

**Anglický jazyk 3. ročník**

**Rozvoj demokratického vzdělávání na HŠ Vršovická**

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# Vazba na ŠVP

**Charakteristika tématu**

Výchova k demokratickému občanství se zaměřuje na vytváření a upevňování takových postojů a hodnotové orientace žáků, které jsou potřebné pro fungování a zdokonalování demokracie. Nejde však pouze o postoje, hodnoty a jejich preference, ale také o budování občanské gramotnosti žáků, tj. osvojení si faktické, věcné a normativní stránky jednání odpovědného aktivního občana.

## 1.1 Současný stav

**Výchova demokratického občana**

**Charakteristika průřezového tématu**

Výchova k demokratickému občanství se zaměřuje na vytváření a upevňování takových postojů a hodnotové orientace žáků, které jsou potřebné pro fungování a zdokonalování demokracie. Nejde však pouze o postoje, hodnoty a jejich preference, ale také o budování občanské gramotnosti žáků, tj. osvojení si faktické, věcné a normativní stránky jednání odpovědného aktivního občana.

Výchova k demokratickému občanství se netýká jen společenskovědní oblasti vzdělávání, v níž se nejvíce realizuje, ale prostupuje celým vzděláváním a nezbytnou podmínkou její realizace je také demokratické klima školy, otevřené k rodičům a k širší občanské komunitě v místě školy.

***Přínos tématu k naplňování cílů rámcového vzdělávacího programu***

K odpovědnému a demokratickému občanství je třeba mít dostatečně rozvinuté klíčové kompetence (komunikativní kompetence, personální a sociální kompetence, kompetence k řešení problémů a k práci s informacemi,…), proto je jejich rozvíjení při výchově k demokratickému občanství velmi významné.

***Kromě toho jsou žáci vedeni k tomu, aby:***

− měli vhodnou míru sebevědomí, sebeodpovědnosti a schopnost morálního úsudku;

− byli připraveni si klást základní existenční otázky a hledat na ně odpovědi a řešení;

− hledali kompromisy mezi osobní svobodou a sociální odpovědností a byli kriticky

tolerantní;

− byli schopni odolávat myšlenkové manipulaci;

− dovedli se orientovat v mediálních obsazích, kriticky je hodnotit a optimálně využívat masová média pro své různé potřeby;

− dovedli jednat s lidmi, diskutovat o citlivých nebo kontroverzních otázkách, hledat kompromisní řešení;

− byli ochotni se angažovat nejen pro vlastní prospěch, ale i pro veřejné zájmy a ve prospěch lidí v jiných zemích a na jiných kontinentech;

− vážili si materiálních a duchovních hodnot, dobrého životního prostředí a snažili se je chránit a zachovat pro budoucí generace.

***Obsah tématu a jeho realizace***

Výchova k odpovědnému a aktivnímu občanství v demokratické společnosti zahrnuje vědomosti a dovednosti z těchto oblastí:

− osobnost a její rozvoj;

− komunikace, vyjednávání, řešení konfliktů;

− společnost – jednotlivec a společenské skupiny, kultura, náboženství;

− historický vývoj (především v 19. a 20. století);

− stát, politický systém, politika, soudobý svět;

− masová média;

− morálka, svoboda, odpovědnost, tolerance, solidarita;

− potřebné právní minimum pro soukromý a občanský život.

## 1.2 Inovace

Při realizaci projektu se chceme zaměřit především na tato témata:

− **ve vytvoření demokratického klimatu školy** (např. dobré přátelské vztahy mezi učiteli a žáky a mezi žáky navzájem);

− v náležitém rozvržení prvků průřezového tématu do jednotlivých částí školního vzdělávacího programu včetně plánované činnosti žáků mimo vyučování;

− v cílevědomém úsilí o dobré **znalosti a dovednosti žáků**, které jsou nezbytně potřebné pro informované a odpovědné občanské a jiné rozhodování a jednání; tyto vědomosti a dovednosti budou žáci nejvíce získávat ve vyučovacích předmětech zaměřených na jazyky, výchovu k občanství, ekonomické předměty a společenskovědní vzdělávání, tedy např. v občanské nauce, v základech společenských věd nebo v dějepisu;

− **v promyšleném a funkčním používání strategií výuky**, např. používání aktivizujících metod a forem práce ve výuce, jako je problémové a projektové učení, kooperativní učení, různé diskusní a simulační metody, metody směřující k rozvoji prosociálního chování, k rozvoji funkční gramotnosti žáků (tj. schopnost číst textový materiál s porozuměním, interpretovat jej, hodnotit a používat pro různé účely) atp.;

− v realizaci mediální výchovy.

