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Odborný text 3x jinak – inovativně, intuitivně, interaktivně

Professional text – in an innovative way, intuitively, interactively

Předmluva   / Preface

PŘEDMLUVA

Tato teoreticko-praktická publikace je koncipována nejen jako teoretický průvodce odbornou literaturou, ale především jako praktický návod pro práci s odborným textem v cizím jazyce. Tematicky je orientována na oblasti odborné problematiky standardních i alternativních forem vzdělávání, osobnostního profilu pedagoga, školní i rodinné výchovy, emocionálního i sociálního vývoje dítěte, fenoménu stresu a syndromu vyhoření i stále diskutované školní motivace a inkluse. Tímto pedagogicko-psychologickým zaměřením vychází ze vzdělávacích potřeb studentů učitelství předškolního a základního vzdělávání, kterým je i primárně určena, ale svou instruktážní koncepcí je možno ji využít pro obecnější účely a širší publikum. Cílem je naučit studující analyzovat, syntetizovat a v neposlední řadě prezentovat odborný text a pomocí aktivizačních metod rozvíjet jejich jazykové schopnosti a dovednosti vedoucí k osvojení si odborné terminologie i větných konstrukcí pro vlastní tvorbu prezentace studovaného oboru.

Jedná se o audio-vizuální materiál v cizím jazyce, v tomto případě německém. Zahrnuje učebnici v tištěné podobě, interaktivní on-line kurz a má i formu „živého" jazykového kurzu pro kombinovaná studia. Skládá se z deseti lekcí s audionahrávkami na CD, internetovými odkazy, video tipy, praktickými radami a klíčem. Každá lekce obsahuje motivující informaci, co se studenti naučí a co si uchovají v paměti, kreativní úvodní cvičení, teoretický výklad typických znaků, náležitostí a jazykových jevů odborného textu, tematický odborný text a jeho rozbor, praktický nácvik dané gramatiky, lexiky a syntaxe a poslechová cvičení. Jazyková úroveň odpovídá pokročilému stupni znalostí B1-B2 dle Společného evropského referenčního rámce pro jazyky.

V názvu materiálu Odborný text 3x jinak se nacházejí tři internacionalismy:

1) Inovativně – tento výraz poukazuje na moderní technologii a pojetí tohoto materiálu, ať již zpracováním on-line v aplikaci Moodle či audio-vizuální podporou jednotlivých lekcí
2) Intuitivně – tento výraz se vztahuje na užité metody intuitivního a deduktivního osvojování si odborného cizího jazyka jako je práce s internacionalismy, synonymy a antonymy, nácvik a aplikace odvozovacích principů v cizím jazyce i zapojení prostého logického myšlení
3) Interaktivně – tento výraz se týká formy činností a aktivit formulovaných v dílčích lekcích v podobě skupinové práce, virtuální diskuse či power-pointové prezentace

Tato učebnice je vytvořena jako výukový materiál se systematickými kroky, jak pochopit a pokořit odborný text a jeho úskalí, a klade si za cíl poskytnout co možná nejvíce praktických podkladů a rad. Aktivní čtenář dokáže rozebrat a shrnout odborný text, najít a použít odborné výrazy i internacionalismy, ovládá vybranou gramatiku i větnou skladbu a dovede vytvořit prezentaci a diskutovat na odborné tema.

Poznámka: Všechny obrázky stažené z www.pixabay.com a použité v následujícím materiálu podléhají licenci Creative Commons CCO.

Objectives of the chapter

Study at tertiary level comprises not only lectures and seminars but it also includes relevant time spent by studying literature connected to a student´s field of study. Books, textbooks and/or articles of importance are translated; however, it is sometimes necessary and convenient to be able to research foreign language literature too. In the introductory chapter we will learn the basic features of formal style, characteristics of academic writing, and basic phrases.

Online dictionaries you may find useful:

Cambridge dictionary: https://dictionary.cambridge.org/
MacMillan dictionary: https://www.macmillandictionary.com/
English Oxford living dictionary: https://en.oxforddictionaries.com/
Collins dictionary: https://en.oxforddictionaries.com/
Merriam-Webster Learner´s dictionary: https://www.merriam-webster.com/
Lingea: https://slovniky.lingea.cz/anglicko-cesky

Key words for the following chapter. **Look them up in a dictionary.**

Noun	Verb	Adjective
article	avoid	academic
expertise	emphasize	complex
requirement	present	direct
researcher	investigate	impersonal
science		informal
source		professional
		specific
		technical

1. What are the names of some scientific magazines or online sources dealing with your field of study? How can reading academic papers help you in your studies?

2. Have you already read an academic paper yourself? What was the topic and the structure of the text?

3. What type of academic texts have you written yourself (an essay, resume ...)? Describe your experience.

www.pixbay.com

Reading

Academic writing is used by researchers to define the intellectual boundaries of their disciplines and their specific areas of expertise. Characteristics include a formal tone, use of the third-person rather than a first-person perspective, a focus on the research problem that is being investigated, and precise word choice. It is designed to communicate agreed meaning about complex ideas or concepts for a group of scholarly experts.

A broad definition of **academic writing** is any type of writing done to fulfil a requirement of a college or university. Academic writing is also used for publications that are read by teachers and researchers or presented at conferences.

Read more at http://grammar.yourdictionary.com/word-definitions/definition-of-academic-writing.html#E8zqhto6DlXLEOtb.99

Academic writing is generally quite formal, objective (impersonal), and technical. It avoids conversational language, such as contractions or informal vocabulary. It is impersonal and objective by avoiding direct reference to people or feelings. Instead it emphasizes objects, facts, and ideas. It is technical by using vocabulary specific to the discipline. Different disciplines also have different styles and structures of writing.

Academic writing according to the reading section has certain specifics. **Select statements that are true.**

1. Academic writing is used by researchers and experts.
2. It is quite personal and refers to feelings about the subject.
3. It is formal and objective.
4. Academic writing is used for publications.
5. It is not usually used for conference presentations.
6. It puts emphasis on facts and objects.
7. Technical vocabulary is typical for a specific discipline.
8. Conversational language is used in academic writing.

Vocabulary
It is sometimes very difficult to make one´s way through the labyrinth of English collocations.
Study the dictionary entries to help you find your way.
Retrieved from: https://www.macmillandictionary.com

scientific /ˌsajənˈtɪfɪk/ adjective
1 : of or relating to science *scientific techniques/knowledge/research, the scientific community*
2 [more scientific; most scientific] : done in an organized way that agrees with the methods and principles of science, *scientific thinking/reasoning, a scientific approach*

technical /ˈtɛknɪkəl/ adjective
1 a : relating to the practical use of machines or science in industry, medicine, etc.
technical training/knowledge/skills
b : teaching practical skills rather than ideas about literature, art, etc.
a technical school/college

2 [more technical; most technical]
a : having special knowledge especially of how machines work or of how a particular kind of work is done. *Technical experts analyzed the data.*
b : relating to the special skills or techniques needed to do a particular job or activity
a pianist/painter with good technical skills
3 [more technical; most technical] : involving special knowledge, language, etc., that is used or understood by experts but usually not by others *technical writing, the more technical details/aspects of their research*

professional /prəˈfeʃᵊnᵊl/ adjective
1: related to work that needs a high level of education or special training: *professional advice/judgments/opinions. You should seek professional advice before doing this.*

a professional background/career/life She has spent most of her professional life working in the public sector.

professional experience/qualifications/training The importance of

professional qualifications varies enormously between different industries.

a professional association/body/organization

Collocations

There are many collocations including *scientific* but it is not the only possible way of translating the Czech word „vědecký / odborný" into English. Study the following variations depending on the context in which they are used and **translate them.** (Retrieved from http://en.oxfoddictionaries.com)

- **science** fiction (sci-fi)

- **scientific**: scientific research, scientific basis, scientific paper, scientific-research article, scientific experiments, scientific method

- **academic** council, academic writing

- **expertise**: expert knowledge, expert agreement, an expert

- **professional:** professional support, professional experience, popular professional text

- **vocational** school

- **technical:** technical term, technical college

For the purpose of our text we are going to use the word professional text further on as we are going to deal with text aimed at one specified area - teacher training for primary and pre-primary education.

1.1 Listening

All academic papers are organized in the same general format so a reader knows what to expect. They are divided into distinct sections and each section contains a specific type of information. Typically, scientific papers are comprised of the following parts: **Title, Abstract, Introduction, Methods, Results, Discussion, Acknowledgments, Literature Cited.** Retrieved from: http://biology.kenyon.edu/Bio_InfoLit/index.html

Listen to the summary of individual parts and match them with the correct headings.

1. ……………………………………- this part of the paper determines exactly how the authors performed the experiment. Study this section if you have a specific question about the experimental design.

2. …………………………………… - this passage provides a complete, accurate summary of the paper. They may be the most widely read parts of scientific papers.

3. …………………………………… - authors often describe what their work suggests and how it relates to other studies. It is the part where possible objections to their work and suggestions for further research may be found.

4. …………………………………… - tell you what people or institutions contributed to the work and how it was funded.

5. ………………………………………….. - tells you if the paper is relevant to your project. Well-written ones include a reasonable description of the study. Included in these are species studied, kinds of experiments and a hint of the results.

6. …………………………………………. - includes background information and a statement of the author's hypothesis in the introduction. It usually describes the theoretical background, indicates why the work is important, states a specific research question, and poses a specific hypothesis to be tested.

7. …………………………………………. - this section is the heart of a scientific paper where much of the important information may be in the form of tables or graphs. When reading this section, do not readily accept an author's statements about the results. Rather, carefully analyze the raw data in tables and figures to draw your own conclusions.

8. ………………………………………… - this part provides the sources cited throughout the article. Does the author cite only his or her previous studies? Do both classic and modern sources influence this work? This section is also helpful for generating a list of background reading on the topic under study.

Word formation. Complete the chart below with the different forms of each word.

