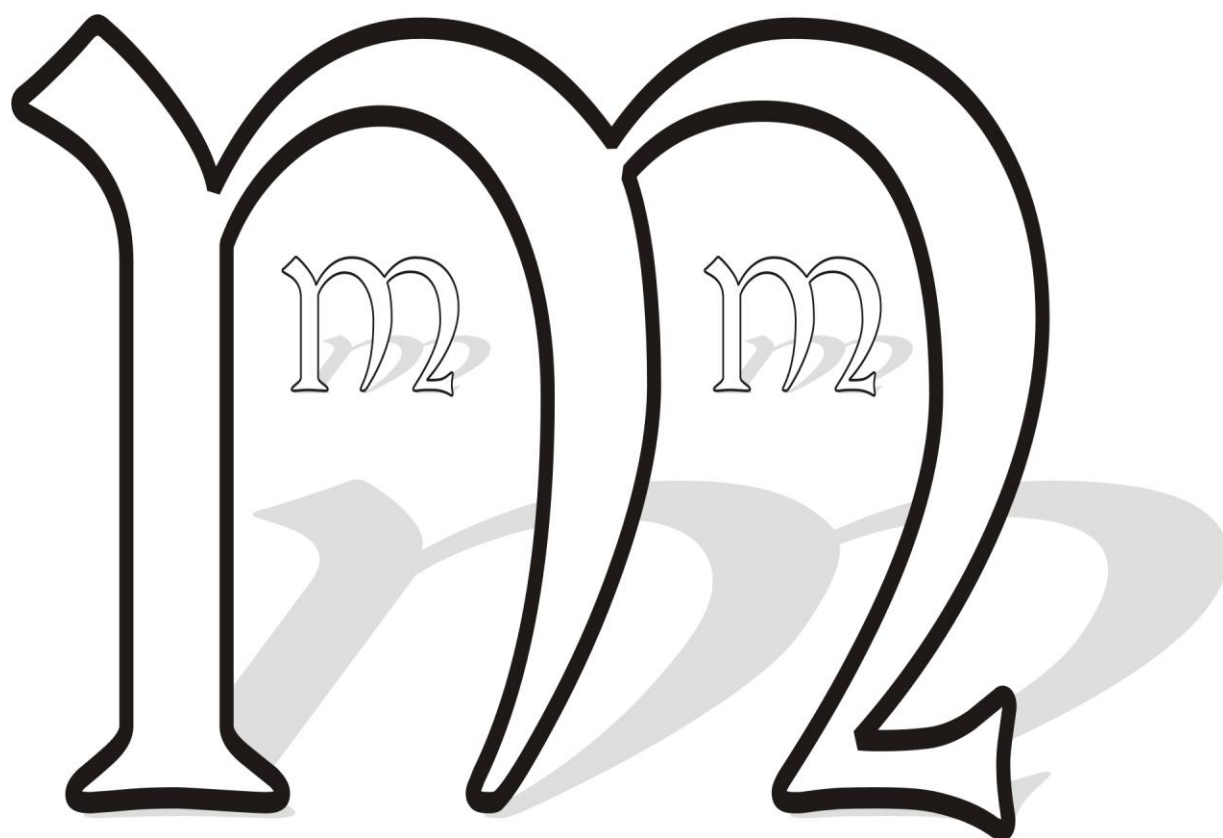




CZK 20

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editorial

Dear readers,

*I hope you will enjoy this issue, as ever.
If you feel inspired by any of our articles, or whatever else,
please feel free to contact us.*

*You might like to send us your comments or suggestions for articles,
or, indeed, the articles themselves.*

With thanks

Your editor

Gabriela Oaklandová

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interview

Petra Nováková is the young, dynamic editor-in-chief of muni.cz, a publication well known to readers of The Messenger. In her free time she, too, is a keen reader - of contemporary English literature. (She has a particular liking for the works of David Mitchell and Ian McEwan.) She is an alumna of Masaryk University. Here she is in conversation with Andrew Oakland, over a cup of Twinings at her Žerotínovo náměstí headquarters.

Who is muni.cz for, and who works on it? How frequently does it appear? What does it contain?

It's published monthly in A3 format, and it has twelve pages. All my colleagues are students at Masaryk University, which is quite exceptional, I think.

As to the readership, well ... we hope and trust that people are interested in what we do. Of course, because the magazine is principally about the university, the vast majority of our readers are connected with the university (staff and students). Mainly we write about matters with a direct connection to the life of the university, but we have recently introduced a page which addresses topics of more general interest and sometimes includes commentary by teachers at the university. At the moment we are considering a piece on the affair

surrounding the university in Plzeň, but of course we would write this from a perspective different from that taken by media with a more general remit. We send the magazine to various organs of the media, especially local ones, who sometimes choose to pursue a topic it has addressed. We send it to the Mendel Museum (which is part of the university), libraries, ministries, and institutions that work closely with the university (such as the planetarium). We also send it to certain alumni and professors emeritus - it's important to maintain contacts in this way. Everyone is welcome to come to the Rector's Office or one of the university's faculties to collect a copy - it's free of charge.

Is it available online?

Yes, it is, but only as an archive of past issues. At the moment we are working intensively on how to improve the magazine website. We would like the online version to function as a kind of calendar which is constantly updated to give the latest news on forthcoming events and publish photos from recent ones. We would also like to include links to blogs, and more English-language text. This is dependent on money, of course. We would need to expand our team by one more member, whose sole responsibility would be for the website.

What's the circulation of the printed edition, by the way?

Six thousand copies, with slight variations depending on the time of year. (When there are not so many

students around, we print fewer copies.) There are ten issues per year.

How many colleagues do you have?

It differs because it depends on certain considerations, such as whether someone is on an Erasmus stay somewhere. At the moment I work mainly with two colleagues, both of whom are students at the Faculty of Social Sciences and whose course includes a component in Journalism. The woman colleague has also worked for the Sports desk of the regional supplement of Mladá fronta Dnes for quite a long time, even though she's quite young - so she's a student and a professional journalist at the same time. She's writes on sport for us as well, but also on other issues.

The other colleague has also worked for this magazine for quite a long time - from its first year, I think. He's also worked for Právo, so he understands very well the way newspapers work.

There is a third colleague who is responsible for graphics. And a fourth - a photographer - who works with us only occasionally - he's a student as well, at the Faculties of Social Sciences and Economics, plus he works part-time for a charity, where he helps take care of people with mental health problems. I admire all my colleagues - they are really good at what they do.

How long have you been in the job?

I celebrated my third anniversary in October.

I imagine that each of you has different areas of responsibility for the magazine. Different fields of expertise.

Sometimes it works like that, yes, but at other times it's a question of choosing to work on something because you are interested in the topic. I think it's very important that we like our jobs.

Do you decide together what to put in the magazine, or are you told what the contents should be?

I always prepare ideas in advance, and the two colleagues who write for the magazine do the same. Then the three of us sit down together and talk things through. A lot of our information comes from the university's spokesperson - in fact, she and I now belong to the same, newly-established department and we cooperate quite closely on a number of things, which is a pleasure for me because she's great to work with. As I said, one of my colleagues is responsible for sports coverage. Stories addressing topics generated by the student body and its activities also tend to be processed by my colleagues rather than myself.

So you have regular pages that address the same general areas in each issue?

Student life, important figures at the university, alumni, sports ... And a page on special topic which is of more general interest. Sometimes we carry articles on topics that really engage my interest, like political marketing. And cyber-crime, which is for the next issue.

So give us a taste of what you personally might do in the course of a working week.

I spend quite a lot of time on correspondence, particularly e-mailing, and administrative matters. This is the major difference between what I do and what my colleagues do - they are responsible almost exclusively for writing. Recently I've been working on next year's budget and thinking about projects for grant applications - such as the one for improving the website I've just been telling you about. I also process the monthly salary claims of my colleagues. It's my job to prepare photos from our archive for the website, re-sizing them, adjusting the colours and things like that. This week I had a disagreement with our printers, and that has caused me to think about the contract we have with them for this year and what to do about the contract for next year. This situation is something new for me. And I attend meetings almost every day - often in connection with press releases and press conferences. I write, of course. And sometimes I attend university events, but not as often as my colleagues do.

As to the structure of a working month, we tend to spend two weeks in each month preparing and writing articles; we spend the next week editing and proof-reading and working on graphics, and then the week after that - when the magazine is at the printer's - we collect topics for consideration for inclusion in the next issue.

