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Support manual for the
adaptation of foreign students
and foreign academic personnel
at Charles University, with
the help of language and
socio-cultural education



EUROPEAN UNION
European Structural and Investment Funds
Operational Programme Research,
Development and Education



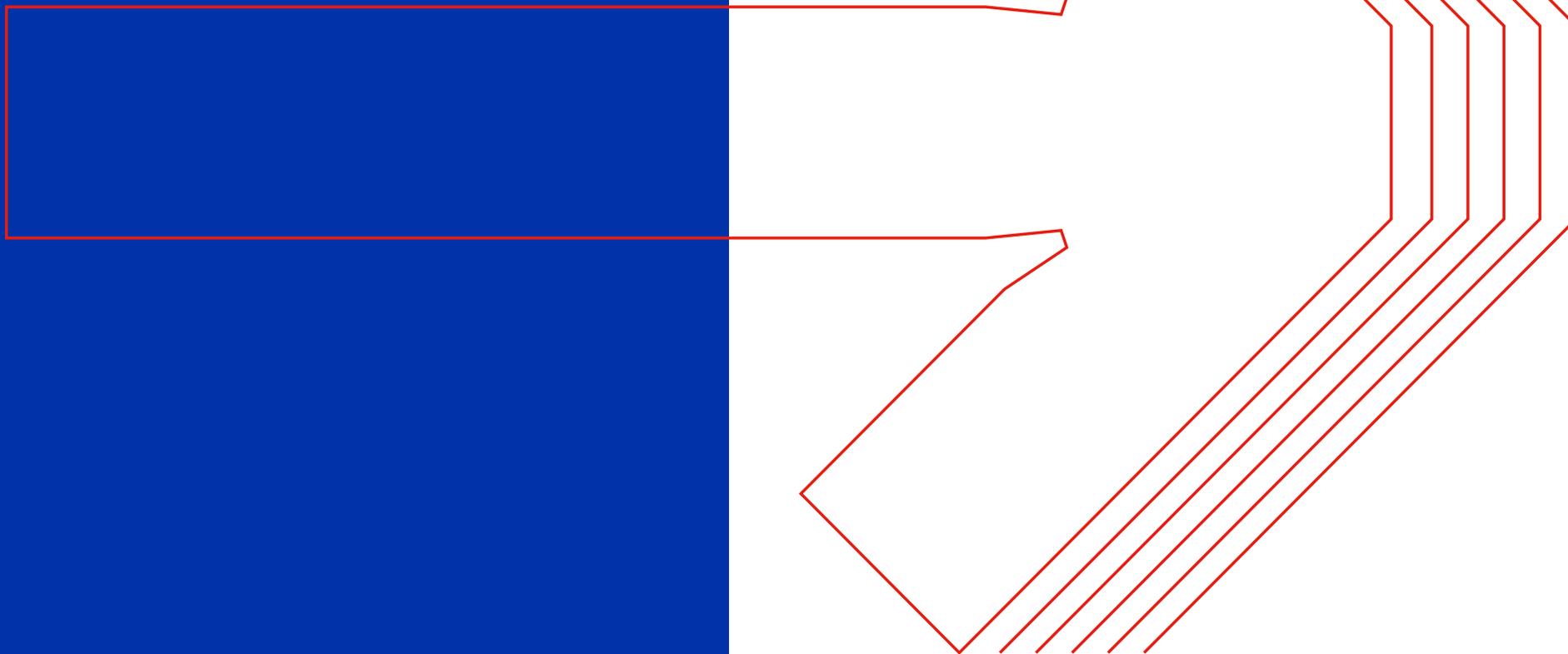
INSTITUTE FOR LANGUAGE
AND PREPARATORY STUDIES
Charles University



EUROPEAN UNION
European Structural and Investment Funds
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Development and Education



IU Centrum
InterU



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INTRODUCTION

The institute for language and preparatory studies has long term, intensive experience with teaching the Czech language as a foreign language for various target groups. The primary aim is to prepare students speaking different languages for studying at universities in the Czech language. Another area the institute focuses its efforts on is teaching the Erasmus programme students and providing support to foreign students with language tuition.