# Učební osnovy

|  |  |  |
| --- | --- | --- |
| **Učivo** | **ŠVP výstupy** | **Inovace** |
| 1. Řečové dovednosti- receptivní řečové dovednosti: poslech s porozuměním monologických i dialogických projevů, čtení textů, včetně odborných- produktivní řečové dovednosti: ústní a písemné vyjadřování situačně i tematicky zaměřené, písemné zpracování textu (reprodukce, osnova, výpisky), překlad- interaktivní řečové dovednosti: střídání receptivních a produktivních činností, dialogy, formální i neformální e-mail a dopis, vypravování, popis, charakteristika, vyjádření názoru2. Jazykové prostředky (lingvistické kompetence)- výslovnost (zvukové prostředky jazyka)- slovní zásoba a její tvoření- gramatika (morfologie a syntax)- grafická podoba jazyka a pravopis- uvědomění si rozdílů mezi jednotlivými typy angličtiny (zejména rozdíl mezi britskou a americkou angličtinou)3. Tematické okruhy- osobní údaje, rodina, osobní charakteristika- psaní strukturovaného životopisu- žádost o zaměstnání, přijetí na školu apod.- domov, bydleníškolství, zaměstnání- doprava a cestování- peněžní styk- péče o zdraví- ekologie a životní prostředí)- volný čas, záliby (kultura, sport, cestování)- odívání, nakupování- české a britské reálie- odborná témata: stravování, receptury pokrmů, práce hotelového personálu, jednání s hostem v hotelu a restauraci, ubytovací a stravovací zařízení, služby pro návštěvníky Prahy, výživa a zdravý životní styl, obchodní korespondence 4. Komunikační situace- získávání a předávání informací, sjednání schůzky, objednávka služby, vyřízení vzkazu5. Jazykové funkce- vyjádření žádosti, prosby, omluvy, pozvání, odmítnutí, vlastního názoru, obraty při zahájení a ukončení rozhovoru6. Poznatky o zemích- vybrané poznatky všeobecného i odborného charakteru k poznání zemí příslušné jazykové oblasti, tradic a společenských zvyklostí- informace ze sociokulturního prostředí v kontextu znalostí o České republice | Žák:- čte správně a s porozuměním věcně i jazykově přiměřené texty, orientuje se v textu, najde hlavní myšlenky i další důležité informace- odpovídá na otázky k textu- přeloží text- reprodukuje text- umí používat slovník- uplatňuje různé techniky čtení textu- odhaduje význam neznámých výrazů podle kontextu a způsobu tvořená- ovládá slovní zásobu k probíraným tématům a základní slovní zásobu ze svého studijního oboru- hovoří na probíraná témata v rozsahu osvojené slovní zásoby a gramatiky- umí požádat o informaci a podat sdělení- má základní geografické a kulturní znalosti anglicky mluvících zemí- zná pravidla výslovnosti, přízvuku a intonace- přeloží gramaticky a stylisticky správně daný text střední obtížnosti Žák:- umí podat sdělení ve formě popisu, vypravování, charakteristiky v různých časových rovinách, formálního i neformálního dopisu a e-mailu- při výkonu odborné praxe umí anglicky mluvícímu zákazníkovi podat informaci o reáliích České republiky a nabízet služby v oblasti CR | Žák:- na základě textů o demokracii poukazuje na různé aspekty demokracie pomocí osobností a historických událostí spjatých s těmito osobnostmi. Žák:- lépe rozumí textům a pojmům, které se vážou k historickým a současným událostem ve světě – prezidenti, hnutí za práva menšin atd.Žák:- na základě významných historických událostí a osobností dokáže rozpoznat konkrétní projevy demokracie a nedemokracie v různých zemích. |

# Výukové materiály

**Vazba na ŠVP – učivo/výstupy:** materiály jsou pojaty jako vybrané kapitoly z demokracie, volně navazují na téma Rozmanitost soudobého světa, velmoci, vyspělé státy, postavení žen, vzdělání, rozvojové země a jejich problematika. Rozvoj mezipředmětových vztahů: anglické a americké reálie – dějepis, společenské vědy.

**Organizační formy a metody práce:**

* čtení textu s porozuměním
* práce s textem – odpovědi na otázky, odpovědi ano/ne
* prohlubování slovní zásoby
* slovotvorba
* překlad frází a vět
* určování antonym
* diskuse na dané téma, zamyšlení nad problémem
* kolaborativní úkol

**Pomůcky:** text, Internet, slovník.

**Cíl:** seznámení s danou problematikou, tématem, osobností, událostí v historii Británie a USA.

**Motivace**: umět porovnávat dějinné události v různých zemích, zorientovat se v pojmech souvisejících s demokratickým myšlením, doplnit si znalosti z oblasti reálií Velké Británie a USA.

## English Civil War

Reading exercise:

The First English Revolution (called the English Civil War by British historians) is also called the Great Rebellion. The events that happened between 1642-1651 were the results of the Stuart monarchy government of the Kingdom of England.

The Civil War broke out in England due to the reign of Charles I. Starting in 1603, only one king reigned over England, Wales and Scotland. However, Scotland and England were still two separate kingdoms, each with its own Parliament.

Charles I, who *ascended* to the throne in 1625, wanted to achieve the ambitions of his father, James Stuart, of unifying England, Scotland, and Ireland under the same kingdom.

Charles’ aspirations worried some Englishmen who feared for their rights. Charles, like his father, claimed the *divine right* of kings to rule without i*mpediment* and did not accept the limits that tradition imposed on the King of England.

In 1625, Charles *controversially* married the Catholic Henrietta Maria of France, which upset the predominantly Protestant nation.

In 1640, Charles needed to impose new taxes to react to rebellions.