Can you give us an example of an interesting event you've been involved in recently?

Yes, my colleague and I attended a symposium at the Husa na provázku theatre. We were there because our November issue will feature heavily the 20th anniversary of the Velvet Revolution, and this event took place now in recognition of this occasion. There were a great many highly respected people there - lawyers, actors, scholars and academics, people of high reputation not only in Czech society but also internationally. All the participants were there to honour one person - the late Vladimír Čermák, about whom Masaryk University Press has just published a monograph [Baroš, Jiří (ed.): *Vladimír Čermák. Člověk - filozof - soudce*. Masarykova univerzita, Brno 2009]. Čermák was a judge in the years of communist rule. But he was no ordinary judge under communism: he was well known for his moral stance, and eventually he was removed from his post. After that he became a lawyer at a factory (*podnikový právník*). He wrote *The Question of Democracy*, an important work of political theory. He also had close contacts with the theatre, and even had one of his plays performed. After the revolution Čermák established the Department of Political Science at Masaryk University - which he headed - and then in 1993 he became a judge at the Constitutional Court.

Where does English come into your job? (You're obviously very interested in English.)

Actually, I haven't used my English much at work recently. I don't have that many opportunities to go abroad with my job - we write in Czech about Czech affairs. I attend quite a lot of international conferences, so I use English there. Not long ago I translated into English a press release about the awarding of honorary doctorates. One of the graduands was the President of the European Court of Human Rights, and I had the privilege of conducting a short interview with him (in English). Sometimes I speak in English with academics and scientists from abroad (the last time was about two weeks ago). I've used English on Erasmus stays, too.

Tell us a little about your working background.

I studied Czech Language and Literature and Pedagogy at the Faculty of Arts of Masaryk University. I wanted to study Czech from when I was very small. While I was a student I worked for two or three years for Professor Radoslav Večerka - a professor of Old Church Slavonic, a very important one, I think - helping prepare materials for books, transcribing manuscripts into computer files, things like that. When I was in my fourth year at university, I went to work in a bank, and I stayed there after I graduated. I worked there for two years altogether. Although it was interesting and a really good experience, not least because of the people I worked with, it was not connected at all to what I had studied. My next job was for a publishing house -

I stayed there for two years as well. Then I got a good offer from Prague: I worked there for one year as assistant to the Chief Inspector of Schools. I applied for the job at the university because I wanted to come back to Brno for personal reasons. I'm lucky enough to be able to say that I've enjoyed every job I've ever worked in. There's so much about my current job I enjoy: working with language, writing, administration, talking to people, learning about interesting new things. And I have great colleagues.

You've lived in Prague at different times in your life. What is it about Brno that keeps you here?

Actually I grew up in Vsetín in eastern Moravia, on the border with Slovakia. Moravian Wallachia (Valašsko) is a special region, and I'm proud of it; I like the culture there, and the dialect of Czech the people use. My mother and my grandparents still live in Vsetín. I first came to Brno to study. Even when I was working in Prague, I always came back to Brno for weekends. When I was younger I wanted to live in Prague, because of my personal connections with the place (we moved there from Vsetín when I was only a few months old). But I've come to see Brno as a happy medium. I like Brno very much because you can take what you need when you need it. Sometimes it's quiet, sometimes it's noisy. When you want to go to the theatre you can, but you don't have to. It's not far from the centre to the countryside. And if I can generalise, maybe the people aren't as competitive as they are in Prague, which makes life more relaxed here.

A chat over an imaginary cup of coffee...

Ailsa Randall and Kylie Redwood

I met Kylie Redwood ten years ago when we were both living in Břeclav, and over the years several big changes in our lives brought us closer together, and so it was with sadness that I said goodbye to her last year as she and her family moved back to New Zealand. In the course of those ten years we both taught English, we both got married to Czech men, we both had two children born here in the Czech Republic, and we both struggled with being a foreigner in a small town. Now our communication is limited to writing letters and emails (Kylie's last letter to me was twelve sides of A4), but I decided to write down some of our discussions in the form of a chat. As we both have five-year-old children, our discussions often centre around education, and a comparison of the Czech system with those in which we were brought up. Kylie was born and educated in New Zealand and moved to Europe after finishing her degree in English. I was born and educated in Britain and moved to the Czech Republic after a couple of years of teaching French in England.

Kylie: I spend quite a lot of time thinking about the pros and cons of life both here and in CZ. I think that life in the Czech Republic is pretty good and you're probably not missing much in England - well it all depends on what you consider to be important.

Ailsa: Yes, I agree, but it's easier to think that when you are in your home country! The grass is always greener... So how's Stephanie getting on at school? She's been going for about six months now, hasn't she? I feel like Theo is ready to start school already and that this year is a bit of a waste of time for him, waiting to start school next September.

Kylie: I don't think you need to worry at all that Theo isn't in school yet. You ought to be glad that he didn't start school at the age of four, like in England.

Ailsa: Yes, a lot of my friends think it was too young for their children to start so early.

Kylie: I can see here that even age five is too early to start school for some kids. You start school the day after your fifth birthday here. Stephanie is doing most of the work with the Year 2 kids - she'll go to their classroom for maths and reading and writing.

Ailsa: It's great that they can be so flexible. It's like that in England too - the children can work at their own pace and they have groups within the classroom for children who are working at different levels, although they don't tell the children that of course!

Kylie: I wonder how Czech schools work. I'm under the impression that when the kids start school at age six or seven, they all do the same work, because the

assumption is that they've been kept in *škola* until they were ready for school.

Ailsa: Yes, I don't think they have the same flexibility for children to go at their own pace, although I've heard about it in a couple of private schools. In England if they are struggling they get extra help from a classroom assistant or a parent who comes in to help with reading. But they don't seem to have so many people who struggle here, especially with reading. The figures in England are shocking as to how many people come out of primary school unable to read well. Maybe Czech is just easier to read than English...

Kylie: And here the kids don't get any marks. The teachers do their own assessments, but there's no in-class comparison of children. For maths and reading the kids are divided into groups and they progress at their own pace, so in effect Stephanie has progressed quickly up the groups and is now reading with the weaker Year 2 kids.

Ailsa: I remember it was similar in England. We only had marks once a year in our end-of-year report, and we only got that from about the age of eight. Before that there weren't any marks. My sister-in-law thinks the children need marks here, to help their motivation. But I don't think it's very motivating to get bad marks from a young age - it could be quite damaging.

Kylie: We had a Czech visitor here about 10 days ago. After a year in Sydney and

meeting students from all over the world, he came to the conclusion that Czechs get a really good broad education, because at times he was surprised at how ignorant some people were of stuff he considered to be general knowledge. Martin is forever saying to me, 'I can't believe you don't know that. Didn't you learn it at school?'

Ailsa: Yes, Jiri was surprised in England when he introduced himself to someone and told them he was Czech, and the person asked when the war had finished! People often mix up the Czech Republic and Chechnya, I think, but it shows a real lack of general knowledge.

Kylie: I think the New Zealand education system is based on learning how to learn, and the Czech a lot more on memorizing stuff and then being able to spout it forth on demand. Both systems have their advantages - some stuff is so boring that it just has to be rote-learned. But I suppose in the end the success of a child has a lot to do with what happens at home. People who don't read to or have conversations with their kids probably shouldn't be surprised if their kids don't seem too interested in learning stuff.

Ailsa: You're right. It will be interesting to compare our children in a few years' time and see the differences. I'll have to start saving up for the flight over to NZ!

linguistics pages

A Teacher among Geysers

Helena Havlíčková

It is not easy to travel with a teacher. While a non-teacher is looking forward to bathing in hot Icelandic springs and streams, and to evening visits to pubs and night bars, the teacher is roaming around the information centres, around the town admiring the architecture, about the hills and meadows searching for curiosities in nature. When away from home the teacher of English is interested in the schools of the host country, in its education system and its language. And believe me there is much to learn in Iceland!

Iceland with its population of about 300,000, which is less than the population of Brno, offers a sophisticated system of education. It even boasts its own university. The system of education is based on the American tradition. Anyway, it seems there is a bit of a Czech flavour: the system consists of nursery schools (for children aged 6 and under), primary schools (age 6-16), secondary schools (from 16 to 20) and the university (from 20 up). School education, which comprises primary and lower-secondary education, is compulsory from 6 to 16

years of age. Private schools can be found, too. Children have to study English as a foreign language. Therefore you can speak English to anybody in Iceland and students have a chance to go abroad to study at English-speaking universities. Danish also appears as a foreign language because Iceland used to be a part of the Danish Monarchy.