ÚJOP UK is a sponsor in the field of teaching the Czech language as the foreign/target language. It organises a series of methodological courses involving educationalists from all levels of the educational system and types of educational institutions on the subject of how to teach the Czech language as a foreign language. Due to this experience, the institute had started participating in the OP VVV project and offered the university the opportunity to support foreign students and foreign experts through Czech language tuition and necessary culturally anchored competencies that get projected into the language.

In the first phase of the Quality enhancing of education at Charles University project and its relevance to the labour market needs catering partial project called The support of structural needs of the internal development at Charles University, we took a closer look at the circumstances of the foreign students and the foreign academic personnel arriving to study and work at Charles University.

This is all to develop a newly conceived methodology of specific tuition focused on the paramount communication needs within the targeted groups.

Perceiving the language barrier as being a significant issue accounts for one of the most common reasons for students to ponder over the decision if they should or should not embark on a foreign adventure. It is clear that in their chosen destination they will not be able to get about only with English, in everyday encounters and even at the university itself.

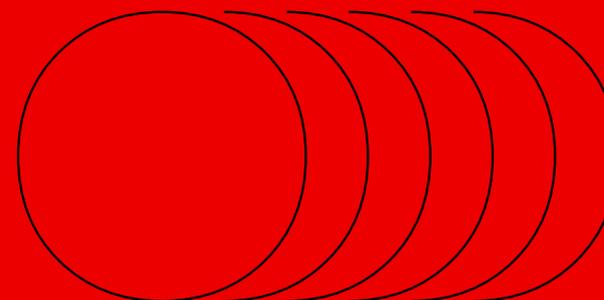
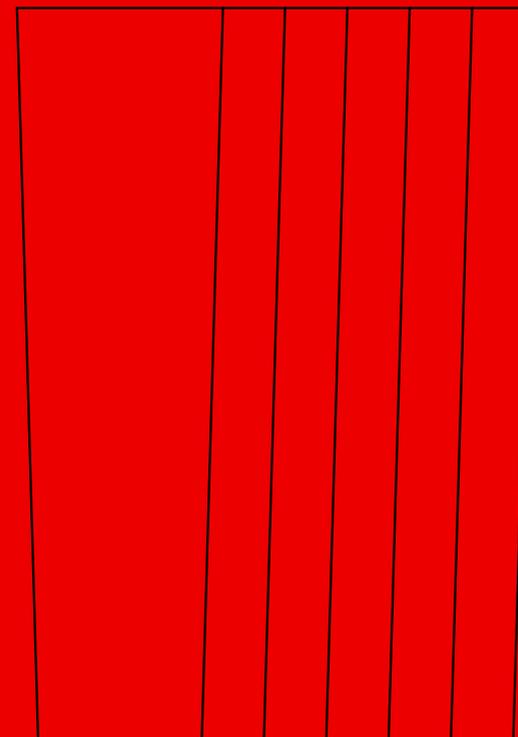
Everybody who goes to a foreign country will encounter new methods, attitude and approach towards different topics. The academic field is no different. Academic personnel arriving in a foreign country meet not only new colleagues but also other members and representatives of a given nation whom they will encounter while dealing with everyday issues, as one inevitably would during a long term stay. The visitor is therefore partaking in an intercultural dialogue which is

essentially often different to similar encounters and interactions in his/her home country. Despite the university education internationally working on the premise of similar principles, there is still a plethora of more or less significant nuances and differences which are due to cultural diversities. Those are also reflected significantly in languages. Using a specific language approach, it is possible to help the participants to overcome cultural barriers and realize the basic differences.

The reasons behind decisions to spend longer periods of time at foreign universities differ and change with age and academic values. Charles University strives to provide, to all foreign students as well as academic personnel, the most accommodating approach and is continuously working on bettering its services. One of the potential ways of utilizing the knowledge amassed while developing this project and establishing the InterU centre is close cooperation with the Welcome centre and the UK Point. They can use this opportunity to teach the Czech language specifically tailored to the needs of the foreign students and

academic personnel and offer it as a part of their packages. The following pages introduce the findings from our meetings with foreign students and academic personnel, which took place at a variety of places within the Charles University. Aside from specific details relating to their everyday life, additional comments were included. Those are to offer encouragement to university employees who are in contact with foreign visitors and whom they can assist with making their stay at the university and the Czech republic itself as pleasant as possible.