A new Parliament was convened, which caused an outrage over the king’s conduct. Charles I *dissolved* Parliament after a few weeks (this is known as the Short Parliament).

Charles resumed the war in Scotland without further financial resources. As such, he was forced *to convene* a new parliament in November. The new parliament was even more *hostile* to Charles, and it passed several laws to defend its rights against the *royal power*.

Parliament *forbade* the King from dissolving it. From then on, the King was advised on various ways to resolve the conflict. Charles I opposed each proposition made to him by stating that they threatened the royal institution and his divine right to rule as he pleased. It was precisely for these reasons that the Civil War started.

This revolution ended with the *execution* of King Charles I on 30 January 1649, at Whitehall (near Westminster, in London). The monarchy was *abolished*, and a republic, called the Commonwealth of England, was *established* with Oliver Cromwell at its head.

Such a revolution in England and Europe was a crucial step in the transformation of English royal power, which would gradually move towards a constitutional monarchy.

Task 1: Word explanation

Explain these words from the text (or use a synonym for them):

*to ascend-*

*divine right-*

*impediment-*

*controversially-*

*to dissolve-*

*to convene-*

*hostile-*

*royal power-*

*to forbid-*

*execution-*

*to abolish-*

*to establish-*

Task 2: Reading comprehension

Answer to the following questions regarding the text.

1. When did the Civil War break out in England? Why?
2. Why were some Englishmen worried about the plans of Charles I?
3. Why was the marriage of Charles I and Henrietta Maria of France controversial?
4. Why did Charles I think he could act on his own without the Parliament’s approval?
5. Was the revolution in England important for the transformation of English royal power?

Task 3: Reading comprehension

Decide whether these statements are **true** (**T**) or **false** (**F**):

1. England and Scotland were under one conjoined Parliament.
2. Oliver Cromwell became the Lord Protector of Commonwealth of England.
3. Charles I dissolved the Parliament once and forever.
4. Charles I followed in the steps of his father James Stuart.
5. The Parliament agreed with the actions of Charles I and his right to rule without any obstacles.

## Democracy

Reading exercise:

The term **Democracy** comes from the Greek words ikip(people) and Kratos (power). In its literal meaning, democracy means the “rule of the people”. In fact, it is a form of government in which all eligible people have an equal say in the decisions that affect their lives. Democracy as a political system existed in some Greek city-states, notably Athens following a popular uprising in 508 BC.

Equality and freedom have both been identified as important characteristics of democracy since ancient times. These principles are reflected in all citizens being equal before the law and having equal access to legislative processes. For example, in a representative democracy, every vote has equal weight, no unreasonable restrictions can apply to anyone seeking to become a representative, and the freedom of its citizens is secured by legitimized rights and liberties which are generally protected by a constitution.

There are several varieties of democracy, some of which provide better representation and more freedom for their citizens than others. However, if any democracy is not structured so as to prohibit the government from excluding the people from the legislative process, or any branch of government from altering the separation of powers in its own favour, then a branch of the system can accumulate too much power and destroy the democracy. Separation of powers is a model of governance under which the state is divided into branches, each with separate and independent powers and areas of responsibility so that no branch has more power than the other branches. The normal division of branches is into *an executive, a legislature, and a judiciary.*

Task 1: Reading comprehension

Decide whether these statements are **true** (**T**) or **false** (**F**):

1. Democracy is a relatively new system of governance.
2. Equality and freedom are not characteristics of democracy.
3. In democracy only those coming from royal families are able to become representatives.
4. Separation of powers is an important model of governance assuring one branch will not become more powerful than the other.

 Task 2: Vocabulary

Match the terms to their correct definitions:

1) executive 2) legislature 3) judiciary 4) representative

A) A person who has been chosen to act or make decisions on behalf of another person or a group of people.

B) The branch of government with the authority to make laws for a political entity such as a country or city.

C) The branch of government creating a system of courts that interprets, defends and applies the law in the name of the state.

D) The branch of government exercising authority in and holding responsibility for the governance of a state.

Vocabulary exercise

Fill in the sentences with the correct words from the box:

opposition monarchy bureaucracy campaign

candidate democracy voting dictatorship

1) The form of government in which the head of state is a king or queen is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2) A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a person nominated for election to a position of authority such as president, prime minister etc.

3) A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a form of government in which all eligible people have an equal say in the decisions that affect their lives.

4) A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to an autocratic form of government in which the government is ruled by an individual.

5) The formal decision-making process by which a population chooses an individual to hold public office is known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6) The \_\_\_\_\_\_\_\_\_\_\_\_\_store comprises one or more political parties or other organized groups that are opposed to the government

7) Election \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a series of coordinated activities, such as public speaking and demonstrating, designed to achieve a social, political.

8) The term \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_refers to an administrative system in which the need or inclination to follow rigid or complex procedures impedes effective action.