NOUN	VERB	ADJECTIVE	ADVERB
science	X		scientifically
	analyse/analyze	analytic/analytical	analytically
	find	x	x
publisher		publishable	x
contribution	contribute		x
	approach	approachable	x
achievement		achievable	x
availability	be available		x
	be transparent	transparent	transparently
research/ researcher	research		x

1.2 Listening. Complete given sentences with one of the words from the chart. Then listen and check.

1. Soon the Commission is going to ………………… the biannual report on the implementation of social rules. (to publish)
2. Set reasonable targets, make sure that they are ………………………… (to achieve)
3. I have seen a vacancy for a market …………………………. In the papers today. Do you think I should try to apply for the vacancy? (to research)
4. A public organization should operate ……………………… , not hiding its funds and costs. (to be transparent)
5. The decision was made based on the best ……………………… information provided by recent ………………………. and expertise. (to be available, to find)

Self- assessment. What can you do?	☺	☻	☹
I understand what academic/professional writing is.			
I can name parts of a scientific text.			
I can identify different word classes in English.			

References:

CARPI, Anthony, Anne E. EGGER a Natalie H. KULDELL. Understanding Scientific Journals and Articles. In: *Visionlearning: Your insight into science* [online]. unknown: unknown, 2010 [cit. 2018-01-18].

Dostupné z: https://www.visionlearning.com/en/library/Process-of-Science/49/Understanding-Scientific-Journals-and-Articles/158

How scientists read.*Reading primary literature in Biology* [online]. Five Colleges of Ohio, 2003 [cit. 2018-01-19].

Objectives of the chapter

We already know what a professional text is and what parts it usually consists of. We will learn how and where to search for such a text.

Key words for the following chapter. **Look them up in a dictionary.**

Noun	Verb	Adjective
browser	access	accessible
chart	look up	available
search engine	search (for)	electronic
subscription	select	essential
thesis	subscribe	online
	surf (the web)/ browse	recommended

Before we get to the "serious" work let's have some fun. What are the Czech equivalents to these proverbs? Which ones would you agree with?

FAILURE TEACHES SUCCESS.

IF YOU DON´T MAKE MISTAKES, YOU DON´T MAKE ANYTHING.

EASIER SAID THAN DONE.

WHILE THERE IS LIFE, THERE IS HOPE.

ROME WAS NOT BUILT IN A DAY.

Reading

How can you find academic / professional papers?

There are several well-known web databases where academic writing / professional papers can be searched for. If you do not know where to look for them go to the web page of the University Research Library of the University of Jan Evangelista Purkyně (UJEP) http://knihovna.ujep.cz/index.php and click on "Electronic Information Resources". There you will find a list of recommended academic journals and publications according to individual faculties or a list of them in alphabetical order. Students and educators of UJEP may subscribe and get free access to information essential for study, research, and teaching. The databases include:

- ✓ research papers and articles,
- ✓ statistical data (statistics),
- ✓ charts,
- ✓ graphs,
- ✓ newspaper articles
- ✓ e-books
- ✓ theses

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However, because the world of electronic resources is endless you may find a lot of other useful and interesting websites elsewhere. For example, popular professional texts can be found in online journals and on many scientific webpages focused on specific topics or on the webpages of official institutions, e.g.,

http://www.onlinenewspapers.com/magazines/

https://www.healthychildren.org/English/Pages/default.aspx.

Vocabulary. Now you know where to look. Let´s see how it is actually done.

At first you have to decide which **browser** to use.
Then you type in **a search query** (search term) and several results appear listed based on their "popularity" together with several **paid search ads**. **A web address** can also be entered into the **(browser) address bar**. Click on **the link** which matches your requirements and it redirects you to **a web page**. Web pages you find useful can be **bookmarked**, i.e., saved as **favourites**.

Retrieved from: https://www.lifewire.com/web-search-tricks-to-know-4046148

Look at the pictures below and describe step-by-step how to search the web for information.
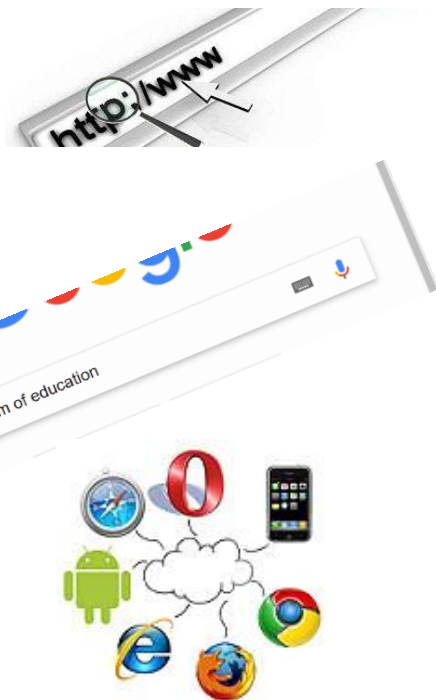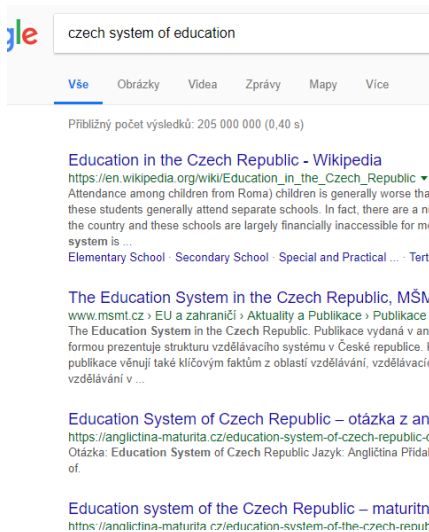
Preschool Education in the Czech Republic

Preschool education is institutionally provided by nursery schools or is implemented in the preparatory forms of elementary schools. Nursery school is legislatively embodied within the educational system as a type of school.

Preschool education is organised for children who are normally between the ages of three and six years old. Children in the last year before beginning compulsory school attendance are given preference in the acceptance process. Preparatory forms of elementary school are established for socially disadvantaged children from five years of age.

Nursery school is organisationally divided into classes. It is possible to place children of the same or different ages in a class and create classes that are homogenous or heterogeneous in terms of age. In the same way, it is possible to place children with special educational needs into a class of a common nursery school and create an integrated class.

The operation of a nursery school can be interrupted in July and August as decided by the director of the school after discussions with the founding entity. The information is posted in an <u>accessible</u> place at the school at least two months in advance. The largest founding entity of nursery schools is the municipality; a small number of nursery schools have been established by private entities and churches. Nursery schools are established with full-day operation, half-day operation and boarding operation (full-day and night care).

Preschool education can be provided for a fee with the exception of the final year of nursery school founded by the state, region, municipality or confederation of municipalities and of preparatory classes of elementary schools, where it is provided free of charge. The amount of the fee is set by the director of the school, who also decides on its reduction or remission.

In nursery schools, children are taught by teachers of nursery schools, who mainly have completed secondary education with a school-leaving examination specialised in preschool pedagogy (graduates of secondary pedagogical schools). These teachers can also gain

education at higher vocational schools or higher education institutions in a bachelor's or master's study programme. The education must always be specialised in preschool pedagogy.

The task of institutional preschool education is to complement family upbringing and in close connection with it assist in providing the child with an environment having sufficient stimuli for active development and learning. Preschool education should meaningfully enrich the daily programme of a child during the preschool years and provide the child with professional care.

Speaking

Based on the information you have read and your personal experience, act out the following role-plays.

1. Your child has reached the age to attend a nursery school and you need to decide which nursery school he or she should attend. Prepare 5 relevant questions for the nursery school head teacher.

2. There are two very similar nursery schools in your area. The only difference is that there are homogenous and heterogeneous classes in terms of age. Discuss it with your classmate and write a list of pros and cons for both class arrangements.

Self- assessment. What can you do?

	☺	☺	☹
I know where to look for a professional text.			
I can describe the process of looking for professional papers on the web.			
I can give brief information about preschool education in the Czech Republic.			

References:

http://grammar.yourdictionary.com/word-definitions/definition-of-academic-writing.html#E8zqhto6DlXLEOtb.99

https://www.lifewire.com/web-search-tricks-to-know-4046148

Objectives of the chapter

What is the aim of this unit? Not to get lost in the labyrinth of special terms and to find a way to learn key vocabulary connected to one´s field of study. Besides the already mentioned online dictionaries, printed pedagogical dictionaries may be useful helpers. These are, e.g.

Mareš, J., Gavora, P. *Anglicko-český pedagogický slovník*. Praha, Portál 1999.
Průcha, J. *Česko-anglický pedagogický slovník.* Praha, ARSCI 2005.

Key words for the following chapter. **Look them up in a dictionary.**

Noun	Verb	Adjective
guided play	engage	mainstream
object	involve	rough
peer	observe	supervising
playful learning	pretend	teacher centred
supervisor	resemble	voluntary

accept x except	desert x dessert
ensure x insure	practice x practise
advice x advise	affect x effect
all together x altogether	drought x draught x draft

3.1 Read the following sentences and fill in the proper words (in the correct form) from above. Then listen and check.

1. I am in trouble and I really need your ....
2. What are the main issues and trends that .... the new generation?
3. The first .... of the thesis needed rewriting.
4. After some time, she .... his proposal.
5. How much is it? – That´s €10 ....
6. The Namib ...., in the south-west part of Africa, is a place where temperatures reach 60˚C and there is little or no rainfall.
7. We must .... (that) the basic rules will be followed.
8. If you do not .... the piano every day, you will be *out of* ....

Reading Translation of academic writing can give us hard times especially if we cannot use a literal translation (doslovný překlad). Here is a riddle for you! What is the proper translation of "playful learning"? Read and listen to the following text and think about the translation.

Free play includes object play, pretend and sociodramatic play, and rough-and-tumble play, in all of which children engage without close adult oversight or control. Free play is fun, flexible, active and voluntary. It often includes elements of make-believe and also often involves peers. Guided play occurs when an adult directs a child towards specific knowledge in a playful, fun, and relaxed way and often involves specific toys with which a child can interact to gain knowledge. A supervising adult observes the child closely and asks questions to help the child learn but, as with free play, respects the child´s own interests and pacing. In contrast, didactic instruction is teacher-centred and teacher-paced and more likely to involve listening to words rather than working with objects.

Playful learning spans both free play and guided play. Playful learning is child-centred, constructivist, affectively positive, and hands-on. It can involve fantasy but does not necessarily do so. At the guided-play end of the playful-learning plan, teachers might enhance children´s exploration and learning by commenting on their discoveries, asking open-ended questions

about what children are finding or exploring the materials in ways that children might not have thought to do.

Although some researches cite Montessori education as a prime example of playful learning, others have noted that founder Maria Montessori thought play "developmentally <u>irrelevant</u>". This article, focusing particularly on Montessori´s views about pretend play, discusses how Montessori education resembles and does not resemble playful learning ...

