat your staff well, they in turn will work well and live well.

Those who **advocate** capitalism and competition point to countless examples of improved lives. Before the industrial rev-

olution, most people lived in **squalid** conditions, with dim outlooks for the future. Since the onset of the capitalist era, more people have better lives than they would have under alternative political systems. Capitalism doesn't care about family lineage, or divine right. They only factors relevant to success in the capitalist realm are rational thought and effort.

### GLOSSARY:

*appraisal* - posouzení, zhodnocení  
*inequality* - nerovnoprávnost  
*prolific* - v konn  
*to be borne out of* - pocházet  
*underlying* - zásadní  
*to afford* - dovolit, dopřát  
*exploitation* - vykořisťování, zneužívání  
*reactionary* - reakcionářsk  
*oppression* - útlak, utiskování  
*to encourage* - povzbudit, vyvolat  
*pity* - lítost, soucit  
*fathom* - pochopit, dostat se na kloub (čemu)  
*to advocate* - zastávat se, hájit  
*squalid* - nečist , špinav

### ACTIVITIES:

**Now that you've read the article, examine your notes on capitalism. Have your feelings changed at all or have they stayed the same?**

What do you think about Capitalism? Do you think that it could ever work? What do you think selflessness is? Do you think that people can actually do things out of selflessness or do you think they get something in return for their deeds? If so, are their deeds still truly selfless?

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