Source: https://www.myenglishpages.com/site\_php\_files/vocabulary-exercise-democracy.php

Key: 1) monarchy 2) candidate 3) democracy 4) dictatorship 5) voting 6) opposition

7) campaign 8) bureaucracy

## How Student Activism Shaped the Black Lives Matter Movement

Reading exercise:

The Black Lives Matter (BLM) movement was founded in 2013 in response to the *acquittal* of the man who shot and killed 17-year-old Trayvon Martin. Since then, BLM has spread worldwide, and many have formed regional *coalitions* fighting for the *racial justice* and equality BLM stands for. This week, students planned BLM *marches* across the country. A protest from Katy ISD high school students in Houston planned for Thursday has “grown into a Black Lives Matter: Houston-sanctioned event with a projected attendance of more than 1,000 people.” The growth of the protest has been attributed to social media, where news of the event spread quickly and led organizers to realize they would need to move the event to a larger *venue* to accommodate a larger crowd. Smaller student-led protests have taken place in Sonora County, CA and at State College in Minneapolis.

Activism has also found a platform on social media, where students propagate resources and information for others to become educated about the pressing need to strive for racial justice. Students share links to *petitions*, offer advice for safe protesting practices, create *templates* for emailing authorities, list bail funds and black-owned restaurants and businesses in need of support, and share videos documenting instances of police brutality at protests. Across the nation, students have rallied behind the BLM movement and have spearheaded and founded branches of the movement.

Task 1: Word explanation

Explain the following terms:

1) acquittal

2) coalition

3) racial justice

4) march

5) template

6) petition

7) venue

Task 3: Reading comprehension

Answer the following questions according to the text.

1) When was BLM movement founded?

2) How many people took part in the protest in Houston?

3) Were the protests in Minneapolis massive?

Task 4: Discussion

In pairs discuss the following questions:

1) Can you find similar problems in your country?

2) Why do people generally go to protests?

3) Have you ever been to a protest or a march? If yes, what was the protest/march for? If no, explain why protests/marches are not something you would like to participate in.

4) What are some other tools and activities by which a person can express their political beliefs?

## What Did Lincoln Believe In?

Reading exercise:

Abraham Lincoln was born in Kentucky in 1809. His family moved to Illinois and Indiana where they had a farm. They had to clear the forest to change it into farm land. A. Lincoln didn’t go to school regularly. He educated himself by reading books. He read histories, biographies, the Bible, Shakespeare, and English classics. He tried several occupations but none of these professions satisfied him. When he was a small boy he found a law book which was decisive for his future career. He had to learn grammar and mathematics and then studied the law. He finished his studies in 1836.

Abraham Lincoln became a successful lawyer. He was very popular for his great sense of justice. He lived in Springfield, Illinois. Lincoln was elected to Congress in 1847 and wanted to abolish slavery in Kansas and Nebraska. He was elected as the President of the U.S.A. in 1860. When he became President, the United States faced the serious challenges of slavery and a possible civil war. He proclaimed Emancipation Proclamation, the document setting the Africans free, on 1st January, 1863.

Like Thomas Jefferson and the other founding fathers, Lincoln believed in the power of human reason to advance society. He was enthusiastic about Charles Darwin’s new theory of human evolution.

A. Lincoln expressed his view that it was morally wrong for one human to own another.

Abraham Lincoln didn’t live long enough to see whether his ideas came true, because he was shot dead in a theatre during the performance celebrating the end of the war by a man from the South. The assassination was commited in the year of 1865.

Task 1: Word explanation

Explain the following terms or phrases:

1. to clear the forest
2. biography
3. occupation
4. lawyer
5. abolish slavery
6. to proclaim
7. human evolution
8. assassination

Task 2: Reading comprehension

1. Answer the following questions according to the text.
2. What sort of literature did A. Lincoln read?
3. What was the incentive when choosing an occupation?
4. What’s the name of the document Lincoln proclaimed?
5. What did he think about slavery?
6. How did A. Lincoln die?

Task 3: Reading comprehension

Decide whether these statements are true **(T)** or false **(F)?**

1. Lincoln went to a private school.
2. Lincoln was elected to the House of Lords.
3. Lincoln had to learn languages and history.
4. When A. Lincoln was elected the President of the U.S.A. the country didn’t have any political problems.
5. Lincoln was not interested in Darwin’s theory.
6. Lincoln was shot dead in a church in Springfield.

## Feminism

Reading exercise:

**Feminism**, the belief in social, economic, and political **equality** of the sexes. Although largely originating in the West, feminism is manifested worldwide and is represented by various institutions committed to activity on behalf of women’s rights and interests.
Throughout most of Western history, women were confined to the domestic sphere, while **public life** was reserved for men. In medieval Europe, women were denied the right to own **property**, to study, or to participate in public life. At the end of the 19th century in France, they were still compelled to cover their heads in public, and, in parts of Germany, a husband still had the right to sell his wife. Even as late as the early 20th century, women could neither vote nor hold elective office in Europe and in most of the United States (where several territories and states granted women’s **suffrage** long before the federal government did so). Women were prevented from conducting business without a male representative, be it father, brother, husband, legal agent, or even son. Married women could not exercise control over their own children without the **permission** of their husbands. Moreover, women had little or no access to education and were barred from most professions. In some parts of the world, such **restrictions** on women continue today.

The beginning of the suffrage movement

The first women’s rights **convention** was held in July 1848 in the small town of Seneca Falls, New York. It was an idea that sprang up during a social gathering of Lucretia Mott, a **Quaker** **preacher** and veteran social activist, Martha Wright (Mott’s sister), Mary Ann McClintock, Jane Hunt, and Elizabeth Cady Stanton, the wife of an **abolitionist** and the only non-Quaker in the group. The convention was planned with five days’ notice, publicized only by a small unsigned advertisement in a local newspaper.