Lillard, A. S. (2003). Playful Learning and Montessori Educations. American Journal of Play, 5(2), 157-186.

Now read the text again and match the given definitions with an <u>underlined</u> word or expression from the text.
1) Not important to what you are discussing or saying:
2) A game with rules or organization:
3) Opposite to compulsory:
4) To pretend that something is real:
5) Doing something rather than watching it or reading about it:
6) To achieve all the facts about something:

Literal translations do not explain the meaning of collocations and you have to look further to understand fully. Follow this link for **rough-and-tumble play**:
https://study.com/academy/lesson/rough-tumble-play-definition-examples.html

Speaking

Alternative or traditional schools have supporters and opponents. What is your opinion? Please share them with your classmates.

Questions	Notes
Can traditional schools learn from instructional and support methods in alternative schools? (strong social and emotional supports, inspiring school climate ...)	
Is it possible to tell the difference between students at alternative vs traditional schools?	
Are there any barriers to success in traditional schools?	

IR – začíná-li kořen slova písmenem **R**, připojíme předponu IR-
(ir)regular - nepravidelný, (ir)relevant - nesouvisející, (ir)responsible - nezodpovědný
IL – začíná-li kořen slova písmenem **L**, připojíme předponu IL-
(il)legal - protiprávní, (il)logical - nelogický, (il)literate – analfabet
IM – začíná-li kořen slova písmenem **M** nebo **P**, připojíme předponu IM-
(im)moral – nemorální, (im)mobile – nepohyblivý, (im)mature – nedospělý
(im)patient – netrpělivý, (im)personal – neosobní, (im)perfect – nedokonalý

Jako vždy jsou tu opět výjimky např. unlucky – mající smůlu, unreliable – nespolehlivý. Konzultace se slovníkem je tedy nezbytná i proto, že užití dalších předpon pravidla nemá.

UN- (un)friendly, (un)happy, (un) professional, (un)wrap, (un)dress
IN- (in)correct, (in)dependent, (in)formal
DIS- (dis)honest, (dis)loyal, (dis)satisfied, (dis)like, (dis)agree

Je tu však i něco, co nám ulehčí porozumění. □ Mnoho předpon obsahuje informaci týkající se významu předpony a je možné tak odvodit význam slov: **RE- (udělat něco znovu)** např. (re)do, (re)take, (re)name; **OVER- (příliš mnoho)** např. (over)crowded, (over)cook; **UNDER- (pod nebo příliš málo)** např. (under)pay; **SUB-(pod)** např. (sub)way, (sub)ordinate; **MIS- (udělat něco špatně)** např. (mis)behave, (mis)understand; **PRE- (před)** např. (pre)school; **INTER- (mezi)** např. (inter)national; **ANTI- (proti)** např. (anti)virus; **EX- (dřívější)** např. (ex)husband; **A-(místo nebo probíhající děj)** např. (a)broad, (a)side aj.

Napadá vás, že jste se již setkali i s kořeny slov, které se pojí s více předponami? Ano, máte pravdu! Vznikají tak slova jiného významu, např. ensure – zajistit, insure - pojistit a unsure - nejistý; nebo unable – neschopný, disable – hendikepovat, enable – umožnit a inability – neschopnost.

Now try it out.

3.2 Complete the questions with suitable prefixes (un-, im-, il-,ir-, dis-, in-, re-, over, mis-). Then listen and check.

1) What´s the best way to help ....employed people?
2) What do you think (that) ....responsible behaviour is?
3) What things are ....possible for you to do?
4) What food do you really ....like?
5) Would you like to become ....visible for one day? What would you do then?

6) Have you ever had to ....take your exam?
7) What things ....appear very quickly?
8) Give a few examples of ....honest behaviour at work.
9) Do you know anyone who is computer ....literate?
10) Have you ever ....slept on an important day?
11) Why and how do people ....use the 112 emergency number?

Now answer the questions.

For further explanation or exercises you can go to:
https://www.education.com/exercises/prefixes/
For a video lesson on prefixes with a follow up quiz go to:
https://www.engvid.com/english-grammar-negative-prefixes/

Writing

Write about your opinion or experience regarding pro-inclusive education (250 words).

Self- assessment. What can you do?

	☺	😐	☹
I know some of the confusing English words.			
I can express my opinion on alternative education.			
I know how to use some prefixes in English.			

References:

Lillard, A. S. (2003). Playful Learning and Montessori Educations. American Journal of Play, 5(2), 157-186.

Dušková, L. a kol. (1994). Mluvnice současné angličtiny na pozadí češtiny. Academia Praha.

https://www.englishhints.com/list-of-prefixes.html

Objectives of the chapter

Tenses! Parts of English grammar that are the least popular with students. Do you know that you do not really need to know all of them to be understood? We will look at the most basic tenses in this unit.

Key words for the following chapter. **Look them up in a dictionary.**

Noun	Verb	Adjective
assessment	assess	attentive
evaluation	evaluate	disruptive
expectation	handle (problems)	focused
discipline	misbehave	orderly
instruction	participate	
(classroom) management	pay attention	
skill	provide	
task	run (a lesson)	

Great teachers are very often role models. They are people who inspire and encourage us. We admire them and wish to be like them. **Read the following quotes and decide which one you could identify with?**

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

The best teachers teach from the heart not from the notebook.

Teachers plant seeds of knowledge that will last forever.

A teacher is like a candle; it consumes itself to light the way for others.

Tell me and I forget, teach me and I may remember, involve me and I learn it.

Reading. What qualities does the girl appreciate about her teacher in the following blog entry?

I met my 9th grade English teacher on Facebook after five or six years. She played an important role in my life and when I found her profile on Facebook, I was delighted. She was the reason I began writing and she was the reason I actually enjoyed it. She was funny, carefree, smart, and magical. She was the best teacher I´ve ever had and I owe her a lot.

For further short talks on inspiring teachers go to links below. If you have troubles understanding or you wish to understand better – switch on English subtitles (down right corner).

My teacher, my hero
https://www.youtube.com/playlist?list=PLl_lDoyv4d6TQd1BSEpPQAi2dcA3JARax

What Happened When Teachers Found Out How Students Felt About Them
https://www.youtube.com/watch?v=gANeGBBoSBs

Now close your eyes and think about teachers you have met throughout your education. What can you say about them? Feel free to search for the words in a dictionary.

Positives	Negatives

4.1 Reading and Listening
One of a teacher's necessary skills is to be able to ensure the trouble-free running of lessons. Listen to a native speaker giving tips on effective class management. Retrieved from: https://www.edutopia.org/blog/5-priorities-classroom-management-ben-johnson

Effective classroom management encompasses a smooth running of your lessons, establishing rules, motivating students to participate, maintaining discipline, and creating a safe learning environment in which students can succeed. It also refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, and academically productive during a class. This minimizes disruptive behaviour. Let´s look at several helpful classroom management techniques:

Effective Teaching and Efficient Use of Time
A disorganized classroom without routines and expectations makes it difficult for the teacher to do the job. Students don´t know what to do so they might get off task or cause disruptions. When teachers have to constantly redirect students or handle behavioural problems, they lose time for teaching.

Consistency
The students know what to expect every day when it comes to the routine activities. Thus a possible substitute teacher would be OK.

Fewer Behaviour Problems
Effective classroom management gives the students little time to misbehave. Because the expectations are clearly explained, the students know what they need to do. Clear rules should be an essential part of a classroom management plan.
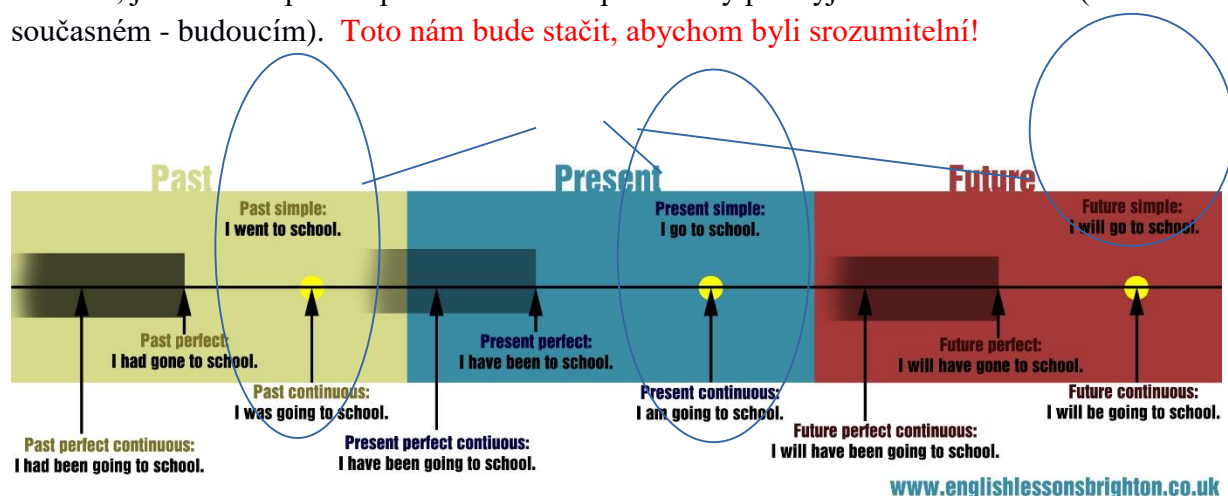
List the following tips for effective classroom management according to their importance. Start with the most important.

………………set and follow clear rules

………………believe in students´ potential

………………teach students in a broad context

………………be firm and consistent

………………be an expert in your subject/field

………………keep the class interested

………………be fair

………………use humour

………………do not threaten

………………lead by example

………………give individual students opportunities to succeed

Listen to the following recording of **"What makes a great teacher?"** (on **https://kidshealth.org/en/parents/great-teacher.html**) based on an online survey done with nearly 10,000 students. What are the top three qualities according to the research? Is it about being funny, interested in students´ lives, or how smart the teacher is?

Grammar

"Čas jako slovesná kategorie … vyjadřuje časové zařazení děje z hlediska mluvčího nebo časové vztahy mezi různými ději vůči sobě navzájem." (Dušková, 1995) Dále jsou všechny anglické časy zastoupeny tvary prostými a průběhovými. Pokud chceme, aby nám bylo dobře rozumět, je důležité správně používat vhodné prostředky pro vyjadřování se v čase (minulém - současném - budoucím). Toto nám bude stačit, abychom byli srozumitelní!