Our children would be happy to hear that the school year lasts only nine months. It begins between 21 August and 1 September and finishes between 31 May and 10 June. Upper-secondary education is not compulsory, but everyone who has completed their compulsory education has the right to start upper-secondary education.

The University of Iceland is the largest seat of higher education. It was founded in Reykjavík in 1911 and now it has 11 faculties with 8000 students. Some of the students are foreigners. No wonder that some subjects are taught in English!

Anyway, the Icelandic language looks a bit outlandish to the Czech tourist. The tourist has a poor grasp of the words at the beginning and hopes that the obstacle will soon be overcome. Later he realizes how badly mistaken he was. All these *Keflavíks*, *Langjökulls* and *Dyrhólaeys* are very resistant. Even the Icelandic alphabet is different, enriched as it is with some letters that are not used in English. *Ð*, *đ*, *þ*, *þ*, *Æ*, *æ*? *Ð* and *þ* are close to each other in articulation. The first one sounds like the voiced *th* in English *mother*, the second one is voiceless. *Æ* is pronounced like *i* in *wife*, *ö* sounds similar to *i* in *skirt*. But there

are also the following letters: *Á, á, É, é, Í, í, Ó, ó, Ý, ý, and Ö, ö*. Does it please you that they mostly look like letters we know well from Czech? There is another surprise: they are pronounced differently. *Á* sounds like *ow* in the English word *now*. *É* is pronounced like *ye* in *yellow*, *ó* like *o* in *no*, *ú* like *ou* in *you*. Just *í* and *ý* sound alike and are pronounced like *ee* in *three*. The same goes for *i* and *y*: they both sound like *i* in *kiss*. The English-speaking foreigner is bound to be confused.

And now there are the words. Try to guess the meaning of the following: *dyr, fiskur, sæti, brauð, bók, þú, mópir, bátur, ís, tré, and nýr*. They are *door, fish, seat, bread, book, you, mother, boat, ice, tree, and new*.

However interesting the facts mentioned above are, probably what foreigners discuss most are Icelandic names. The Mayor of Reykjavík is Ms Hanna Birna Kristjánsdóttir. Her name can be used to illustrate an ancient tradition. Most Icelanders still follow the ancient tradition of deriving their last name from the first name of their father. Hanna Birna Kristjánsdóttir's given names are Hanna Birna and she is Kristján's daughter.

If a man is called Ólafur Ragnar Grimsson (who is the president of Iceland, by the way), his given names are Ólafur Ragnar and he is the son of a man called Grim.

If, just hypothetically, Hanna Birna Kristjánsdóttir marries Ólafur Ragnar Grimsson, she does not become Grimsson, like her husband; she continues to be her father's daughter, i.e. Kristjánsdóttir.

If Ólafur and Hanna have a son, he will have Ólafsson as his last name. In the case of their having a daughter, she will be Ólafsdóttir.

Ólafsson, Ólafsdóttir, Grimsson and Kristjánsdóttir are not really names as such: they are patronymics, which refer to their fathers. Therefore the patronymic is never used alone. Icelanders have to be referred to by their given names. Thus Icelanders say, for example, the Mayor of Reykjavík, Hanna Birna Kristjánsdóttir, or the President of Iceland, Ólafur Ragnar Grimsson. They never say President Grimsson, or Mayor Kristjánsdóttir.

Matronymic naming exists as a choice in modern Iceland, too. Sometimes either the child or its mother wishes to end social ties with the father. Some women also use it as a social statement while others choose it as a matter of style.

And we should mention that there is a limited number of Icelanders who do have family names.

What would your name be if you followed the Icelandic tradition? Do you want to try? The Internet offers guidance in the matter, e.g. <http://www.simnet.is/gardarj/misc/family2.htm>. Well now, are you Josefsdóttir or Martinsson?

By the way, do not forget the Geyser!

**The SILSE 2009
International Conference in Opava,
September 7-8, 2009**

Radek Vogel

The 2009 SILSE (Silesian Studies in English) international conference of English and American Studies was hosted by the English Department of the Faculty of Philosophy and Science, Silesian University, and took place in Opava on September 7-8, 2009. Its participants arrived from universities in the Czech Republic, Poland and Slovakia. The keynote speaker of the conference was Professor Jaroslav Peprník of Palacký University in Olomouc with his paper *Czechs in British Literature*, based on references to Czech lands collected over two decades. Four members of our department's staff participated in the conference, namely Renata Jančaříková, Martina Malášková, Radek Vogel, and Sonia Šamalíková (without a paper this time). All four participants were included in the linguistics and methodology section of the conference; the event also contained presentations and discussions grouped in the section of literature and cultural studies.

In her paper *Naming strategies in newspaper discourse* Renata Jančaříková focused on naming strategies identified in the British press with an emphasis on the participant's identity. She claims

that the way that people are named influences significantly the way in which they are seen. The naming and referential strategies utilised in newspaper discourse do not only help to establish a particular type of status, but they also reflect social values and related secondary meanings. Journalists then determine or contribute to how participants are to be perceived by the reader, and as well as that they help to achieve the intended effect on them. Renata Jančaříková's paper and that of Martina Malášková - described below - are parts of their authors' research for doctoral theses they are currently working on.

The topic of Martina Malášková's contribution, called *Expressing imprecision in research article introductions: Formal and semantic analysis*, was hedging, a frequent device used in scientific prose and research articles. The author notes that hedges fulfil a variety of propositional and interpersonal functions, enabling writers to present their opinions as well as comment on the content of propositions while considering their readership at the same time. Earlier studies dealt with differences in the occurrence of hedges between so-called soft and hard sciences; however, there still remains scope for comparison within the humanities. Martina Malášková's paper is based on the results of a study comparing the introductory parts of eight research articles in the areas of linguistics and literary criticism. It

includes quantitative and qualitative analyses and tries to identify various functions of hedges as well as to describe their realisations with regard to the texts' genre-specific features.

Radek Vogel presented a paper titled *The syntactico-semantic properties of 'business verbs'*. His premise was that the verbs used in text and tabular sections of company annual reports display a notable tendency towards repetitiveness and their repertory also seems to be rather limited. Despite this, different semantic categories as well as grammatical forms may be identified in this genre of Business English, and the non-tabular sections in particular are thus far from being semantically, lexically and grammatically stereotypical. The paper is based on the analysis of a corpus of several company annual reports, focusing on the semantic traits of verbs used there, and the extent of their occurrence in dynamic vs. stative functions, active vs. passive forms, different tenses, etc. The goal of the research is to find out if there exists a suitable verb semantic classification and methodology which would reveal adequately the characteristic linguistic properties in this and other specialised genres.

The Monograph is out!

**The Messenger is proud to announce
to its readers that the monograph**

**Research in
English Language Teacher Education**

**has been published
and is now available.**

The full reference is as follows:

**Hanušová, S. et al. Research in
English Language Teacher Education.**

**Brno: PdF MU, 2009.
ISBN 978-80-210-4967-3.**

Colonization still advancing?

Helena Havlíčková

The good old days of the British Empire are long gone and stronger countries have overtaken Britain. But English as a language born in Britain has lost none of its strengths. It is still a mighty conqueror gaining possession of new areas. Just look back at the Czech language of the '80s and compare how many English "invaders" have enriched our vocabulary since then. The same has happened with other languages whose native countries regained their freedom from Russian influence. Yet there are territories less visible that are witnessing English word penetration.

We have become accustomed to sports news full of English terminology, as English is more or less the Lingua Franca of sport. But sciences - biology, geology etc. - have traditionally been the domain of Latin. Most people skip over the Latin scientific terms with barely a glance, neglecting to notice how interesting the terms may be. Let us enter the maze of terminology to have a look at what is going on. Let us try to find some curiosities in the nomenclature of science.

Zoological and botanical nomenclature is often enriched by new names as scientists discover new phenomena and have to find new names for them. The

names must use Latin letters, with no diacritics or punctuation and must be pronounceable words (preferably Latinised). As many scientists are English speakers or fans of English or American culture, sport, history or whatever, they give the new names a taste of English and a sort of sense of humour. Thus Girault, who in 1920 was looking for the name for a new kind of wasp, came up with *shillingsworthia shillingsworthi*. Some names sound funny, which was probably their author's intention, e.g. *stupidogobius*, the name Aurich gave to a fish in 1938, or *schizogenius* (carabic beetle). Sometimes scientists use words valid in other contexts, ignoring the rule that the name should be Latinised, e.g. *athletes* is a kind of moth, *car* is a weevil, *cylinder* and *extra* are snails. There are also others: *drinker* (small ornithopod dinosaur), *disaster* (echinoid), *idea* (lep), *irritator* (Brazilian Cretaceous spinosaur), *scissor* (fish), *sponsor* (beetle), *torpedo* (ray).