The second part of this manual contains materials which are meant to encourage students and academic personnel to communicate in Czech and discover the Czech socio-cultural reality in a controlled manner. The manual also includes methodological support for lectures and those who come in contact with individuals speaking in foreign languages and offers an effective way of working with the foreign community at Charles University.



MAPPING THE SITUATION

2.1. Foreign students – issues and needs

2.1.1. Most frequently asked questions before arriving in the Czech republic

2.1.2. Unpleasant situations

2.2. Foreign academic personnel – issues and needs

2.3. Practical experience

In this part of the manual, all information collected while conducting surveys with international students and international workers is listed. Surveys were carried out through questionnaires between 2018 and 2019. Question for students and workers were centred around university life and life in the Czech Republic. Special emphasis was put on potential problems and needs connected to these thematic areas. To obtain information from the other side of the spectrum the survey included university workers who are in everyday touch with the selected group while dealing with their issues. They deserve a big thank you because if it was not for their input the information necessary for producing the much-needed methodology would not be complete.

A group of foreign students was approached centrally via the Student Information System. The survey involved students who arrived as a part of the international student mobility programmes, along with those who are to complete the whole study course in a foreign language at Charles University.

The group of foreign academic personnel is too heterogeneous

to be approached by the central system and therefore the academic personnel were approached via the net of contacts available to the survey creators. Aside from that, representatives of selected departments and faculties were contacted and asked to help to distribute the questionnaires. This examination thus did not happen across the board, which reflects in the number of collected questionnaires.

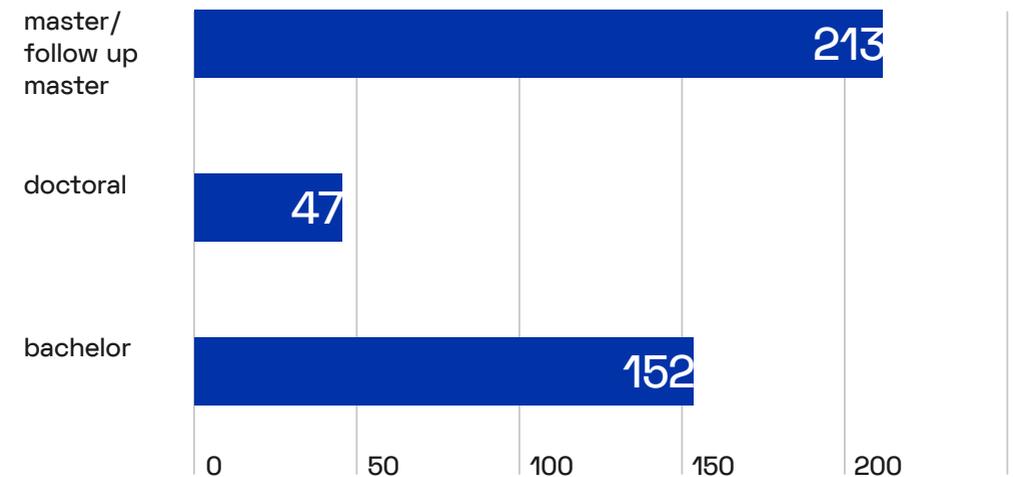
The third group, the Charles University employees who work with foreign students and foreign academic personnel, was approached systematically. The heads of all of the seventeen faculties were approached at the following departments: The economy department, study department, foreign relations department, human resources department and the scientific department, providing the faculties operate those.

The results of our survey are stated on the following pages, taking into consideration their intelligibility and potential use for working with speakers in different languages at Charles University.

2.1. Foreign students – issues and needs

There were 430 questionnaires collected from foreign students. The following graph depicts them based on their chosen education programme. It is clear that most questionnaires were completed by masters degree students.

Level of education



Co vám v ČR nejvíce chybí?