Past

Past simple:
I went to school.

Past perfect
I had gone to school.

Past continuous:
I was going to school.

Past perfect continuous:
I had been going to school.

Present

Present simple:
I go to school.

Present perfect:
I have been to school.

Present perfect contiuous:
I have been going to school.

Present continuous:
I am going to school.

Future

Future simple:
I will go to school.

Future perfect:
I will have gone to school.

Future perfect continuous:
I will have been going to school.

Future continuous:
I will be going to school.

www.englishlessonsbrighton.co.uk

Time – čas (měřitelná veličina), Tense – čas slovesný

Než postoupíme dál, je dobré objasnit si tři kategorie sloves v angličtině:

Významová/plná slovesa – nesou význam např. go, make, work, play, která se dále rozdělují na pravidelná, tvořící minulý čas a příčestí trpné přidáním koncovky „– ed“, a nepravidelná, jejichž tvary v minulém čase a příčestí trpném nemůžeme odvodit od tvaru základního.

I **go** to school by car but yesterday I went by train.
I worked for a small private kindergarten but now I **work** in a big primary school in a suburb.

Pomocná slovesa BE – DO – HAVE – pozbývají lexikální význam, tvoří zápor prostým připojením záporné částice, pomáhají určit gramatické jevy. Bez nich bychom nepoznali, o jaký čas se jedná, tvoří zápor a odlišují také 3. osobu čísla jednotného. V příloze naleznete přehlednou tabulku obsahující základní pravidla. Není to složité, ale chce to čas a mnoho cvičení, aby se používání zmíněných pravidel zautomatizovalo. Pro ilustraci si uveďme pár příkladů:

He doesn´t pay attention. - **přítomný čas prostý, zápor, 3.os.č.j.**
Did she run her lessons well? - minulý čas prostý, otázka
We aren´t going anywhere. - **přítomný čas průběhový (spolu s příčestím), zápor**
What was she doing yesterday evening? - minulý čas průběhový (spolu s příčestím), otázka
He hasn´t done it yet. - **předpřítomný čas prostý, zápor, 3.os.č.j.**
I have seen all Star Wars episodes. - předpřítomný čas prostý (spolu s příčestím)

Způsobová nebo také modální slovesa (např. can – must – may) – jako pomocná slovesa tvoří zápor připojením záporné částice, otázku tvoří inverzí a vyjadřují modalitu významového slovesa. (Dušková, 1995) Vyjadřují mimo jiné povinnost, schopnost, možnost atd.

I can go out tonight. I must go out tonight. I may go out tonight.

Translate the following sentences.
1. Učím na prvním stupni základní školy. Neučí (ona) na druhém stupni základní školy. Kde učíš?
2. Náš učitel na střední škole nás naučil, jak řešit problémy. Neučil nás jen fakta. Co jste se naučili od svého učitele na střední škole vy?
3. Setkali jste se v životě s někým inspirativním? Vždycky jsem chtěl/a jet do …………….., ale ještě jsem tam nebyl/a.
4. Kdy budeš absolvovat? Možná to zvládneme. Nemyslím si, že to stihnu tento rok.
5. Na co myslíš? Vůbec na nic nemyslím. Tento semestr studuji angličtinu.
6. Co jste dělali včera večer? Včera večer jsem se připravoval na zkoušku. My jsme sledovali zajímavý film s anglickými titulky.

Self- assessment. What can you do?	☺	😐	☹
I can explain myself in past, present, and future.			
I can name some class management tips.			
I know the function of auxiliary verbs.			

References:

Dušková, L. a kol. (1994). Mluvnice současné angličtiny na pozadí češtiny. Academia Praha.

https://www.edutopia.org/blog/5-priorities-classroom-management-ben-johnson

https://www.quora.com/How-does-it-feel-to-meet-old-school-teachers-after-a-long-time

http://www.englishlessonsbrighton.co.uk/all-english-tenses-timeline-infographic/
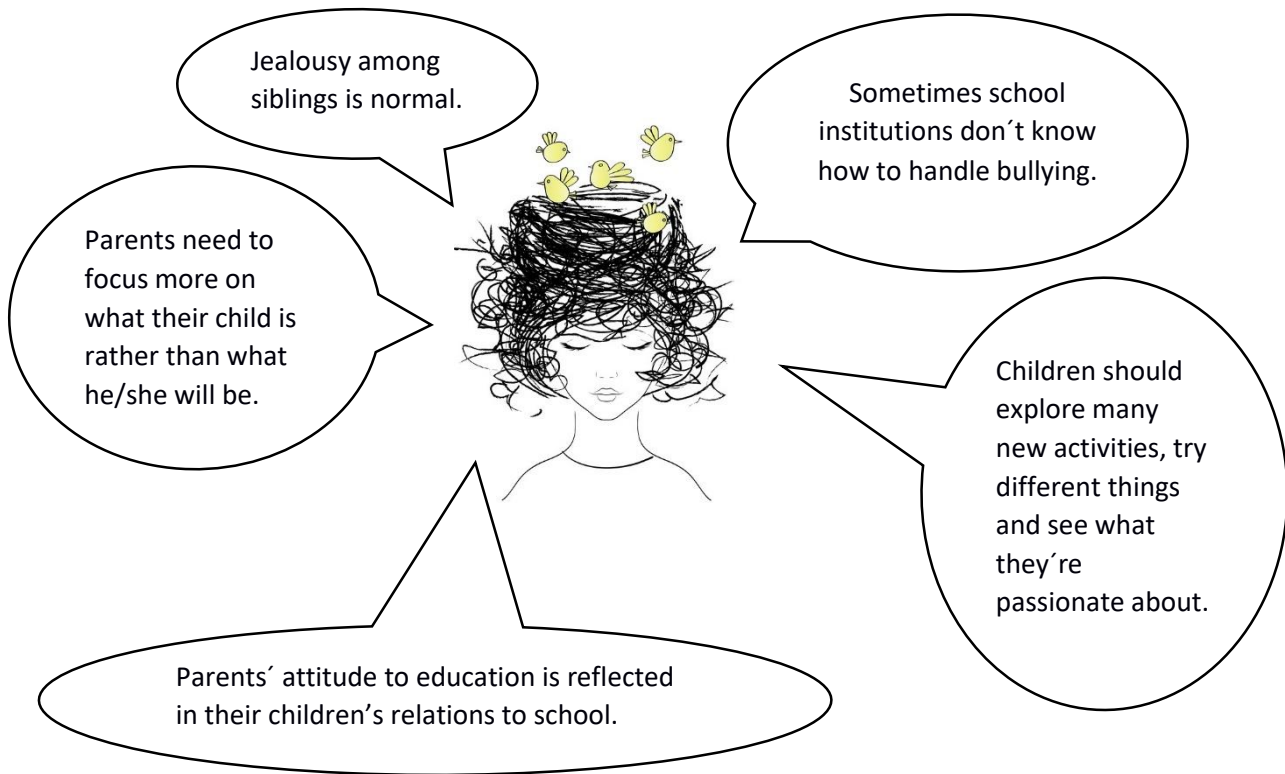
Objectives of the chapter

One of the features of a professional text, as stated in Unit 1, is the formal character of the text. Thus passive voice is often used instead of the more personal active voice. That means that instead of a sentence like "*We consider* Václav Havel to be one of the most significant presidents in the history of the Czech Republic." we may find a sentence like "Václav Havel is considered to be one of the most significant presidents in the history of the Czech Republic." We will deduce the rules of forming and using the passive voice in relation to the topic of Education. We will learn what phrases to use to list examples.

Key words for the following chapter. **Look them up in a dictionary :)**

Noun	Verb	Adjective
anxiety	attend (classes)	competitive
boredom	bring up	excited
(do) chores	distract	extracurricular (activities)
(show) excitement	occupy	irritable
(school) grades	stimulate	
	take risks	

What´s your opinion?!
The broad term education is sometimes unfortunately narrowed only to the massive educational system. While the purpose of education could/should be preparing for the school of life, handling relationships, and/or dealing with money … What do you think? **Read the following statements. Which one do you identify with the most / the least? Share your ideas with your colleague(s).**

Jealousy among siblings is normal.

Sometimes school institutions don´t know how to handle bullying.

Parents need to focus more on what their child is rather than what he/she will be.

Children should explore many new activities, try different things and see what they´re passionate about.

Parents´ attitude to education is reflected in their children's relations to school.

5.1 Listen to a native speaker reading an article on extracurricular activities.

Parents who overload children with activities may be creating
a new generation of anxiety-ridden adults

While violin lessons, sports clubs, and online learning may stimulate children and fill their time after school, too many of them are considered to be disruptive. "It is all too easy for parents to be sucked into a competitive busyness, ensuring that children are constantly occupied and stimulated," Julie Robinson, the education and training director of the U.K.'s Independent Association of Prep Schools says. "Boredom should not be feared, however. Quiet, reflective time is just as important as purposeful activity."

Children who are pushed too hard risk being occupied with endless extracurricular activities. However, those left to their own devices could lose that competitive edge, she adds. These comments are likely to add fuel to the debate between so-called tiger mothers, who are often accused of throwing their children into every possible activity, and parents with a more laissez-faire attitude to bringing up their children.

Robinson says children need to be left to learn the art of forming relationships and studying human expressions and emotions, and if they are not, they risk being left behind in the world of further education and work. "Through making friends and suffering occasional unkindness, we develop an understanding of the motives of others and by trial and error we learn effective communication skills," she says. "These soft skills are what future employers will look for."

By trial and error – metodou pokusů a omylů

Grammar

V minulé kapitole jsme se věnovali mimo jiné pomocným slovesům a jejich funkcím. Zde je krásný příklad, jak sloveso „be" pomáhá v pasivních tvarech s orientací v čase. Významové sloveso ve tvaru minulého příčestí (u pravidelných sloves koncovka „-ed", u nepravidelných sloves 3. tvar sloves) se nemění. „V běžně mluvené řeči se dějové pasívum někdy tvoří pomocí slovesa get, např. somehow everything got done in time (nějak se všechno udělalo včas)". (Dušková, 1995)

Observe how passive voice is made in present, past and future forms.

Stimulate children (present simple form)
children are stimulated – children aren´t stimulated – are children stimulated?
Bring up a new generation (past simple form)
a new generation was brought up – a new generation wasn´t brought up – was a new generation brought up?
new generations were brought up – new generations weren´t brought up – were new generations brought up?
Attend classes (future simple form)
The classes will be attended – the classes won´t be attended – will the classes be attended?