It is sometimes difficult to discover the real stimulus for a particular scientist to use this or that name. It might be his life situation, his hobbies, his loves, or his wishes. Thus even names from English and American culture are Latinised. *Campsicnemius charliechaplini* is the name of a fly that appeared in 1996; *baeturia laureli* and *baeturia hardyi* are cicadas. *Montypythonoides riversleighensis* is a fossil snake.

English writers seem to be very popular among scientists. We can find *arturdactylus conanondoylensis* (Brazilian

pterosaur), *Carlyleya* (eulophid wasp named for Thomas Carlyle), *goethaeana shakespearei* (eulophid wasp), *ablerus longfellowi* (torymid wasp), *shakespeareia* (encyrtid wasp), *legionella shakespearei* (bacterium), *psephophorus terrypratchetti* (Eocene fossil turtle named for Terry Pratchett who wrote a series of fantasy books set in a world carried on the back of a giant turtle), and *thoreauia* (wasp), named for Henry David Thoreau.

Music has always accompanied science, which can also be seen in its nomenclature. Thus *milesdavis* and *aegrotocatellus jaggeri* are trilobites. Frank Zappa must be very popular among scientists as there are several names recalling his fame: *Amaurotoma zappa*, *Oeononites zappae*, *Pachygnatha zappa*, *Phialella zappa*.

The esteemed reader might like to try to identify where the following terminology drew inspiration: *Agra katewinsletae*, *Agra schwarzeneggeri*, *Zaglossus attenboroughi*, *Pheidole harrisonfordi*, *Norasaphus monroeae*, *Utahraptor spielbergi*. Of course, actors and filmmakers can be traced in these strange names. Sometimes the inspiration seems to be more sophisticated. Look at *Orsonwelles othello*, *Orsonwelles macbeth*, *Orsonwelles falstaffius* and *Orsonwelles ambersonorum*. They are all spiders living in Hawaii named after famous Orson Welles roles.

How do you like the sound of a wasp called *Lincolna*, an orchid named *Maxillaria gorbachowii*, and beetles

with nice names like *Agathidium bushi*, *Agathidium cheneyi* and *Agathidium rumsfeldi*, a Laotian barking deer called *Muntiacus rooseveltorum*, or a fan palm called *Washingtonia*? Even Bill Gates has become immortal in scientific taxonomy through the flower fly *Eristalis gatesi*.

If you are patient you might find other interesting terms in *Using the biological taxonomy to access biological literature with PathBinderH* by Ding J, Viswanathan K, Berleant D, Hughes L, Wurtele ES, Ashlock D, Dickerson JA, Fulmer A, Schnable PS. (Department of Electrical and Computer Engineering, Iowa State University, Ames, IA 50011, USA.) On the Internet <http://www.curioustaxonomy.net/puns/puns.html> also offers interesting ideas.

When introducing new names scientists have to follow strict rules. They are governed by nomenclature codes. The rules for assigning scientific names must be well codified in order to keep the names internationally unambiguous and understandable. But one can use one's imagination, as we can see in the rich pool of terms mentioned above. That is why we can appreciate their entertainment value together with their scientific meaning. Moreover we can see how strong the English language is. In spite of this Latin is not surrendering without a fight. Science is still a Latin domain. Have you noticed that most of the expressions given above have had to be **Latinised**?

literature pages

Love's Mischances*

Lucie Podroužková

One of my arguments with contemporary British novel is that it is oversexed. David Lodge's famous quip is that "literature is mostly about having sex and not much about having children; life is the other way round". Novels deal little with changing nappies, washing up and checking homework. On the other hand, sex in novels is either promiscuous, or deviant, or implausibly fateful (in *The French Lieutenant's Woman* for example, an offspring is procreated through a single, virgin intercourse of 90 seconds).

Although Ian McEwan's latest novel *On Chesil Beach* is in its crudest sense a depiction of a single sex scene, none of the above censures apply.

It is 1962 when Florence and Edward arrive at a hotel on Chesil Beach, Dorset, where they are about to consummate their union. They are in love and they believe that marriage will set them free, that it will - so to speak - make them:

And they had so many plans, giddy plans, heaped up before them in the misty future, as richly tangled

as the summer flora of the Dorset coast, and as beautiful. Where and how they would live, who their close friends would be, his job with his father's firm, her musical career and what to do with the money her father had given her, and they would not be like other people, at least, not inwardly. This was still the era - it would end later in that famous decade - when to be young was a social encumbrance, a mark of irrelevance, a faintly embarrassing condition for which marriage was the beginning of a cure (McEwan, 5-6).

Yet privately they harbour anxieties which weigh heavy on the evening ahead. Edward, who longs to make love to Florence, is worried about his sexual inexperience and tendency to be aroused too easily. Florence's secret is more traumatic. She wants love but not sex. Much as she likes smaller intimacies, she is repelled by the very idea of "a close embrace" (ibid., 7). She knows she should speak up, should have done so long ago (ibid., 9). But they live "in a time when conversation about sexual matters was plainly impossible. But it is never easy" (ibid., 3). The narrative's intersections with Edward's and Florence's histories lay a lot more in their paths:

And what stood in their way? Their personalities and pasts, their ignorance and fear, timidity, squeamishness, lack of entitlement or experience or easy manners, then the tail end of a religious prohibition, their Englishness and

class, and history itself. Nothing much at all (ibid., 96)".

The reader follows the lovers' progress with a fervent urge generated by suspension, and much compassion at the same time. The newlyweds' advances, painfully and at times hilariously clumsy, contain a palette of impressions: beauty, perversion, passion and disgust, fear and shame. The tension built is masterfully detained by periodic detours into the protagonists' past.

In an inconspicuous way, McEwan's novels tend to be condition-of-England novels. Florence and Edward, having met at a cheerless CND event, want to escape their contrasting home environments. We get a slice of Florence's wealthy but detached Oxford home, her keenly intellectual mother and her business-minded spouse, and of Edward's rural background. His household is messy but essentially warm, and Edward's father, a schoolmaster with three children and a brain-damaged wife to look after, is an unostentatiously heroic figure. McEwan's ability to set the scene is admirable. His "efficient" style avoids long descriptions but picks up a detail which gives the text an aura of authenticity and a poetic hue.

Most of Ian McEwan's novels are about a fatal mistake. Once the night on Chesil Beach reaches its infamous climax, the narrative hurtles through the years, to pause with Edward as an elderly man. Sex has drifted from his mind but love has not. He now believes that he and Florence had had a chance: "Love and

patience - if he had had them both at once - would surely have seen them through (ibid., 166). "It is a debatable but surprising tenet and it thwarts the novel's emphasis on sex, producing a mellow outcome instead.

On Chesil Beach is a strong book, which yet again confirms McEwan's position of prominence within contemporary British fiction.

*qtd. Geoffrey Chaucer, *Wife of Bath*.

culture pages

On Women in Contemporary India 2

Hana Waisserová

Indian womanhood is so complex that it is difficult to encompass. One must consider a multiplicity of female identities which differ by community, caste, ethnicity and/or religion. During the three years I spent as a lecturer at Delhi University I got to know bits and pieces about Indian womanhood. This piece is the second part of a small Messenger serial on third-world women; it advances the idea that India offers an intricate web of female identities.

FEMALE SHAKTI

Contrary to the image of “victimized womanhood”, in India there are some very powerful female images! Alongside well-known oriental images, living traditions shape these representations as well. The most popular ones are mythical and literary protagonists of the Mahabharata such as Draupadi, Shakuntala and Saivritri or female goddesses. These female figures are far from being only compassionate, submissive and biddable oriental women; they speak back. These heroines and goddesses became symbols of female shakti - the female power. Draupadi is a

victim of polygamy and rape, a queen and wife of five brothers, but to be protected she speaks up in her outrage to the gods, and she manages to be heard and saved. Shakuntala successfully fights back with her words when she is about to be seduced by a king. Saivritri verbally tricks and persuades Death to bring her husband back. Nevertheless, the most famous and the most celebrated are certainly the goddesses Durga or Kali. Numerous Hindu communities praise these forcible goddesses; they worship their female shakti power.