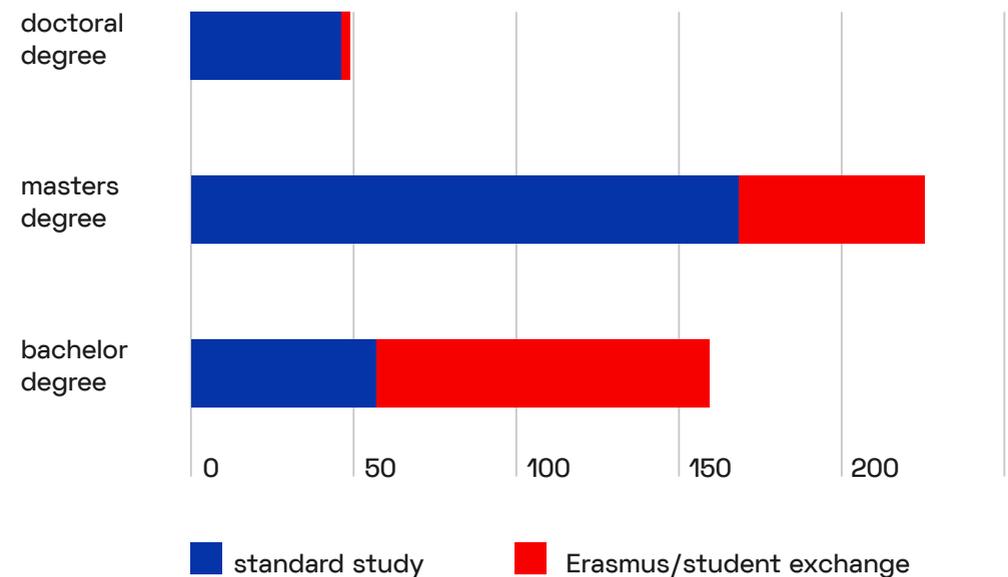


- o Common spaces in dormitories, study spaces.
- o Free water at restaurants and free refills of beverages.
- o Solutions when having to solve a problem. Visas, doctors appointments, dorm issues.
- o That events are not advertised in English hence not knowing what's going on.
- o Societies/clubs for international students.
- o Russian theatre. Compensates with amazing opera.
- o A clear online system which provides information about the courses I can take, exam dates, where I can sign up for courses
- o The sea and the dunes and the wind blowing over the polders.
- o Student Discounts in restaurants in Hradec Kralove or any other food or grocery shop.
- o Czech Republic creates the best studying atmosphere.
- o A good accommodation. UK dormitories are not good.
- o Proper Integration of the Czech and English parallels, in terms of curricular and extracurricular work. As an English parallel I did not get much exposure to official varsity sports and activities. I did not get any alumni exposure, which could have been really beneficial for career progression.
- o Access to paperwork via online sources, not standing in long waiting lines.
- o In the US, administration is very quick and accommodating. Here, my questions took weeks to answer (and usually culminated in a need to email someone else with the same question).
 - o All of our classes in the US had an online site, where we could read the syllabus, find updated course readings, and read any announcements from our professors. At Charles University, communication was much more difficult because there were no online components.
 - o In the US, plagiarism and academic integrity are explained in the syllabus for every class and each course instructors spends some time in the very first meeting to explain those concepts. Charles University lacked this emphasis. When a fellow student of mine blatantly cheated on a test with her phone, I and a few other students reported the incident, and absolutely nothing happened. At home, that student would have either been expelled or forced to repeat the course entirely. The fact that Charles University did nothing about this issue makes its academics feel so much less prestigious and takes away from the value of the degree all of us are awarded.
- o Nothing much, I like it here.
- o Spring and Autumn season.
- o Všechno je v pořádku.

From looking at the graph it is clear that most of the students arriving for the exchange programme and participating in the survey were bachelor students. To them, as a part of the prior travelling communication, Czech courses were offered. In some cases, those were even a compulsory condition. Master and doctoral degree students were mainly participating in standard study programmes. For those students, there is no set socio-cultural and systematic language support and for that reason, it is advisable to concentrate and approach them with the potential of adaptation courses.