By emphasizing education and political rights that were the **privileges** of the upper classes, the feminist movement had little connection with ordinary women cleaning houses in Liverpool or picking cotton in Georgia. The single nonwhite woman’s voice heard at this time—that of Sojourner Truth, a former slave—symbolized the distance between the ordinary and the elite. Her famous “Ain’t I a Woman” speech was delivered in 1851 before the Women’s Rights Convention in Akron, Ohio, but Truth did not dedicate her life to women’s rights. Instead, she promoted abolitionism and a land-distribution program for other former slaves. In the speech, Truth remarked, “That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain’t I a woman?”

Women’s suffrage, also called woman suffrage is the right of women by law to vote in national or local elections. After the American Civil War, feminists assumed that women’s suffrage would be included in the Fifteenth Amendment to the U.S. Constitution. Yet leading abolitionists refused to support such **inclusion**, which **prompted** Stanton and Susan B. Anthony to form the National Woman Suffrage Association in 1869. At first, they based their demand for the vote on the Enlightenment principle of natural law, regularly invoking the concept of absolute rights granted to all Americans by the Declaration of Independence.

Task 1: Reading comprehension

Explain the following words from the text.

1. feminism
2. equality
3. public life
4. property
5. suffrage
6. permission
7. restriction
8. convention
9. Quaker preacher
10. abolitionist
11. privilege
12. inclusion
13. to prompt

Task 2: Reading comprehension

Answer the following questions according to the text.

1. Were European women allowed to take part in public life in the Middle Ages?
2. Was it possible for a woman to have a business of her own in the U.S.A.?
3. Who was Lucretia Mott?
4. Explain the main point of “Ain’t I a Woman” speech by Sojourner Truth.
5. What did the suffragettes base their demand for the vote on?

Task 3: Reading comprehension

Are these statements true (**T**) or false (**F**)?

1. Feminism means inequality of the sexes.
2. In the Middle Ages women could have their own properties.
3. In the U.S.A. several states granted women the right to vote even before the federal government did it.
4. Elizabeth Cady Stanton was a wife of a former slave.
5. Feminist movement is closely connected with women who worked on farms in Georgia.
6. The National Woman Suffrage Association was formed in 1865.

## Martin Luther King and his Dream

Reading exercise:

**Martin Luther King Jr.** (1929 – 1968) was an African American Baptist minister and activist who became the most visible spokesperson and leader in the Civil Rights Movement from 1955 until his **assassination** in 1968. King advanced **civil rights** through nonviolence and **civil disobedience**, inspired by his Christian beliefs and the nonviolent activism of Mahatma Gandhi. He was the son of early civil rights activist Martin Luther King Sr.

King participated in and led **marches** for blacks' right to vote, **desegregation**, labor rights, and other basic civil rights. King led the 1955 Montgomery bus boycott and later became the first president of the Southern Christian Leadership Conference (SCLC). As president of the SCLC, he led the unsuccessful Albany Movement in Albany, Georgia, and helped organize some of the nonviolent 1963 protests in Birmingham, Alabama. King helped organize the 1963 March on Washington, where he delivered his famous "I Have a Dream" speech on the steps of the Lincoln Memorial.

The SCLC put into practice the tactics of nonviolent protest with some success by strategically choosing the methods and places in which protests were carried out. There were several dramatic **stand-offs** with segregationist authorities, who sometimes turned violent. FBI Director J. Edgar Hoover considered King a radical. In 1964 King won the Nobel Peace Prize for combating **racial inequality** through **nonviolent resistance**. In his final years, he expanded his focus to include opposition towards poverty, capitalism, and the Vietnam War.

In 1968, King was planning a national occupation of Washington, D.C. when he was assassinated on April 4 in Memphis, Tennessee. His death was followed by **riots** in many U.S. cities. Martin Luther King Jr. Day was established as a holiday in cities and states throughout the United States beginning in 1971. Hundreds of streets in the U.S. have been renamed. The Martin Luther King Jr. Memorial on the National Mall in Washington, D.C., was dedicated in 2011.

Parts of his famous speech:

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of **discrimination**. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

I have a dream that one day this nation will rise up and live out the true meaning of its **creed**: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of **brotherhood.**

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

Task 1: Vocabulary – Word explanation

Explain the following words or compound nouns:

1. assassination
2. civil rights
3. civil disobedience
4. march
5. desegregation
6. stand-offs
7. racial inequality
8. nonviolent resistance
9. riots
10. brotherhood
11. discrimination
12. creed

Task 2: Text comprehension

 Answer the following questions regarding the text.

1. How did King advance civil rights?
2. Who inspired Martin Luther King?
3. What do the letters SCLS stand for?
4. Where was King‘s famous speech delivered?
5. What did King win the Nobel Prize for?
6. Where can we find King‘s memorial?
7. Does Martin Luther King believe that the black people won’t be discriminated one day?
8. Who signed the Emancipation Proclamation? When?
9. Do any streets in Washington, D. C. carry Martin Luther King’s name?
10. Where is Georgia?