The use of prepositions "by" and "with" (a vyjádření 7.pádu)

Instrument (nástroj) + with   e.g. Children are overloaded WITH activities.
Does (aktér děje) + by   e.g. Children are pushed BY their parents.

See the introductory text again with the highlighted example of the passive voice (are considered). Can you see several other examples? List them below:

………………………………………………………………………………………………

Now read the paragraph on bullying and fill in the gaps with a given word in the correct form.

A bully …………………….(use) to describe an aggressive and hostile individual (usually a manager), who takes pleasure in behaving badly to one or more subordinates. Mobbing describes a situation when a number of ordinary workers gang up on a manager, peer, or subordinate, tormenting the person. The victims ……………………. (usually threaten) and ……………………. (intimidate). They …………………….(bully) at various places, i.e., in long and short term jobs, at home, at school and/or in hospitals. However, this is not a complete list since bullying ……………………. (can spot) wherever people are.

5.2 Listening. Listen and circle the correct word.

Signs of overload
Although stress is a part of life and growing up, you need to act when you sense that it harms your child's physical or psychological well-being. Here are some clues that stress may be having too negative an effect.

- ✓ Your child develops *psychical/physical* symptoms like headaches and stomach pains.
- ✓ He seems restless and *tiring/tired*.
- ✓ He appears depressed and is *uncommunicative/communicative* about how he feels.
- ✓ He gets irritable, negative, and shows *no/little* excitement or pleasure in his activities.
- ✓ He seems *less/more* interested in an activity that was once extremely important to him and prefers to stay at home.
- ✓ His grades at school begin to fall, and he has less interest than *usual/usually* in attending classes and doing homework.
- ✓ He exhibits antisocial behaviour such as *lying/laying* and stealing, forgets or refuses to do his chores, and seems much more dependent on you than in the past.

Česky	Infinitiv slovesa	Odvozená podstatná jm.	Přítomný čas průběhový	Minulý čas prostý
Pravidelné sloveso – **lhát**	To lie	A lie – lež Lying – lhaní A liar - lhář	Why are you lying? (Proč lžeš?)	He lied to you! (Lhal ti!)
Nepravidelné sloveso – **ležet**	To lie (down)		He´s lying on my bed! (Leží na mé posteli!)	He was tired so he lay down. (Byl unavený, proto si lehnul.)
Nepravidelné sloveso - **položit**	To lay (sth down)		She´s laying the table. (Prostírá stůl.)	I laid the book over there. (Tu knížku jsem položil tam.)

In this chapter we met a regular verb „to lie" which can cause some troubles if you mistake it for irregular verbs „to lie" and „to lay". Let´s see how it is.

Language in context What do you say if you want to support your arguments in presentations, debates, writing, or you want to simply give an example?

There are some basic phrases. Sometimes it is necessary to give lots of examples. So do not be afraid to use other phrases too.

- ✓ For example, for instance, such as, as an example, that is, like
- ✓ To give an example, a different/better example is, a common/well-known example is
- ✓ To provide / give / take an example
- ✓ Namely, illustrated by

e.g. = for example
i.e. = that is

To reduce stress you can, for example, meditate, breathe deeply, and slow down.

He often experiences an extremely bad day, this can be illustrated by being irritable, negative, and exhibiting little pleasure in his activities.

There is an offer of various therapies such as Art therapy, Occupational therapy or Group therapy.

For further information you can, for instance, go to:
http://www.dcielts.com/ielts-vocabulary/vocabulary-for-giving-examples/
https://www.englishclub.com/efl/tefl-articles/how-to-teach-giving-examples/

Let´s practice.

Give examples of things in one of the categories until your partner guesses what the category is. You can come up with your own categories too! **Be careful to use different example phrases.**

1. Capital cities
2. Famous Czechs
3. European food
4. Things that you have never done
5. Places you like to visit
…

You can start like this: **There are many famous examples of this, for instance/ e.g. …**
And follow by: **I´m not sure if it is a good example, but ...**

Self- assessment. What can you do?

	☺	😐	☹
I can explain what education means for me.			
I can use passive voice in a sentence.			
I know different example phrases.			

References:

https://pixabay.com/cs/d%C4%9Bv%C4%8De-hn%C3%ADzdo-pt%C3%A1k-vlasy-fly-pt%C3%A1ci-853993/

http://nationalpost.com/life/parents-who-overload-children-with-activities-may-be-creating-new-generation-of-anxiety-ridden-adults-u-k-education-expert

https://www.healthychildren.org/English/healthy-living/emotional-wellness/Pages/Signs-of-Overload.aspx

https://www.usingenglish.com/files/pdf/phrases-for-giving-examples-practice-game.pdf

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Objectives of the chapter

The main aim of this unit is to understand how and in what logical sequence to present information so the content of the text is understandable and the text is coherent. Illustrative examples are given on a selected text. The second part of the unit focuses on understanding different uses of the –*ing* suffix.

Key words for the following chapter. **Look them up in a dictionary.**

Noun	Verb	Adjective
disruption	argue with sb	(be) co-operative
Growth	develop	(be) dependent on
responsibility	suffer from	low
skill	support	

Working with children – what is it like? Can you speak from your own experience?
Think about five positives and five negatives of working with children and list your ideas
(feel free to use a dictionary). Afterwards, compare your list with your colleagues´. Do you
share similar or different ideas?

Positives	Negatives

Writing. Look again at your list of ideas and write a paragraph using some of the listing
markers. Use some of the expressions below this exercise. You can begin as suggested.

To begin with/ First(ly) ……………………………………………………………………

Language in context – Listing
Let´s have a look at how information can be presented. The following expressions can be used
to show the order of information and ideas:
- ✓ fist(ly), second(ly), third(ly), etc.
- ✓ in the first/second/third place
- ✓ lastly, finally
- ✓ to begin with, to finish with/ to conclude…
- ✓ another, next, then
- ✓ furthermore, afterwards, moreover, etc.
- ✓ first and foremost/most important
- ✓ above all
- ✓ last but not least…

Growth and development are dependent on many factors with some affecting some children more than others. The impact can be positive as well as negative. Firstly, there is unemployment - being unemployed can contribute to ill-health and can deny future employment opportunities. Secondly, there may be a lack of opportunities to acquire education and skills – adults without basic skills are much more likely to spend long periods out of work. Thirdly, evidence shows that children in single-parent families are particularly likely to suffer the effects of low household incomes. Another factor - poor housing - directly affects people's quality of life and leads to a range of physical and mental health problems. It can also cause difficulties for children trying to do homework. Last but not least - poor neighbourhoods; the most deprived areas suffer from a combination of poor housing, high rates of crime, unemployment, poor health, and family disruption.

Reading Looking after and working with children involves understanding their development. You should know what to expect from them to develop their thinking, communication, and physical abilities.

A child´s development

Development = the gaining of skills in all areas of the child's life; all areas link together:
- ✓ physical development,
- ✓ social and emotional development,
- ✓ intellectual development
- ✓ communication and speech development

We usually talk about growth and development in various stages:
- ✓ infancy (0- 12 months)
- ✓ early childhood (1-6 years)
- ✓ late childhood (6-12 years)
- ✓ adolescence (12–18 years)

6.1 Reading and listening
The following part describes four stages of a child´s development. Find **one piece of information** in each paragraph that **is not true** about the particular age.

Paragraph 1
By their third birthday children can usually: talk clearly and use the toilet alone. They can pedal a tricycle and dress themselves easily. They sometimes play cooperatively with other children, undo buttons, and enjoy helping adults.

Paragraph 2

By their seventh birthday children can usually: control a ball, use scissors, draw with meaning and detail, take turns, tell jokes and enjoy conversations, start to understand rules, and they worry about not being liked and enjoy having responsibility.

Paragraph 3

By their twelfth birthday children: have an adult body, can solve problems, have a keen interest in hobbies, start to argue with their parents and seem very grown up but also very childish at times.

Paragraph 4

By their sixteenth birthday young adults can have a high level of skills in some areas, develop their own identity and tastes (music, clothes). They are often involved in community life, have mood swings and they enjoy their friends' company.

A child's self-concept and personal identity are closely linked to the quality of parenting in their early years. Many young people and adults who harm others or commit serious crimes have had very negative experiences as children and often have a very poor self-concept. Who or what has been most important in forming your ideas?

Adapted from a material on Children´s development available at
www.pearsonschoolsandfecolleges.co.uk

Speaking – Who am I? Take a break and think of yourself. Feel free to make short notes.

What do I look like?
What am I good at?
What do I believe in?
What am I like (meaning your character)?
How do other people probably see me?

Go to **TED.COM** and watch a talk "The best kindergarten you´ve ever seen" on supporting childrens' development. You can turn on the English subtitles for easier understanding. There is also a possibility to follow the transcript (přepis).

What does the speaker at TED.COM think? Are the following statements true or false? How different is such a kindergarten from the ones you know?

1. Children love running in circles.   T/F
2. Children shouldn´t be noisy.   T/F
3. These children are better at sport.   T/F
4. Children shouldn´t be controlled and protected.   T/F

For further tips on being creative go to:
Japanese creativity https://www.youtube.com/watch?v=kXnugJEcVE8
Learning by doing https://www.demos.co.uk/project/learning-by-doing/

Grammar

Ve čtvrté kapitole jsme se věnovali tvoření jazykových časů. Přítomný čas průběhový (např. We **are doing chapter 6 now.**), který je tvořen slovesem **být** (ve správném tvaru) a přítomným příčestí **– ing**, byl jedním z nich. Další použití -ING formy mohou být matoucí, proto si uvedeme příklady, se kterými se běžně setkáváme.

1) -ING ve funkci slovesa

I am **drawing** an elephant. (Kreslím slona.)
She was **telling** a joke. (Vyprávěla příběh.)

2) - ING ve funkci přídavného jména

It was **frustrating**. Bylo to frustrující. (x He was frustrated. Byl frustrovaný.)
He is inside a **burning** house. (Je uvnitř hořícího domu.)

3) -ING ve funkci podstatného jména (gerundium)

We like **playing** the guitar. (Rádi hrajeme na kytaru. nebo Máme rádi **hraní** na kytaru.)
Playing a guitar can be demanding. (Hra na kytaru může být náročná. nebo **Hraní** na kytaru může být náročné.)
You can earn some good money by **playing** the guitar. (Hrou/**Hraním** na kytaru si můžete slušně vydělat.)