Kali or Durga are the most celebrated and most respected Hindu divinities! They are represented as blood-loving goddesses wearing necklaces made of their enemies' heads. The festivals of Durga are widely celebrated all across the Hindu world. At times of the festival of Dussehra many goats' and chicken's heads fall to provide goddesses with the blood they desire. The animal blood is served to Durga in numerous temples dedicated to her. Durga means “unattainable as a fort”; she is a woman-warrior and she is also the reincarnation of Parvati, the Vishnu wife, who unifies with Kali. Though more powerful than men, Kali is a very beautiful woman. According to legend, the gods called on her for help. She was equipped with the weapons to kill the demon that was to destroy the world. She - a mere woman - was the only one who could manage this. Ever since, she is believed to reappear repeatedly in order to protect humankind. According

to legend, she will save the world when she is needed. Sometimes she represents the Mother of the world. She rides a lion, and she has big breasts symbolizing her mother-like status.

All across India there are living goddesses too. In Kerala, South India many male pilgrims undertake a long journey to visit the living goddess or female guru "the Hugging Mother". They come to this powerful female to receive hugs; in hugs they receive energy, and solutions to all their every-day problems. All over South Asia there is a tradition of worshipping young pre-pubescent girls as manifestations of the divine female energy. In South Asia numerous living goddesses called Kumari Devi can be found. Perhaps the most popular of all is the one living in Thamel, Kathmandu. Though of Buddhist origin, she is a model to the whole of Hindu womanhood; she is an embodiment of eternal Divine Bliss. She becomes a goddess when just a small girl, and she ceases to be one upon entering womanhood. She loses her divine status when she menstruates. It is assumed that the goddess leaves her body. Any serious loss of blood is also a cause for her to regress to common status.

MOTHER INDIA AND INDIRA GANDHI

Hinduism respects powerful women and glorifies its Kalis. Even Indira Gandhi has been a Kali! Indira Gandhi is worshipped by some, condemned by others. But her spell is still strong. In numerous stories, she is perceived as the caring mother,

but the mother of too many sons (meaning religions). What a difficult motherly task! Naturally, such a mother cannot always be good to everyone equally. In memoriam she earns numerous charges for many failings she is connected with, including human rights violations. She became infamous for forced sterilizations and vasectomies, among other things. She - as a woman - failed to employ her womanly powers to influence the politics of her time. This is the same charismatic Indira Gandhi who is a national celebrity, a famous Indian Democratic leader, is well-educated, well-travelled, and gives the impression of being a sophisticated leader. Perhaps she failed to be the "Mother India" she wished to be. By misusing her "shakti" Gandhi didn't fulfil expectations of her "maternal role" in exchange for leadership and power by patriarchal means. It was the same Indira Gandhi who represented Indian non-violence abroad, as introduced by Mahatma Gandhi, the same Indira Gandhi who was seen as a harbinger of human "togetherness", so important to female kinship, the same Indira Gandhi who was proof of the great progress Indian democracy had made by its acknowledging of a woman as head of state. Could she be a metaphor of Indian womanhood? In what sense does her fate and life-journey exemplify ways of contemporary womanhood?

methodology pages

Eighth-grade lessons

Světlana Hanušová

You will know the old joke about Jack. *“Mum, I don't want to go to school today. The boys are always beating me up, the girls tease me and laugh at me and the teachers ... they are so nasty and yell at me.”* *“Sorry, dear, I am afraid you have to go as usual. Once you are a headmaster ...”*

Ask a schoolteacher about his (or rather her) job. You will hear about pupils getting worse, unsatisfactory financial conditions, and difficult parents, on top of everything else. Ask a parent or a pupil - you will hear stories about teachers and maybe other parents and other pupils. Everyone has their own experiences of school - that magical institution where human young learn about the culture of their own species. What are the Czech schools like today? Are they the same as 20 years ago? Or are they changing? For better or for worse? If you want some first-hand information, join me now. I am just about to start my annual teaching practice observation. I always look forward to this highlight of my academic year. Today I can take you to four primary schools in Brno as I am going to observe four students on their final-year teaching prac. All of them will be teaching English to eighth graders. Join

me at the back of the classroom, but please keep quiet; you may observe and take notes if you wish.

It is not far to the first school, just a few tram stops from Poříčí. The building does not look very modern, does it? Let us enter and see. Lenka, the trainee, is waiting on the first floor. Yes, I know why she is so nervous. Her mentor has just explained to me that Lenka is going to teach the weakest and liveliest group of 8th graders at the school. The mentor seems to know the group and their problems pretty well; she is, after all, their class teacher. While you were looking at the noticeboard, she managed to tell me several stories, including one about a pupil whose mother left the family soon after his birth and whose father then died. The boy's grandpa has problems looking after four siblings and the boy - he could not care less about school. We have to interrupt the conversation as we are entering the staff-room, where we greet other teachers. Do I know any of them? Yes, I know Luděk, who graduated from the Faculty of Education five years ago. I am happy to see him thriving, surrounded by four smiling ladies. You didn't believe him when he said he was still enjoying teaching? Why do you think he would lie? By the way, he did mention the modest salary to me but there are other factors that keep the young man at the school, including a very reasonable headmaster who knows how to run the school smoothly and effectively.

But let us hurry now, as the class is about to start. Did you notice the sudden

change in Lenka when she greeted the pupils? All her feelings of insecurity have been left in the corridor. She is concentrating only on her pupils now and she is fully with them. The pupils appear to be fascinated by her attractive and logically-sequenced activities and cooperate from the very beginning. Yes, as you ask, I do have an explanation. I think they can feel she is enjoying the time with them. They appreciate the background music she plays during their individual work and try hard to win the fun competition she gives them, practising irregular verbs without even realizing it. Yes, of course I hear the mistakes they are making and sometimes they struggle to express complex ideas, but they are able to cope. Shhhh! Let's discuss it later, I do not want to miss this part. Lenka is going to check their homework (a coursebook text they were supposed to read and understand). I am quite curious whether she will fall into the *read-a-sentence-aloud-and-translate-it- into-Czech* trap. No, she is too clever not to see the flaws of this widespread procedure. She has copied her own version of the text in which she has replaced some expressions with different, often funny ones. While one pupil reads a sentence, the others listen carefully to identify the differences. Good job, Lenka! I must make a note of this, this time not for feedback purposes but for my methodology classes at the Faculty. This simple but effective trick should not be forgotten. Of course I will quote the source! No, this is not an "ordinary" lesson. Lenka is obviously one of my goldfish, which I manage to catch

only once every two or three years. I feel really proud when the mentor confirms that Lenka is the best trainee she has ever had and even an inspiration to her own teaching.

Not a bad start to the day, was it? Let us now see the school round the corner. The school has a long tradition, and it specializes in accommodating pupils with severe disabilities. (Please do not tell our dear Messenger readers any more, will you? We should keep the school anonymous.) A miracle at the very beginning: although we can see the mentor, we appear to be completely invisible to her. Not only you (that would not be altogether surprising) but also me - she just cannot see me at all. While talking to Martina, the trainee, the mentor mentions that the pupils at the school are either disabled or ... No, that was not really an expression appropriate for use in the Messenger. Why don't we follow Martina to the classroom? (We can forget about the mentor as she opts out and "does other important work" instead of observing the trainee with us). A fragile-looking Martina is now trying to catch the attention of her seven eighth-graders, who are obviously hearing classroom instructions in English for the first time in their lives. Do you feel sorry for her? I don't, I am sure she will cope. Look, she is just about to change her lesson plan. She can use some parts of it, like the drawings she has prepared to practise tenses, but most of the plan will have to be adjusted to the needs of the pupils. It never takes her more than a few seconds to see where the problem is

and act accordingly. You're right, it is difficult to imagine a slower group. Some of the pupils obviously attend this particular school as they were not able to make any progress in a regular group of 30 pupils in an "ordinary" school. Some struggle with dyslexia, some show symptoms of behavioural disorders. Have you noticed the boy on the right? Yes, the small one. His reactions remind me of those of my friend's autistic son. Yes, of course Martina will be quite exhausted at the end of the session, but I think you are jumping to conclusions. I wouldn't say she will decide to look for a job as far from schools as she can get after this painful and highly challenging experience. But you can ask her after the class. Look at this, the atmosphere is changing. Martina is still sticking to English. It is the pupils that are changing: they have stopped disrupting the lesson and are laughing at the new teacher speaking an unknown language. They are trying really hard and their faces glow with happiness when they manage to guess what Martina is miming or drawing on the board. The bell to announce the end of this language-building adventure is welcomed by Martina with relief - unlike one of the lively boys, whose "Už konec?" makes us all smile. Your time has come, you can ask Martina what she would like to do after she graduates. No kidding? At this very school? These pupils? And have you asked her why?