Task 3: Text comprehension

Decide whether the following statements are true (T) or false(F)?

1. Martin Luther King‘s father was against activists.
2. King took part in the protests and marches to defend the civil rights of the blacks.
3. King also opposed capitalism and the Vietnam War.
4. Martin Luther King said the black people lived in poverty.
5. Martin Luther King didn’t believe in a better future for his children.
6. King was murdered in 1970.

Task 4: Vocabulary – Translation

Translate the following phrases:

1. občanská práva
2. nepokoje a demonstrace
3. Nobelova cena za mír
4. žít v bídě
5. Prohlášení Nezávislosti Spojených států
6. otroci a otrokáři
7. být posuzován podle barvy pleti
8. slavný projev
9. segregace a diskriminace
10. být považován za radikála
11. neposlušnost a vzdor
12. rasová nerovnoprávnost

Task 5. Discussion

Do you know any important personalities (politicians, writers) who were also against violence and believed in nonviolent resolution of conflicts?

## J. F. Kennedy, the Most Popular President of the USA

Reading exercise:

**John Fitzgerald Kennedy** (1917 – 1963), often referred to by his initials **JFK**, was an American politician who served as the President of the United States from 1961 until his **assassination** in 1963. Kennedy became the youngest person (43) ever elected to the presidency. Kennedy served at the height of the **Cold War**, and the majority of his work as president concerned relations with the Soviet Union and Cuba. A Democrat, Kennedy represented Massachussetts in both houses of the U. S. Congress prior to becoming president.

Kennedy was born into a wealthy political family in Brookline, Massachusetts. He graduated from Harvard University in 1940, before joining the U. S. Naval Reserve the following year. During World War II, he commanded a series of PT boats in the Pacific and earned a medal for his service. Kennedy represented a working-class Boston district in the U. S. House of Representatives from 1947 to 1953. He was subsequently elected to the U. S. Senate and served as the junior senator for Massachusetts from 1953 to 1960. While in the Senate, Kennedy published his book, *Profiles in Courage*, which won a Pulitzer Prize. In the 1960 presidential election, he narrowly defeated Republican opponent Richard Nixon. Kennedy’s humor, charm, and youth in addition to his father’s money and contacts were great assets in the campaign. Kennedy presented his platform and himself using a new medium, television. Kennedy was the first Catholic elected president.

Kennedy met his future wife Jacqueline when he was a congressman. Kennedy and his wife were younger in comparison to the presidents and first ladies who preceded them, and both were popular in the media culture in ways more common to pop singers and movie stars than politicians, influencing fashion trends and becoming the subjects of numerous photo spreads in popular magazines.

Kennedy's administration included high tensions with communist states in the Cold War. As a result, he increased the number of American military advisers in South Vietnam. The Strategic Hamlet Program began in Vietnam during his presidency. In April 1961, he authorized an attempt to overthrow the Cuban government of Fidel Castro in the failed Bay of Pigs Invasion. Kennedy authorized the Cuban Project in November 1961. He rejected Operation Northwoods (plans for false flag attacks to gain approval for a war against Cuba) in March 1962. However, his administration continued to plan for an invasion of Cuba in the summer of 1962. The following October, U. S. spy planes discovered Soviet missile bases had been deployed in Cuba; the resulting period of tensions, termed the Cuban Missile Crisis, nearly resulted in the breakout of a global thermonuclear conflict. He also signed the first nuclear weapons treaty in October 1963. Kennedy presided over the establishment of the Peace Corps, Alliance for Progress with Latin America, and the continuation of the Apollo space program with the goal of landing a man on the Moon. He also supported the civil rights movement.

On November 22, 1963, he was assassinated in Dallas. Marxist and former U. S. Marine Lee Harvey Oswald was arrested for the state crime, but he was shot and killed by Jack Ruby two days later. The FBI concluded Oswald had acted alone in the assassination, but various groups believed that Kennedy was the victim of a conspiracy. After Kennedy's death, Congress enacted many of his proposals. Kennedy ranks highly in polls of U. S. presidents with historians and the general public.

Task 1: Text comprehension

Answer the following questions regarding the text.

1. Why did Kennedy win the 1960 presidential election?
2. What were Kennedy’s greatest accomplishments?
3. Which do you think was more successful: Kennedy’s foreign policy or his domestic
4. policies?
5. Why did Kennedy use media a lot?
6. Was Kennedy interested in the universe?
7. How did J. F. Kennedy die?
8. What do you know about the Cold War?
9. What is Pulitzer Prize?
10. Who was Fidel Castro?
11. What happened in the Bay of Pigs?
12. Do you know any American astronauts who were trained to land on the Moon?

Task 2: Text comprehension

Decide whether the following statements are true (T) or false (F)?

1. Kennedy was the 32nd president of the USA.
2. Kennedy represented the Republican Party.
3. Kennedy was as popular as pop singers and actors.
4. Under Kennedy’s administration the USA had a very good relationship with communist countries.
5. Kennedy supported Operation Northwoods.
6. Kennedy was a Catholic.
7. President Kennedy was assassinated in Washington, D. C.