4) -ING po předložkách a ve spojení s určitými slovesy (jejich kompletní seznam můžete vyhledat na uvedených odkazech na konci textu).

They are **good at playing** PC games. (Jsou dobří ve hře/**hraní** počítačových her.)
Are you **interested in learning** languages? (Zajímá vás studium/**studování** jazyků?)
They **admitted stealing** the car. (Přiznali se k loupeži auta.)
She **suggested going** to the theatre. (Navrhla jít do divadla.)
I **like/dislike/hate/enjoy reading** in bed. (Ráda/nerada/nesnáším/baví mě si číst/**čtení** v posteli.)
I **started/began/finished painting** the ceiling. (Začal/skončil jsem s výmalbou/**malováním** stropu.)
We **heard someone crying**. (Slyšeli jsme něčí pláč.)
They could **smell/see something burning**. (Cítili/viděli, že něco hoří.)

-ING je možné použít i dalšími způsoby. Podívejte se na uvedené příklady a jejich překlad.

Walking down the street, I met my friends. (Když jsem šel po ulici, potkal jsem mé přátele.)
Being tired we stopped at the pull-in. (Protože jsem byli unavení, zastavili jsme na odpočívadle.)

https://www.helpforenglish.cz/article/2007041001-participium
https://learnenglish.britishcouncil.org/en/english-grammar/ing-forms
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video:
https://www.engvid.com/4-ways-to-use-ing-words-in-english/
https://www.espressoenglish.net/how-to-use-the-ing-form-of-verbs-in-english/

Self- assessment. What can you do?	☺	😐	☹
I know what phrases to use to begin and/or to finish a text or a paragraph.			
I know what words to use to add further information.			
I understand different usages of "–ing" form.			

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https://www.ted.com/talks/takaharu_tezuka_the_best_kindergarten_you_ve_ever_seen

Objectives of the chapter

The aim of this unit is to learn how to read and understand the structure of a professional text and to understand principles of structuring a good summary.

Key words for the following chapter. **Look them up in a dictionary :)**

Noun	Verb	Adjective
idea	express	useful
(pay) attention	apply	general (topic)
chart	inspire	special educational (needs)
issue	improve	

Do you like reading and do you have time for reading? When do you read and what do you read? Let´s have a look at basic terminology connected to literary genres and subgenres.

Complete the chart with the given words.

Drama	*a play for theatre*	
Fiction	*a story that did not happen*	
Nonfiction	*a text that is real events and facts*	
Poetry	*A text using the sound of language*	

lyric – biography – fantasy – essays – tragedy – romance – science fiction – reports – narrative – autobiography – historical – thriller – newspaper article

7.1 Reading and listening. How can proper reading improve your writing?

Simple. All great writers started as book lovers. Katie Maurice gives tips on reading fiction that can be applied to reading academic and professional texts too.

✓ **Analyse** - Question everything. Why did the author include the information? Why did he begin in such a way? How did the writer express the main idea? Make these things clear to yourself, so later you can apply it to your writing.

✓ **Catch the words** - Pay attention to the words the writers use. Note the good expressions; underline them, make bookmarks. It will be your source of inspiration someday.

✓ **Absorb it** - Focus not just on style, but structure, formatting, grammar. Take a look at these elements as an editor.

✓ **Make notes** - Don't treat a book you read only as literature for pleasure. Treat it as a textbook. Take a pencil and use it wherever you catch a useful expression, a thrilling plot twist or something that inspires you.

Adapted from: https://justpublishingadvice.com/9-ways-proper-reading-can-improve-your-writing/

The web pages of The Language Centre at the Faculty of Education at the University of Jan Evangelista Purkyně in Ústí nad Labem (CJP PF UJEP) https://www.pf.ujep.cz/cjp/studium-cjp/kombinovane-studium provide you with information about requirements for the oral exam in a foreign language. Apart from other requirements, you need to prepare a 20-page professional text and write a summary. The following chapter may guide in writing the summary.

Questions to be answered	Your answers
What is the general topic?	
What is the main issue or problem?	
What conclusion is reached?	
What reasons does the author give?	

How to include children with special educational needs (SEN) and disabilities by Reem Al Hout

'No two people <u>are alike</u>, but everyone has something in common.

What is an inclusive school?

An inclusive school means that all students are welcomed – <u>regardless</u> of gender, ethnicity, socio-economic background or educational need. They learn, contribute to, and take part in all

aspects of school life. Students with SEN spend most or all of their time learning with their peers, and the school encourages awareness of the mutual benefits of inclusion.

What are these benefits?

I don't know of any research that shows negative effects from inclusion if it is applied with the necessary support and services for students. The benefits include meaningful friendships, respect, better <u>appreciation</u> and understanding of individual differences, and being prepared for adult life in a diverse society. Some benefits are social. Students can create lasting friendships that help them navigate relationships later in their lives. In an inclusive classroom they get to see how different people interact. There are academic benefits, too. In a well-designed inclusive classroom, students <u>meet higher expectations</u> – both from their peers and their teachers. They may also see positive academic role models in their classmates.

How should teachers prepare for inclusion?

At our school, teachers talk to specialists and study students' <u>previous</u> assessments, inside and outside the classroom. Next, they construct a profile for each student. Each profile includes information about gender, age, language knowledge, and what gets the student motivated. There's also information from previous teachers about the student's learning habits and speed (so they know whether to offer extra practice or modified assignments), and specialists' observations about the child's learning needs. These might include dyslexia, attention deficit hyperactivity disorder (ADHD), or speech and language delay. The teacher then has a conversation with each student about their interests, and observes the student during their free time. This helps the teacher tailor their teaching to match each child's needs, and write which kind of modifications and assessments to use into their weekly lesson plan.

How do you make sure that all children at your school get along?

We have students with diverse intellectual abilities, so we try to offer a relaxing environment for everyone. This is not always straightforward. Some children may be reluctant to include their peers in conversations or in playground activities. A lack of understanding can result in hurtful remarks or bullying. To deal with this, we have a plan for each stage of school, to make sure the atmosphere is supportive and that everyone feels included and understood.

How can you tell if a student is 'engaged'?

Student engagement means the attention, curiosity, and passion that students show when they are learning or being taught. This extends to their level of motivation. When students are interested, or inspired, they learn better. There is observable behaviour, such as attending class, listening attentively, taking part in discussions, turning in work on time, and following rules and directions. Then, there are internal states – motivation and curiosity.

What support do you give teachers?

Our school does a training induction for teachers every year, with workshops run by special education specialists. The teachers learn different teaching styles, how to be aware of SEN students' needs, when to refer an issue to a school specialist, and what each specialist's role is. Teachers also learn about the different SEN students currently registered in the school, so they are better <u>equipped</u> to help them learn. By taking time to prepare the school team, we create a positive climate that benefits our SEN students, and the teachers feel more confident.

What advice can you give to teachers to make their classes inclusive?

Find common ground. No two people are alike, but most of us have something in common. If we look for ways in which we can relate to each other, <u>regardless</u> of differences, our relationships become stronger. Teach students to ask questions. It's almost always okay to ask about the experience of a peer who has a disability. The key is to be considerate and respectful of when, where, and how those questions are asked. Everyone wants to be understood, and talking helps students see beyond the mystery of a disability. Encourage students to get involved and show responsibility by working with their peers. At our school, the teachers pair students with different needs with each other, and give them <u>hands-on assignments</u> to complete together. As the teacher, you lead by example. Your actions and words will tell your students how to communicate with, accept, and respond to other students. Don't just discuss weaknesses; point out strengths. Don't limit inclusion to the classroom – include extracurricular activities as well. At our school, all students join in dancing, singing, and acting performances and celebrations. They rehearse together and support each other.

<u>https://www.britishcouncil.org/voices-magazine/how-include-children-special-educational-needs-and-disabilities</u>

Be alike – být si podobní
Regardless – bez ohledu na
Appreciation - ocenění
Meet higher expectations – splnit vyšší očekávání
Be equipped – být vybaven
Hands-on assignment – praktické úkoly

Self- assessment. What can you do?	☺	😐	☹
I know how to improve my reading.			
I know how to improve my writing.			
I understand how to structure a Resume.			

References:

<u>https://www.britishcouncil.org/voices-magazine/how-include-children-special-educational-needs-and-disabilities</u>

Objectives of the chapter

One of the aims of this unit is to be able to define rules for writing a professional text and to be able to make comparatives and superlatives of adjectives properly. The other aim is to understand and name the differences between burnout effect and stress.

Find the key words in the following chapter and **look them up in a dictionary.**

Noun	Verb	Adjective
approach	appreciate	dull
challenge	experience	long-term (period)
footnotes	miss (school)	manageable
header(s)	pay (attention)	motivational
loss (of energy)		overwhelming

**How else to begin a chapter on motivation than with motivational quotes?
Do you have any favourite yourself?**

"Don't let yesterday take up too much of today." (Will Rogers)

"You're never too old, never too bad, never too late, and never too sick to start from scratch once again." (Bikram Choudhury)

"Use what talents you possess; the woods would be very silent if no birds sang there except those that sang best." (Henry Van Dyke)

8. 1 Listening

It is not always easy to be motivated and to stay motivated, and for a long-term period it´s even more difficult. Don´t you think so? Let´s listen to some tips on how to motivate yourself and how to stay motivated.

Listen to the following recording "The Goldilocks Rule" and answer the questions.

1. How do you feel if a challenge is too easy or too difficult?
2. What game is given as an example?
3. When is a challenge "manageable"?
4. What does The Goldilocks Rule stand for?
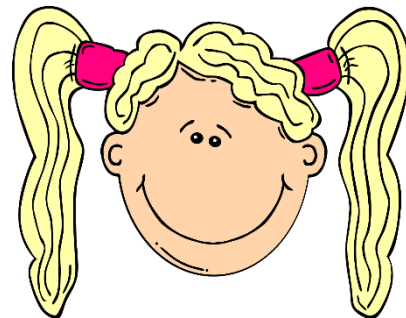
Vocabulary:
equal – rovnocenný
beyond – nad rámec
below - pod

**Have you ever heard about "The 5 Second Rule" or the speaker Mel Robbins?
Go to the following links, turn on subtitles and listen to these motivational talks.
What do you think?**

**https://www.youtube.com/watch?v=2Lz0VOltZKA
https://www.youtube.com/watch?v=nI2VQ-ZsNr0**

Reading

Have you had a bad day?