You know what, you can tell me later, we have to catch a tram to one of Brno housing estates now. Milan will be

waiting for us. I hope he will do well. His mum has been a deputy head at the school for many years, so he is likely to have inherited some pedagogical genes. This time the mentor will be observing the class with us (she chooses a desk quite far from ours), and the irregular verbs Milan is going to practise are the same as the verbs Lenka's pupils practised in the morning. The day is a long one and we are tired, so maybe we can relax a little bit. The pupils are obviously the most talented and advanced eighth graders we have seen today. Ouch! What on earth have they done? Why is Milan yelling at them at the very beginning? What has made him so angry? He is a well-built young man whose natural authority would probably be indisputable even if he spoke quietly. Well, he may be nervous, let's wait and see, he may calm down in a minute or two. What? Again? OK then, no relaxation in this class. Now it is getting too much. Why is he scolding the girl? She IS trying hard, but his question was a bit confusing. You do not like his way of quoting typical mistakes heard in another class? Well, you may be right, he seems to be obsessed with mistakes. But look, he himself is writing a word incorrectly on the board. The two pupils in front of us have noticed it but are not brave enough to tell him. I understand them perfectly, I would never dare if I were in their shoes. They briefly discuss the situation and then assume the teacher's spelling is correct, as such a strict teacher would never make a mistake. You liked Lenka's irregular verb competition better? I am not so sure, it may be a matter of

personal choice, not everybody can organize all grammar practice in enjoyable game-like activities. And some methodologists even advise against games in the language classroom. Please be quiet now or we may be yelled at, too ☺. After all, Milan may be just joking, role-playing a tired teacher after 30 years of practice suffering from burn-out syndrome. I see, you cannot stand it any longer. You may leave the classroom, of course. I might follow you soon, but I will try one more thing before I give up: I will join the mentor at her desk and ask why the trainee's approach is so aggressive. Will you wait for me downstairs, please? You know we have one more school to visit today.

Well, yes, I did ask the mentor. No, she could not help me at all. She said I was probably observing a different class. Milan was not aggressive at all. He was not doing anything unusual. He was neither yelling nor offending young ladies. It was the pupils who were causing the whole problem. They were slow and poorly prepared. And that is what Milan told me, too. Also, he apologized at the end of the class. You don't believe it? He did, really. He said: "I apologize that they are so incredibly stupid." The pupils? Did they hear what he was telling me? They could hardly miss it: he was standing in the middle of the group of pupils as they were queueing at the door and waiting for the bell. Well, yes, he finished five minutes before the bell went because he could not think of anything to do in the last five minutes. No, I refused to give him

feedback immediately. I invited him to the Faculty instead. For one thing, I didn't feel capable of calming down enough to look professional, and you were waiting at the main entrance. And we have the last school to visit.

By the way, do you know what happened at our last school five years ago? All non-Roma parents decided to send their children to another school. Thus the school we are heading for has ended up with more than 90% of Roma pupils, all of them from socially-deprived areas. The eighth grade we are going to observe is a special group of pupils with learning disabilities. Honza will be waiting for us on the top floor, in the staff-room. Good afternoon. Yes, that's right, we are looking for Honza. (How does the lady at the porter's lodge know?) Good afternoon, children. Hello. (Isn't this the first school we've been to where every child greets every visitor in the corridor?) Hello, Honza. Ahaa! You are going to teach them in the library on the ground floor today? Every Wednesday? Why? Are there too few classrooms at this school? Reading books? Real books? Of their own choosing? And, excuse me, are you sure this is a class of English for children with learning disabilities? Are you telling us they will be reading books in English? OK then, let's go downstairs and see. No, Honza, I do not mind that the mentor will be assisting you this time. (We shouldn't tell Messenger readers what her real name is. Let us call her Ms. Superstar because of the portfolios she has designed for her pupils to use for self-

evaluation, which she calls Superstars. You haven't seen any traces of self-evaluation at the other schools? We'll see, the mentor may be just making it up and pretending they are reading and self-evaluating.) Do you like the library? So do I, especially the new furniture and the beautiful books displayed on the shelves. Look, the darlings (as Ms. Superstar calls them) are on their way. Each of them chooses a comfortable chair, one is allowed to lie down on a podium in the corner, two are seated at computers. Honza gives instructions in English and they have a hard time understanding what he wants to say. But all of them try to guess, and after a while they understand it is time to choose a book (a simplified reader) from a shelf. They need much more assistance from both teachers than all the other groups we have seen today. Honza is doing very well. As the pupils are reading and working with dictionaries, Honza distributes the portfolios and asks them to evaluate their progress. The lesson is coming to an end and ... Oops! Honza will be the first trainee in my career who will not receive written feedback. I completely forgot to find a pen and paper and take notes. Instead, I became a third teacher for part of the session and helped the boys at the computers to look up vocabulary in the dictionary. I tried my best to imitate the mentor's teaching style. She insisted on discipline and hard work but did not miss any opportunity to praise and encourage the pupils. It was hard to find time to talk to her during the class but we briefly managed to exchange a few

words. She has been working here for ages and loves her work. You've seen her, so you know as well as I do that she was not pretending. She said she was not in very good health any more, but as long she could breathe, she would continue to teach her darlings. In a few seconds she was able to tell me about her clear and realistic goals and describe the routines she employs to reach them. On Mondays, her darlings work on projects, on Wednesdays they read books and on Thursdays they use computers to do grammar and vocab exercises. The Superstars (academics would call them portfolios; sheets of coloured paper, if you wish) are used every day, and are very popular with the pupils.

After we left the school, I realized I had heard about the teacher before. A Roma boy, whom I examined at Maturita at a secondary school (his pass was well-deserved), mentioned this lady as the person who had introduced him to the basics of English. Hats off to Ms. Superstar!

So, what are your impressions? What do you think about Czech schools and their future? They ARE changing, aren't they? Some changes are for better, some for worse. As to my opinion, I will never lose hope as long as there are sparkling and creative Lenkas, thoughtful and determined Martinas and loving and wise Ms. Superstars.

Note: I apologize to all of my students as my sample is far from representative. Milan was not a typical example: I have seen only one such class in my career.

translation pages

The rather difficult case of Mr. K*A*P*L*A*N

Markéta Kubiesova
H*Y*M*A*N K*A*P*L*A*N
Martin Němec

*Hyman Kaplan, or as he would sign himself H*Y*M*A*N K*A*P*L*A*N, is the main character of a collection of stories created by Leo Rosten in the 1930s. The author himself re-created the original newspaper stories in one volume and made some major changes to the tone and even some of the characters of the earlier stories. It was the second edition that was used for the famous Czech translation by Antonín Přidal, and it was this that we used in the translation seminar.*

Mr. Kaplan is an immigrant and a pupil at a New York night class in English. Not only is he very enthusiastic about studying the language of his new homeland, he is, unfortunately, also incapable of learning English. As his teacher Mr. Parhill says: Mr. Kaplan admits that English has rules - "good rules, sensible rules" - but he is quite unable to admit that the rules apply to him.

And it is mostly his pronunciation and lack of respect for the rules of grammar that serve as the main source of humour in the stories. No surprise, then, that the job of the translator is a very difficult and demanding one.

In this particular case the translation seminar was searching for limits. We tried to follow in the footsteps of Antonín Přidal in searching for parallel events rather than common equivalents. We collected about thirty different ways of dealing with the difficult language of Hyman Kaplan. And there is one here for you to check which takes quite an unusual point of view, bringing the theory of translation parallelism to the full extent of the meaning.

As the initial text is very long, you will find here only tiny bits and pieces. Should you like to know more or read more about the adventures of Hyman Kaplan, feel free to get in touch: nemecm@ped.muni.cz.

The Rather Difficult Case
of Mr. K*A*P*L*A*N

Translated by Markéta Kubiesová

Mr. Kaplan first came to his special attention, out of the thirty-odd adults in the beginners' grade of the American Night Preparatory School for Adults ("English - Americanization-Civics-Preparation for Naturalization"), through an exercise the class had submitted. The exercise was entitled "Fifteen Common Nouns and Their Plural Forms."