Task 3: Vocabulary – Word explanation

Explain the following words or compound nouns:

1. assassination
2. military adviser
3. spy planes
4. missile bases
5. nuclear weapons
6. treaty
7. conspiracy
8. polls

Task 4: Grammar

Can you find any irregular plural form in the text?

Task 5: Vocabulary – Translation

Translate the following phrases.

1. Studená válka
2. majetná rodina
3. získat souhlas
4. období napětí
5. celosvětový jaderný konflikt
6. prezident byl zastřelen
7. vesmírný program Apollo
8. být mediálně populární
9. Zátoka Sviní
10. hnutí za občanská práva

## What Obama Did for the World

Reading exercise:

**Barack Obama** was the 44th president of the United States and the first African American to serve in the office. He served two terms, in 2008 and 2012. The son of parents from Kenya and Kansas, Obama was born and raised in Hawaii. He graduated from Columbia University and Harvard Law School, where he was president of the Harvard Law Review. After serving on the Illinois State Senate, he was elected a U.S. senator representing Illinois in 2004. He and wife Michelle Obama have two daughters, Malia and Sasha.

As a child, Obama did not have a relationship with his father. His father left his family behind soon after his son’s birth, and the couple divorced two years later. While living with his grandparents, Obama enrolled in the esteemed Punahou Academy. He excelled in basketball and graduated with academic honors in 1979. As one of only three Black students at the school, he **became conscious of racism** and what it meant to be African American.

Obama later described how he struggled to reconcile social perceptions of his multiracial **heritage** with his own sense of self: "I noticed that there was nobody like me in the Sears, Roebuck Christmas catalog. . .and that Santa was a white man," he wrote. "I went into the bathroom and stood in front of the mirror with all my senses and **limbs** seemingly **intact**, looking as I had always looked, and wondered if something was wrong with me."

Obama published his autobiography, Dreams from My Father: A Story of Race and Inheritance, in 1995. The work received high praise. It has since been printed in more than 25 languages, including Chinese, Swedish and Hebrew. The book had a second printing in 2004 and was adapted for a children's version.

Obama's **inauguration** took place on January 20, 2009. When Obama took office, he inherited a **global economic recession**, two **ongoing** foreign wars and the lowest-ever international favorability **rating** for the United States. Who but a man with African **roots** could take it over?

Obama improved relations with Europe, China and Russia and opened the dialogue with Iran, Venezuela and Cuba. He lobbied **allies** to support a global economic stimulus package. He committed an additional 21,000 **troops** to Afghanistan and set an August 2010 date for withdrawal of nearly all U.S. troops from Iraq.

Obama created a new climate in international politics. Dialogue and **negotiations** are preferred as instruments for resolving even the most difficult international conflicts. The vision of a world free from nuclear arms has powerfully stimulated **disarmament** and arms control negotiations. Thanks to Obama’s initiative, the USA is now playing a more constructive role in meeting the great climatic **challenges** the world is confronting. Democracy and human rights are to be strengthened.

President Barack Obama was awarded the Nobel Peace Prize in 2009 for his extraordinary efforts to strengthen international diplomacy and cooperation between peoples. Obama’s vision of and work for a world without nuclear weapons was highly appreciated.

Barack Obama shared these parting words at his last press conference with the White House press corps. “I believe in this country,” he said. “I believe in the American people. I believe that people are more good than bad. I believe tragic things happen. I think there's evil in the world, but I think at the end of the day, if we work hard and if we're true to those things in us that feel true and feel right, that the world gets a little better each time. That's what this presidency has tried to be about. And I see that in the young people I've worked with. I couldn't be prouder of them.”

Task 1: Vocabulary – Word explanation

Explain the following words or compound nouns:

1. to become conscious of racism
2. heritage
3. limbs
4. intact
5. inauguration
6. global economic recession
7. ongoing
8. rating
9. allies
10. troops
11. negotiations
12. disarmament
13. challenge

Task 2: Text comprehension

Answer the following questions regarding the text.

1. How long was Obama a president?
2. Where did Barack Obama study?
3. What American state did Obama represent as a senator?
4. Was Barack Obama a good student?
5. Did Obama have to face many problems during his presidency?
6. How did Obama solve international conflicts?
7. What is Barack Obama’s attitude towards nuclear weapons?
8. Did Obama initiate discussions about climatic changes?

Task 3: Text comprehension

1. Decide whether the following statements are true (T) or false(F)?
2. Barack Obama was the 46th president of the U.S.A.
3. Obama was born in Hawaii.
4. As a child Obama played basketball with his father.
5. Obama was the only black child at Punahou Academy.
6. Obama wrote about his father in his autobiography.
7. Barack Obama sent American soldiers to Afghanistan.
8. President Obama was awarded the Nobel Prize for Literature.
9. President Obama believes in a better future of the world.

Task 4: Vocabulary – Word explanation

Explain the difference between…

1. people and peoples
2. economic recession and economic boom
3. armament and disarmament
4. senator and president
5. allies and enemies
6. dialogues and negotiations

Task 5: Discussion

1) Read the text about Barack Obama again and circle the words which were derived from the word RACE:

2) Read the text about Barack Obama again and put down three languages mentioned in the text.

3) Do you know any politicians who were awarded the Nobel Peace Prize?

4) Can you find any irregular verbs in the text?