Is going to work or looking after your home a total waste of energy?

Are you exhausted all the time?

Are tasks you have to do dull or overwhelming?

Does nobody appreciate your work?

Do you think it is normal because you are just under stress or are you actually experiencing burnout?

Burnout is a state of emotional, physical, and mental exhaustion caused by excessive and prolonged stress. It occurs when you feel overwhelmed, emotionally exhausted, and not able to fulfil tasks. Later you also begin to lose interest and motivation. Let´s compare symptoms of stress and burnout. https://www.psychologytoday.com/us/basics/burnout

Stress involves *too much*: too many pressures that demand too much of you physically and mentally. However, stressed people can still imagine that if they can just get everything under control, they'll feel better.

Burnout, on the other hand, is about *not enough*. Being burned out means feeling empty and mentally exhausted, lacking motivation. People experiencing burnout often don't see any hope of positive change in their situations. And while you're usually aware of being under a lot of stress, you don't always notice burnout when it happens. https://www.helpguide.org/articles/stress/burnout-prevention-and-recovery.htm

Stress	Burnout
Characterized by over-engagement	Characterized by disengagement
Emotions are over-reactive	Emotions are not active
Produces urgency and hyperactivity	Produces helplessness and hopelessness
Loss of energy	Loss of motivation, ideals, and hope
Leads to anxiety disorders	Leads to detachment and depression
Primary damage is physical	Primary damage is emotional
May kill you prematurely	May make life seem not worth living

Test yourself for Burnout! https://www.mindtools.com/pages/article/newTCS_08.htm

Language in use – Making comparisons

Poukázat na rozdíly nebo vyzdvihnout stejné znaky můžeme několika způsoby.

1. Přídavné jméno + koncovka **– er** / **- est**: např. new – newer – newest

   Newer laptops have a built-in camera.

2. **more** / **most** + přídavné jméno: např. useful – more useful – most useful

   It is a more human, and a **more useful** way of understanding our environment.

3. Nepravidelný tvar přídavného jména: např. little – less – least

   What is **the least** probable solution?

4. Porovnávání: **(exactly) the same as …; (not) as …… as; similar to, different from …**

   The world´s eight richest people have **the same** wealth **as** the poorest 50%.

5. Vyjádření příčiny a důsledku: 2. stupeň přídavného jména + 2.st. příd.jm. např. **the more time the better, the less time the worse**

   The sooner we start **the earlier** we finish.

Re-read the part of this chapter comparing Burnout and Stress and write a short paragraph using comparisons.

……

Take a break now! Can you tell jokes? Do you know jokes about school? Here are some English ones.

Teacher: I wish you'd pay a little attention, David.
David: I'm paying as little as I can, teacher.
Teacher: You missed school yesterday, didn't you?
Student: Not very much.
Teacher: I hope I didn't see you looking at Maria's exam.
Student: I sure hope you didn't, either!

Teacher: What do you call a fish with no eyes?
Student: Fsh.
Teacher: Annie, what's the chemical formula for water?
Annie: H I J K L M N O.
Teacher: What are you talking about?
Annie: Didn't you say it's H to O?

Reading How easy is it for you to write a paragraph, an essay, or a professional paper? Let´s look at some tips.

How to improve your writing

1. Organise your ideas - You know what you want to say, but you can´t start. Does it sound familiar? Put all your potential information together on a page – ignoring the style or structure for now. Later group your sections into an order. Creative approaches can help too – you could draw large spider charts, use coloured post-its or felt tips to find a logical map through your ideas.

2. Use clear headers - Headers should be specific (may be accompanied by a brief, clear introduction).

3. Help your reader - Don't make your paragraphs too long (for longer pieces of writing create sub-headings).

4. Use examples - Find simple examples. Think about things from your reader's perspective.

5. Explain your references - Stay away from any jargon. Explain less obvious references (as footnotes, in an appendix or glossary). Use acronyms or abbreviations only after explaining their meaning first.

6. A picture tells a thousand words - Formal documents can be engaging, and difficult or complex information can be simplified using graphics. Line graphs or bar charts could reinforce your key messages.

7. Plain English is a good idea – Use clear and straightforward language and your ideas are more likely to be received and understood.

8. Expect to redraft - Checking your first draft for clarity is just as important as proofreading for typos (sometimes it can help to print out your work for this). Take a break and come back to your final draft with a fresh mind. Get someone else to read your writing too – you may no longer see the wood for the trees.

Adapted from:

https://www.theguardian.com/careers/improve-your-professional-writing-how-to

https://www.theguardian.com/careers/improve-professional-writing

For further tips on improving writing you can get by watching a video: https://www.engvid.com/5-tips-to-improve-your-writing/

Self- assessment. What can you do?	☺	😐	☹
I know what a professional text is.			
I understand the difference between an introduction and an abstract.			
I understand why and how to use references.			

References:

http://www.teachhub.com/tickling-your-funny-bone-top-12-hilarious-teacher-jokes

https://medium.com/the-mission/the-goldilocks-rule-how-to-stay-motivated-in-life-and-business-399d57d69825

https://pixabay.com/cs/dom%C3%A1c%C3%AD-kancel%C3%A1%C5%99-pracovn%C3%AD-stanice-336378/

https://pixabay.com/cs/%C5%A1%C5%A5astn%C3%BD-d%C4%9Bv%C4%8De-blond%C3%BDna-cop%C3%A1nky-310546/

Dušková, L. a kol. (1994). Mluvnice současné angličtiny na pozadí češtiny. Academia Praha.

Objectives of the chapter

The aim of this unit is to be able to name the differences between an Abstract and an Introduction to an academic writing. For a given abstract we will present key questions that it answers. We will name examples of citation styles and the reasons it is important to use references.

Key words for the following chapter. **Look them up in a dictionary.**

Noun	Verb	Adjective
abstract	cite	coherent
anxiety	focus	emotional
bachelor´s thesis	list	relevant
conclusion	provide	unified
essay	requirement	verified
purpose	re-read	work-related
reference		

Stress (noun) = state of tension
Stress can be: **acute, considerable, extreme, high, daily, economic, financial, emotional, psychological, work-related**

People are put under high work-related stress.
The castaways experience extreme emotional and psychological stress.

Be under stress = dealing with something that causes worry or anxiety (I was **under** a lot of **stress** last month. But it´s over now.)

Verb + stress: **create, cause, cope with, put, stand** x **alleviate, avoid, minimize, reduce**

Don´t rely on alcohol, drugs, or compulsive behaviours to reduce stress.
Being negative, an exhausting work schedule, or a difficult relationship can cause stress.

Stress (verb) = to give special importance to something / to feel worried and nervous

We´d like to stress the main idea of the project.
Don´t stress over it – we´ll be fine.
Stress *sb* out = to make sb feel very nervous and worried (Meeting my boss always **stresses** me **out.**)

Writing a paper

In Chapter 1 we defined what academic writing is and what parts it usually contains. Further, we can simply divide it into two categories:

- an academic paper designed for publishing (usually a scientific article, a review or a research paper) and

- others that are mainly designed for educational purposes (essay, abstract, bachelor´s / master´s thesis, doctoral dissertation)

An author of such a text should always think about three things – **the reader, the form, and the purpose** because you need to answer these questions:

1. Who will the readers be?

2. Is the text understandable, interesting, and is the information verified?

3. Was the purpose of the work fulfilled (concerning theoretical and methodological requirements)?

One of the last tasks before you successfully graduate from a university is to write your Bachelor´s or Master´s thesis. This also includes Abstract in English (or another foreign language). Let´s see how it is done.

What is an abstract?

It is a longer piece of writing that describes the major points in your dissertation, essay, or article and provides information about the relevance, purpose, and focus of your work. Its length is usually between 200 and 350 words. *A well-written abstract makes a reader want to learn about your research.*

Getting ready

Re-read the abstracts of the articles that you have read as part of your literature review. When planning your abstract, consider the following questions:

Why should someone read this work?
What is its relevance?
What questions does it answer?
How will my work help others in their research?
What are the key concepts or key terms that it uses?

What makes a good abstract?	**What makes a good introduction?**
A good abstract will use one or more well developed paragraphs (unified and coherent) and present the work´s purpose, results, conclusions, and recommendations. Don´t merely copy key sentences from your work. You need to summarise information in a new way. Show logical connections between the information included.	An introduction provides a reader with background information to the topic and gives reasons for the project. It describes the structure of the work but does not provide any information about the methods, results and conclusions.

For further tips and detailed information on writing an abstract go to:

https://www.wikihow.com/Write-an-Abstract
https://www.nottingham.ac.uk/english/documents/conferences/the-english-showcase/2016/writing-an-abstract.pdf

Self-Control, Self-Efficacy, Role Overload, and Stress Responses among Siblings of Children with Cancer

Liat Hamama, Tammie Ronen, and Giora Rahav

The study focuses on healthy children's <u>responses</u> to a sibling's cancer and its <u>aftermath</u>, with particular <u>scrutiny</u> directed toward these healthy siblings' stress factors, responses, and <u>coping</u> resources. The authors investigated role overload as these siblings' stress factor, anxiety and psychosomatic symptoms as their duress responses, and self-control (SC) and self-efficacy (SE) as their coping resources. Participants included 100 (53 boys and 47 girls) Israeli Jewish healthy siblings (ages 8 to 19 years). They were all siblings of children with cancer. Outcomes <u>revealed</u> that the stress experienced by healthy siblings of a child with cancer correlated significantly with those siblings' responses: Greater role overload was linked with higher levels of state anxiety and more psychosomatic symptoms. Likewise, these siblings' stress factor <u>correlated</u> significantly with one of their personal resources: Greater SC was linked with lower role overload. Furthermore, personal coping resources correlated significantly with healthy siblings' responses: Greater SC and SE were linked with lower levels of anxiety and fewer psychosomatic symptoms. In addition, hierarchical regression analyses showed that, among children older than age 12, greater SC was linked with milder anxiety. Limitations and implications are discussed.

Key words: cancer; role overload; siblings; self-control; stress responses

1. What is the focus of the study?
2. What questions does it ask?
3. What is the target group of the study?
4. What methods were used?
5. What are the results/outcomes of the study?

Vocabulary:
Responses – reakce, Aftermath – následky, Scrutiny – podrobné prozkoumání, Cope – vyrovnat se, Revealed – odhalit, Correlate – souviset

References Nezapomínejte citovat!