[...]

house ... makes ... houses

dog ... " ... dogies

library ... " ... Public library

cat ... " ... Katz

[...]

"Won't you take the advantage of Recitation and Speech practice, Mr. Kaplan? he asked, with an encouraging smile.

[...]

Further encouragement revealed that in Mr. Kaplan's literary Valahalla the "most famous tree American wriders" were Jeck Laundon, Valt Viteman, and the author of "Hawk L. Berry Feen", one Mock-tvain

[...]

When people is meeting on the boulevard, on going away one is saying, "I am glad to mat you," and the other is giving answer ' , "Mutual".

[...]

"Y-es," said Mr. Parkhill. "Er - and another noun?"

Pan Kaplan na sebe v rámci skupiny začátečníků večerního kurzu češtiny pro cizince poprvé nechvalně upozornil při odevzdávání úkolu. Zadání úkolu znělo: vypiš patnáct obecných podstatných jmen s tvary jejich množného čísla.

[...]

Potkan ... dělá ... potkany

Muž ... „ ... mužany

Pes ... „ ... pesany

kočka ... „ ... kočkany

[...]

Nechtěl byste využít možnosti mluvního cvičení pane Kaplane? Zeptal se jej s povzbuzujícím úsměvem.

[...]

Po dalším povzbuzení se pan Jedlička dozvěděl, že do literární síně slávy pana Kaplana spadají „při nejslavnostnější česká spisovatel“ Karl Pavlíček Borovičkovy, Karl Polníček a autor Pobídek Malobranských Jan Pobuda.

[...]

Když se lidy schází v ulice, při odcházení jeden řekne „rát jsem ti přiznal“ a druhá odpovídá: „podobně“.

[...]

Á- ano, řekl pan Jedlička. „Ehm, a další podstatné jméno?“

“Another door,” Mr. Kaplan replied promptly. Mr. Parkhill put him down as a doubtful :C“.

[...]

“Plizz, Mr. Pockheel,” asked Mr. Kaplan as soon as the period opened. “Vat's de minnik fromm-” It sounded, in Mr. Kaplan's rendition, like “a big department.”

“A big department,” Mr. Kaplan?” asked Mr. Parkhill, to make sure.

“Yassir!” Mr. Kaplan's smile was beauteous to behold. “In de stritt, ven I'm valkink, I'm hearink like 'I big de pottment. ”

[...]

“Well, then,” Mr. Parkhill summed up hastily, “each article is sold in a different place. These different and special places are called departments.” He printed “D-E-P-A-R-T-M-E-N-T” on the board in large, clear capitals. “And a big department, Mr. Kaplan, is merely such a department which is large - big!”

[...]

“Vell! I tink it's more like 'I big de pottment.“

“Go on, Mr. Kaplan, go on.” (Domine, dirige nos.)

„Další dveře,“ vyhrkl pan Kaplan. Pan Jedlička si poznamenal 3-.

[...]

„Pane Jelička, prsím vás,“ spustil pan Kaplan ihned po zahájení části hodiny věnované dotazům. „Jak je významení-“ Dle interpretace pana Kaplana fráze „obouvat se“.

„Obouvat se, pane Kaplane?“ ujistil se pan Jedlička.

„břevně tak!“ Bylo krásné vidět pana Kaplana usmívat se. Dyž chodím po ulice, slyším, jako ‚obouvám se.‘ „

[...]

„Tedy,“ opakoval pan Jedlička dříve řečené, „obouvat se, je zvrtné sloveso, první část tohoto slovesa se časuje, stejně jako ostatní slovesa, které již známe, tedy v první osobě já se obouvám“ Napsal sloveso velkými tiskacími písmeny na tabuli a dodal: „v češtině se v běžné mluvě osoba, zde ‚já‘, vynechává, fráze ‚já se obouvám‘ poté tedy zní ‚obouvám se‘“.

[...]

„No, já se ale myslít, to je více jako ‚oblouvám se‘“.

Pokračujte, pane Kaplane (Pane, ukaž mi cestu).

travel pages

The Dark Side of Travel

Jaroslav Suchý

Note: The driver and doctor below are referred to as "she" because of their real gender.

The sight of the full moon on a starry night is just gorgeous. It makes us dream about travelling there, seeing it, exploring it, just like any other place we've never been to, have only seen pictures of. The lucky ones among us make it there. The luckiest even make it back home, safe and sound. Should bad luck strike; travel, just like the moon, has its dark side and we'll get to see it. For example, when a car taking you to a beautiful mountain resort is destroyed in a crash.

It was a beautiful sunny Saturday, the first day of spring, 2009. My wife and I were travelling to Austria with my parents in my father's car, my sister with her husband and their two daughters in another. After a long, long time, the whole family was together.

My wife (still my fiancée then) didn't really feel like going that morning. In fact, she was crying: shortly before departure we'd learned that there were going to be three of us. But there we were in the car.

Everything went smoothly until a big black car overtook us, speeding and appearing to dance on the road to our left. For a second I wondered what its driver was thinking of, but paid the car no further attention. But then a moment later I saw it skid right in front of us and

realized that a crash with our car, which was travelling at almost 130 km per hour, was inevitable. Looking back on it all, lucky and happy that I can, I am amazed at how many thoughts can run through one's head in a minute period of time...

...why was the driver going that fast if she couldn't handle it? OK, this is what I've always been afraid of - somebody else's mistake causing us to crash, and now we are in it and there is nothing we can do about it except hope...

BANG! We hit the big black car and start to skid. My eyes meet my wife's...

...I can't do anything for her and our baby now. How frustrating this is. Now it's about how many cars there are behind us and how successfully they can brake.

BANG! More skidding on the road and ... standstill. Waiting for another crash from the back that doesn't come. Not as bad as I feared.

Not at first glance. But then my dad sees my mother's head fall to her chest. My wife's great, acting as the rescue squad, helping us take mum from the car and covering her with a jacket and thermo cover. My mum's eyes are closed. I find myself telling my dad that she's going to be fine and realizing that all I can do is hope she will be. Mummy, mummy, I love you. I break down in tears.

This is a good point to thank the Czech doctor who stopped her car and calmed us all down saying that mum was alive and that we could help her by behaving normally. That was easier said than done but we tried. Thank you, doctor.

My mum was transferred to hospital by helicopter. I had to ask the rescuers to

take my wife by ambulance to check if our baby was still alive.

In the hospital my mum was given a number of tests and she had to stay there. It was the same story with my father and my wife, but at least we knew our baby was alive. My sister, who saw the whole horror in her rearview mirror, advised that I should get checked, too. I objected that I only had a bruise on my forehead, probably caused by our dog, who was resting on my lap when the accident happened (the dog survived, by the way). "Well, since the car rolled over, I'm sure you should get checked, too," my sister concluded. It was only then I realized how bad the accident must have been. I did not remember rolling over, so my head must have taken quite a blow. I objected no longer and had the tests.

As if the accident itself was not enough, Austria decided to show us its dark side, too. No passenger from a car which has a collision gets checked automatically, so we had to ask for it. The badly damaged car was taken to a car park which was not open on Sundays. After a number of calls the owner decided to open for us (earning himself a hundred euros in the process) so we could pick up to our luggage. At the same time the police told us to wait (outside, in the cold, in our car) for the interpreter to translate our testimonies, while the car park owner was waiting in the police station, which we did not know because the police never told us. Before the interpreter came we could have made it to the car park and back twice. Anyway, my father was not allowed to go to see his damaged car, there was no negoti-

ation, we did not speak German, the police did not speak Czech, we tried in English, and the police spoke rather good English but their ears were hearing without listening.

My wife, my dad and I were transported home that Sunday. My mum had to stay there. We thought she would be going home on the Monday. But on the Monday the hospital informed us that she had a neck fracture and would have to stay a couple more days. Isn't it strange that they discovered the injury only 48 hours later?

Even today my mum's not fully recovered. But she's alive. There was one more unfortunate thing that one would not expect from a modern European country.

My parents celebrated their 40th wedding anniversary in February 2009. They had new rings sanctified on that occasion. Two rings, the new one and an engagement ring that my mum was given by my father before their wedding in the '60s, were on her ring finger when the accident happened. They were taken off her finger and she never got them back.