5) Can you copy five words from the text that have at least 4 syllables?

Task 6: Vocabulary – Translation

Translate the following phrases:

1. mít dobrý vztah s otcem
2. být přeložen do několika jazyků
3. hospodářský pokles
4. mezinárodní politika
5. Americké jednotky
6. demokracie musí být posílena
7. rasismus je potlačen
8. bojovat za lidská práva

## Call me Ingvar

Reading exercise:

Ingvar Kamprad is no ordinary multi-billionaire. The founder of the IKEA furniture **empire** travels economy class, drives a 10-year-old Volvo and buys his fruit and vegetables in the afternoons, when prices are often cheaper. Ask him about the luxuries in his life and he says: ˝ From time to time, I like to buy a nice shirt and cravat and eat Swedish caviar.“

Mr Kamprad is one of Europe’s greatest post-war **entrepreneurs**. What began as a mail-order business in 1943 has grown into an international retailing phenomenon across 31 countries, with 70,000 employees. Sales have risen every single year. The IKEA catalogue is the world’s biggest annual print run-an incredible 110m copies a year. And Mr Kamprad has grown extraordinarily rich. He is worth $13.4bn (£8.7bn) and is the 17th richest person in the world, according to Forbes, the US magazine.

The concept behind IKEA’s amazing success is unbelievably simple: make **affordable**, well-designed furniture available to the masses. And then there is Mr Kamprad himself- **charismatic**, **humble**, private. It is his ideas and values that are at the core of IKEA’s philosophy. Best known for his extremely **modest lifestyle**, he washes plastic cups to recycle them. He has just left his long-standing Swedish **barber** because he found one in Switzerland, where he lives, who charges only SFr14 (£6) for a cut. ˝That’s a reasonable amount,˝ he chuckles. IKEA executives are aware of the value of **cost-consciousness**. They are strongly discouraged from travelling first or business class. ˝There is no better form of leadership than setting a good example. I could never accept that I should travel first class while my colleagues sit in tourist class,˝- Mr Kamprad says.

As he walks around the group’s stores, he expresses the feeling of ˝togetherness˝ physically, clasping and hugging his employees. This is very uncharacteristic of Sweden. ˝Call me Ingvar,˝ he says to staff. The informality and lack of hierarchy are emphasised by his dress style, with an open-necked shirt preferred to a tie.

One of Mr Kamprad´s characteristics is his **obsessive** attention to detail. When he visits his stores, he talks not only to the managers but also to floor staff and customers. A recent visit to six of the group’s Swedish stores has produced ˝100 details to discuss˝, he says.

He is determined that the group will not go public, because short-term **shareholder** demands conflict with long-term planning. ˝I hate short-termist decisions. If you want to take long-lasting decisions, it’s very difficult to be on the **stock exchange**. When entering the Russian market, we had to decide to lose money for 10 years.˝

In 1986 Mr Kamprad stepped down as group president. His three sons overtook his business. Without charismatic Mr Kamprad **eternal** IKEA wouldn’t have its philosophy- simplicity, style, **affordability**, furniture for everyone.

Task 1: Vocabulary – Word explanation

Explain the following words or compound nouns:

1. empire
2. entrepreneur
3. affordable
4. charismatic
5. humble
6. modest lifestyle
7. barber
8. cost-consciousness
9. obsessive
10. shareholder
11. stock exchange
12. eternal
13. affordability

Task 2: Text comprehension

Answer the following questions regarding the text.

1. Does Mr Kamprad live economically?
2. How did Mr Kamprad begin his career?
3. What are the secrets of Mr Kamprad’s success?
4. Does Kamprad pay attention to detail?
5. Is Mr Kamprad ecological?
6. Was Mr. Kamprad successful in Russia when he opened his store there?
7. Is IKEA furniture store aimed at the rich or the poor?
8. Have you ever bought any furniture in IKEA?

Task 3: Text comprehension

Decide whether the following statements are true (T) or false(F)?

1. Mr Kamprad drives an expensive limousine.
2. IKEA has its stores in 13 countries.
3. Every year IKEA prints more than 100 million copies of its catalogue.
4. Mr Kamprad saves on everything including food.
5. Mr. Kamprad is not a typical Swedish man.
6. Kamprad isn’t friendly and democratic when he speaks to his employees.
7. Mr Kamprad let his sons run IKEA instead of him.

Task 4: Vocabulary – Translation

Translate the following phrases and short sentences:

1. cestovat turistickou (druhou) třídou
2. Pan Kamprad je jedním z největších podnikatelů na světě.
3. Jeho životní styl je jednoduchý a skromný.
4. styl oblékání
5. mít smysl pro detail
6. burza cenných papírů
7. jednoduchost a dostupnost
8. věčná IKEA
9. Pan Kamprad nerad utrácí, má rád levné věci.
10. rozumná cena

Task 5: Grammar

1. Read the text once more and write down at least 5 adjectives that were used in the text.
2. Put down 2 expressions that are, used in connection with shares.

Task 6: Vocabulary – Word explanation

Put down expressions with the opposite meaning:

* economy class
* modest
* cost-conscious
* rich
* expensive
* managers
* reasonable
* discourage

# Seznam použitých zdrojů:

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