What is a reference?

It is when you paraphrase or quote other authors (sources) in your paper. You give them credit for their work that you used in your research and they are listed at the end of the essay, thesis, etc. Don´t forget that the list of literature must include all the reference you cite and vice versa.

Why do we use references?

✓ We can search for relevant literature.
✓ We prove that we are acquainted (familiar) with the topic of our work.
✓ We allow readers to return to and study our sources in detail.
✓ We don´t copy others' work – plagiarism.

How to use references?

There are a lot of citation styles that dictate a format used when citing sources including punctuation, capital letters, the order of information used and other formatting. You should always find out what citation styles to use before you begin.

The most common citation styles:

✓ **ČSN ISO 690** (Czech norm)
✓ **APA (**American Psychological Association) is used by Education, Psychology, and Sciences
✓ **Chicago/Turabian** style is generally used by Business, History, and the Fine Arts

For detailed information and instructions go to:
https://knihovna.cvut.cz/seminare-a-vyuka/jak-psat/jak-citovat?showall=&start=2
https://kuk.muni.cz/animace/eiz/pdf.php?file=publikacni_etika/citace.pdf

Self- assessment. What can you do?

	☺	☻	☹
I know what an academic text is.			
I understand the difference between an introduction and an abstract.			
I understand why and how to use references.			

References:

https://pixabay.com/cs/laptop-%C5%BEena-vzd%C4%9Bl%C3%A1v%C3%A1n%C3%AD-studium-3087585/

Essays, UK. (November 2013). Writing a Dissertation Abstract /UK Essays. Retrieved from
https://www.ukessays.com/resources/undergraduate/dissertation/abstract.php

Objectives of the chapter

The last unit gives some hints on how to create visual support (visuals) for your presentation (e.g. in Power Point). The aim of the unit is to understand the art of presenting a topic in front of an audience.

Key words for the following chapter. **Look them up in a dictionary.**

Noun	Verb	Adjective
audience	illustrate	involved
fonts	raise (interest)	involved
purpose	speak up	next
slides	sum up	signposting (language)
visuals		

Great works are performed not by strength but by perseverance. S. Johnson

Have patience. Everything is difficult before it becomes easy. Saad

Practice is everything. Periander

Reading - tips on how to give a good presentation. Imagine that you are telling a story.

To begin – get people´s attention. You want to get them motivated and involved.

- ✓ Start with a surprising fact or a question. It is also good to tell them some information about you, what you are presenting, and why you are presenting it.

Language

- ✓ Use short sentences. Don´t use complex structures or too complicated terminology.

Visuals – should only illustrate your ideas

- ✓ You and what you are saying are what matter, not what is written on your slides (otherwise just email the visuals to them).
- ✓ Know the visuals well before you start (you should not read them).

Interact – try to get closer to your audience and ask questions connecting the topic to them

- ✓ You will raise their interest and they will feel important and involved.
- ✓ You may get to know some interesting information.
- ✓ As you break "the wall" it will be easier for you to present.
- ✓ Don´t turn your back to the audience.

Your voice

- ✓ Speak up!
- ✓ Speak slowly!
- ✓ Make pauses. (Obrink 2018)

For further ideas on a well-done presentation go to:
https://www.ted.com/talks/melissa_marshall_talk_nerdy_to_me#t-250274

10.1 Signposting language - listen to selected examples.

Signposting language = the words and phrases that help the audience follow and understand the speech. Speakers use it to tell what has happened and what is going to happen next. Let´s look at some basic examples.

To begin – introducing the topic

- ✓ *Today we´re going to speak about …, My topic is … or The purpose of today´s lecture/presentation/talk is to …, or simply I´m going to talk about…*

Saying what you are going to talk about – outline of presentation

- ✓ *Perhaps first of all … secondly … finally, Let´s begin/ start by …, I´m going to divide my talk into four parts..., or simply… Basically I have three things to say….*

Finishing a section

- ✓ *So much for …, We´ve looked at …*

Starting a new section

- ✓ *Now, let´s have a look at…, The next question I would like to discuss is …, Now, let´s move to …*

Commenting and giving examples

- ✓ *Here you can see the … or this graph illustrates this problem …, A good example of this is…, As an illustration*

Concluding

- ✓ *To sum up…, Finally, …*

For further information and practice go to:

https://www.ieltsbuddy.com/signposting-language.html

Visuals

Before we begin to discuss some information about visuals remember that YOU ARE THE FOCUS and that visuals only support and illustrate your speech! As a visual support to your presentation you can use not only PowerPoint presentation and Google slides but also Keynote, Prezi and many others (however, some of them you have to pay for).

- ✓ They should only illustrate what you are saying – so keep them simple.

- ✓ Don´t cram your slide with information.

- ✓ Avoid bullet-point lists (it´s boring because they only say what you are saying).

- ✓ Don´t mix fonts and colours.

- ✓ Well-chosen visuals support remembering (spoken information + visuals = more effective presentation).

- ✓ But don´t use illustrations with no relevance.

- ✓ Keep the number of slides low.

- ✓ Don´t go through your slides so fast that the audience can´t see/read them.

For further practical tips you may go to:

https://www.youtube.com/watch?v=fK6IShZL47U

https://www.youtube.com/watch?v=SVYwKXPBb7w

Practise

1. Select a topic connected to a field of study that you are interested in.

2. Prepare visuals for your presentation no longer than 4 slides.

3. Prepare presentation for approximately 10 minutes (no longer) bearing in mind the rules discussed above.

4. Don't forget to include some of the signposting language (3-4 items).

5. Prepare well for a classroom presentation.

6. Remember. The focus is you – not your visuals.

7. Enjoy the talk!

Self- assessment. What can you do?	☺	☺	☹
I understand the basic principles of using visuals.			
I know how to get people´s attention during my presentation.			
I can use some examples of signposting language.			

References:

Obrink, M.(2018). Speak up!. Olomouc: Palacký University Olomouc

http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/expert.shtml

https://pixabay.com/cs/p%C5%99es%C3%BDpac%C3%AD-hodiny-trp%C4%9Blivost-%C4%8Das-297765/

Solutions:

Reading- true: 1, 3, 4, 6, 7

1.1 Listening – 1.Methods 2. Abstract 3. Discussion 4. Acknowledgements 5. Title 6. Introduction 7. Results 8. Literature

Word formation

NOUN	VERB	ADJECTIVE	ADVERB
Science	X	Scientific	Scientifically
Analysis	Analyse/analyze	Analytic/analytical	Analytically
Finding	Find	x	X
Publisher	Publish	Publishable	X
Contribution	Contribute	Contributory to	X
Approach	Approach	Approachable	X
Achievement	Achieve	Achievable	X
Availability	Be available	Available	X
Transparency	Be transparent	Transparent	transparently
Research/ Researcher	Research	Researchable	

Fill in – 1. publish 2. achievable 3.researcher 4. transparently 5. available, findings

Unit 2

Browser – prohlížeč, Search query – dotaz (k vyhledání), Address bar – adresní řádek,

To bookmark – uložit si (jako záložku), Link – odkaz

Unit 3

3.1 Word formation – 1. advice 2. affect 3. draft 4. accepted 5. altogether 6. Desert 7. ensure 8. practise, out of practice

3.2 Reading and Listening – 1. Irrelevant 2. Rough-and-tumble play 3. Voluntary 4. Make-believe 5. Hands-on 6. Gain knowledge

Grammar – 1. unemployed 2. irresponsible 3. impossible 4. Dislike 5. Invisible 6. retake 7. disappear 8. dishonest 9. Illiterate 10. overslept 11. misuse

Unit 4

Grammar

1. I teach at a primary school. She doesn´t teach at lower-secondary (junior high school). Where do you teach?

2. Our teacher taught us to solve problems. He didn´t teach us facts. What did you learn from your teacher at secondary/high school? (What did your teacher at secondary school teach you?)

3. Have you ever met somebody inspiring in your life? I have always wanted to travel to ……………………., but I haven´t been there yet.

4. When are you going to graduate? Maybe we will handle that. I don´t think I will/can manage it this year.

5. What are you thinking about? I am not thinking about anything. I am studying English this term.

6. What were you doing yesterday evening? I was studying for / preparing for an exam(ination). We were watching an interesting movie/ a film with English subtitles.

Unit 5

5.2 Grammar – 1. is used 2. are usually threatened 3. (are) intimidated 4. are bullied 5. can be spotted

5.3 Listening - 1. physical 2. tired 3. uncommunicative 4. little 5. less 6. usual 7. lying

Unit 6

6.2 Reading and Listening
3 – dress themselves easily
7 – enjoy responsibility
12 – have an adult body
16 – are often involved in community life

6.3 Listening
1. T 2. F 3. T 4. T

Unit 7

Getting ready

Questions to be answered	Your answers
What is the general topic?	The author of the article focuses on the widely discussed topic "Students with special educational needs (SEN) and disabilities".

What is the main issue or problem?	It focuses on inclusion of children with SEN and disabilities in an inclusive Beirut school. It describes social as well as academic benefits that inclusion offers, e.g. better understanding of individual differences, beginnings of friendship and/or higher expectations for students with SEN. It also gives concrete examples of how to support teachers as well as procedures they have to follow in preparing lesson plans.
What conclusion is reached?	The author states that inclusion is beneficial because it teaches respect and responsibility.

Unit 8

8.1 Listening (suggested answers)

1. Tasks that are significantly below your current abilities are boring.
   Tasks that are significantly beyond your current abilities are discouraging.
2. A game of tennis
3. You have a chance of winning the match, but only if you really try.
4. The Goldilocks Rule states that humans experience the highest motivation when working on tasks that are right on the edge of their current abilities. Not too hard. Not too easy. Just right.

Unit 9

9.2 Reading and Listening (suggested answers)

1. The study focuses on healthy children´s responses (reactions) to their brother´s or sister´s cancer and its consequences.

2. The authors are interested in their reactions to overload (stress, anxiety, psychosomatic symptoms) and how they cope with it (self-control and self-efficacy).

3. They investigated 100 Israeli Jewish healthy siblings (8-19 years old).

4. Regression analyses.

5. Stress (experienced by healthy siblings) was linked to higher levels of state anxiety and more psychosomatic symptoms. Higher SC and SE were linked with lower levels of anxiety and fewer psychosomatic symptoms.