Well, it's a miracle we can thank God and our guardian angels that we are still alive, and that is the most important thing. It's a miracle that my wife is about to give birth to our baby. It's a miracle that my father's still got my mum by his side.

Friends, I know it's very simple and it may even sound like a cliché but take nothing for granted. Every minute is a miracle. Cherish every second of your life. Tell the ones you love that you love them. Enjoy every tiny moment. Enjoy the sight of the moon on a starry night. Life is beautiful.

technology pages

What is videoconferencing?

Rita Collins

At the beginning of the fall semester, teachers in the English Department were introduced to the idea of videoconferencing. We sat in room 59 on a warm September day participating in a demonstration of how this technology worked while speaking with one person in Prague and another person in Brno (although not at the faculty). We were able to ask them questions and see these individuals as they answered us. They sat in their offices while we were in the classroom at the faculty. At the conclusion of the demonstration, when the man in Prague and the one in Brno had disconnected from the videoconferencing system, the teachers in room 59 began discussing how this technology could be used to enhance our preparation of new teachers and for our own professional development.

What exactly is videoconferencing? In simple terms videoconferencing is

conducting a conference between two or more participants at different sites by using computer networks to transmit audio and video data. For example, a point-to-point (two-

person) video conferencing system works much like a video telephone. Each participant has a video camera, microphone, and speakers mounted on his or her computer. As the two participants speak to one another, their voices are carried over the network and delivered to the other's speakers, and whatever images appear in front of the video camera appear in a window on the other participant's monitor.

Multipoint videoconferencing allows three or more participants to sit in a virtual conference room and communicate as if they were sitting right next to each other.

(Videoconferencing)

This is a brief description of what videoconferencing is but what is also important to understand is why people in the English Department would use it.

Since the 1990s, the technology needed for videoconferencing has become more accessible to schools, universities and the general public. It is used in a variety of settings from connecting classrooms in diverse countries to allowing university students to observe procedures in a hospital operating room or watching how a model teacher manages a classroom. One example of how videoconferencing is used for educating young students is through a project called "Around the World", initiated by a high school in New Jersey (Nachbar, 2009). Passaic Valley High School set up a program with schools in Pakistan, India, Israel, and the United Kingdom. The discussions that the

students engaged in covered topics such as history, culture, politics, and the arts. One of the teachers at the New Jersey school noticed that his students became more culturally sensitive as a result of talking with their peers in other countries. The American students who were involved in this videoconferencing project

realized they were not valued in the world the way they thought they were. They found that students in other countries thought all American high school students owned their own cars and could go to any college of their choice. Our kids also saw that the other kids knew more about the United States than they themselves knew about other countries. (Nachbar, 2009)

On a smaller scale geographically, an elementary school in North Carolina used videoconferencing technology to connect young students to diverse resources around their state. Linda McDermon (2005) described how in this school, “teachers and students just walk down the hall to the distance learning classroom and connect in a few seconds to tours, scientific experts, and wonderful interactive lessons offered by public institutions.”

A teacher-training program in Virginia used videoconferencing as a way to teach students in diverse locations. The students in this program were returning to school as adults so had jobs and families that prevented them from moving to a city where there was a

university or teachers' college. Through videoconferencing, students were able to participate in classes from their home regions without having to spend hours commuting weekly to a central university. Five teachers in different locations collaborated to teach this Saturday course. It took time and effort to put the course together, requiring not only cooperation among the teachers and a knowledge of how to use the technology, but also an understanding of how to actively involve students in different locations. Some of the challenges to this type of course included

juggling interactions among students online, as well as in their classrooms and on video screens -- an act that requires focused listening and concentration. But they (the teachers) are also learning how to collaborate on lessons with colleagues at a distance. They routinely meet by phone and through online voice chats. And during each Saturday session, they lead classes together. The end result is a quilt of a course, five personalities with five varied backgrounds stitched together to teach students what they must know. (“Teach in Many Locations at Once”)

These three examples of how videoconferencing is used in other educational settings can inspire the English Department in the Faculty of Education to consider how we might apply this technology both within the Czech Republic and across borders. Various Czech schools at the primary, secondary

and tertiary levels already have the technology in place to use videoconferencing. At Masaryk University, the technology at the Faculty of Education could be used to observe classrooms in other parts of the country, watch students do their practice teaching and confer with colleagues at universities around the world.

Pros and cons

The experiences mentioned above from New Jersey, North Carolina and Virginia provide excellent examples of videoconferencing in education. Benefits include allowing students and teachers to connect with other people across distances, which save schools and individuals time and money. This type of technology also brings resources into a classroom that the students might not normally have exposure to, such as talking with students in other countries or experts in different places. Videoconferencing is also useful when serving students at diverse locations. A program in North Dakota (US) provided high school students with foreign language classes and courses in advanced mathematics that were not available at their local high schools. North Dakota Education Network connected high schools across the state so students in different locations could attend the same class (Dall, 1999).

Advances in technology make videoconferencing affordable to many schools and universities now. Individuals can use this technology with personal computers when they have the appropriate soft-

ware, a microphone and speakers. Despite the availability and benefits of videoconferencing, though, there are challenges that must be addressed to use this effectively in educational settings.

The University of Indiana organized a two-day seminar in 2007 to train teachers how to use this type of technology (“Strategies for Engaging Students via Two-Way Video Course Delivery”). It should come as no surprise that there are many aspects of teaching using videoconferencing that are different than teaching in a traditional classroom. In the seminar at the University of Indiana, instructors discussed the need for teachers to use this technology to move from a lecture format to small group work. While conducting a course using videoconferencing, a teacher should get to know the students at remote sites and consider visiting these sites at least once during the course if possible. As schools in the US have used this technology for over fifteen years, there are numerous resources available to help guide teachers and students in making the transition from the physical classroom to the videoconferencing format. Digital Bridges is an informative site with multiple examples of videoconferencing in public schools and interviews with teachers (“Videoconferencing for Teaching and Learning”). This program was established by the Northwest Regional Educational Laboratory, which provides written resources and links as well as actual examples of videoconferencing.

The next step

We now have the technology available in the English department to do videoconferencing. The teachers are learning how to use the equipment and are also beginning to explore how videoconferencing can be used with our classes and within the faculty. There will be meetings throughout the semester to discuss how we will begin using this technology. If you are interested in participating in the discussion or being part of a trial program, please contact Rita Collins (office 308).

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poetry pages

by Jaroslav Suchý

J. Nohavica
Zítřa ráno v pět

Až mě zítřa ráno v pět
ke zdi postaví
ještě si naposled
dám vodku na zdraví
z očí pásku strhnu si
to abych viděl na nebe
a pak vzpomenu si
lásko na tebe
a pak vzpomenu si na tebe

Až zítřa ráno v pět
přijde ke mně kněz
řeknu mu že se splet
že mně se nechce do nebes
že žil jsem jak jsem žil
a stejně dožiju
a co jsem si nadrobil
to si i vypiju
a co jsem si nadrobil
si vypiju

Až zítřa ráno v pět
poručík řekne pal
škoda bude těch let
kdy jsem tě nelíbal
ještě slunci zamávám
a potom líto přijde mi
že tě lásko nechávám
samotnou tady na zemi
že tě lásko nechávám
na zemi

Až zítřa ráno v pět
prádlo půjdeš prát
a seno obracet
já u zdi budu stát
tak přilož na oheň
a smutek v sobě skryj
prosím nezapomeň
nezapomeň a žij
na mě nezapomeň
a žij

J. Nohavica
2morrow 5am

Tomorrow 5 a.m.
My back against the wall
Without no requiem
Before my body's fall
The last shot will I drink
And take my last look at the sun
Remember you my only one
And face the barrel of a loaded gun
The barrel of a loaded gun

Tomorrow 5 a.m.
To my priest I'll confess
I don't regret my deeds
And don't need him to bless
My soul before I'm dead
'cause I've lived the way I did,
Heaven's no place for me
My soul's fate's clear, that's it
My soul's fate is just clear
That's it

Tomorrow 5 a.m.
When the sergeant orders fire
I'll be sorry for those years
That I did not admire
Enough your ruby lips
And tender fingertips
But the saddest thing I'll find
Will be to leave you alone behind
To leave you all alone
Behind

Tomorrow 5 a.m.
Make sure you do not cry
When a bullet made of lead
Sentences me to die
And forces us apart,
Please just don't forget 'bout me
Carry on and live your life
With a memory in your heart
With a memory of me
In your heart

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