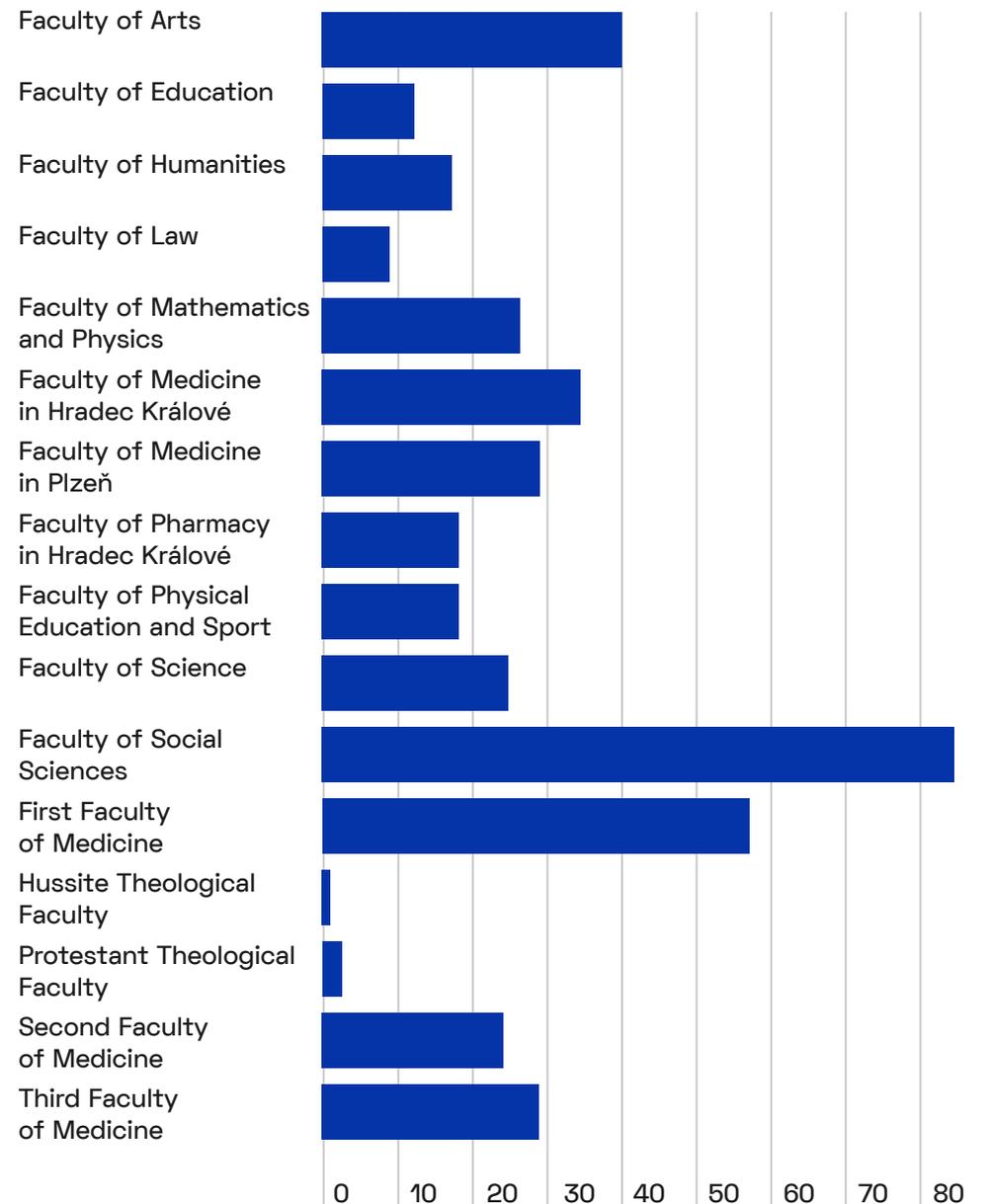
The following graph depicts the representation of students partaking in the survey based on the type of contract allowing them to study at Charles University. To simplify, the only distinction was made between the standard study programme and student exchange which mainly correspond with the ERASMUS study programme

Student exchange ratio



From the student representation graph that is based on individual faculties, we can see that most questionnaires were completed by students from the Faculty of Social Science and the First faculty of Medicine. Opposite results and the least representation based on the collected data came from the Hussite Faculty of Theology, the Protestant Theological Faculty and the Faculty of law.

Student representation based on individual faculties



2.1.1.

Most frequently asked questions prior to arriving in the Czech Republic

The following graph lists topics that are frequently discussed by foreign students before arriving in the Czech Republic. Students could choose from multiple options. The highest-rated topic was the topic of accommodation.

The second position is the issue of living expense. This is something the university has no control over yet respondents stated that they would leave the Czech Republic and find their way around it. As an alternative, students can be redirected to the Study in Prague website (Charles University is also significantly involved in its activities) which pursues this topic in detail.

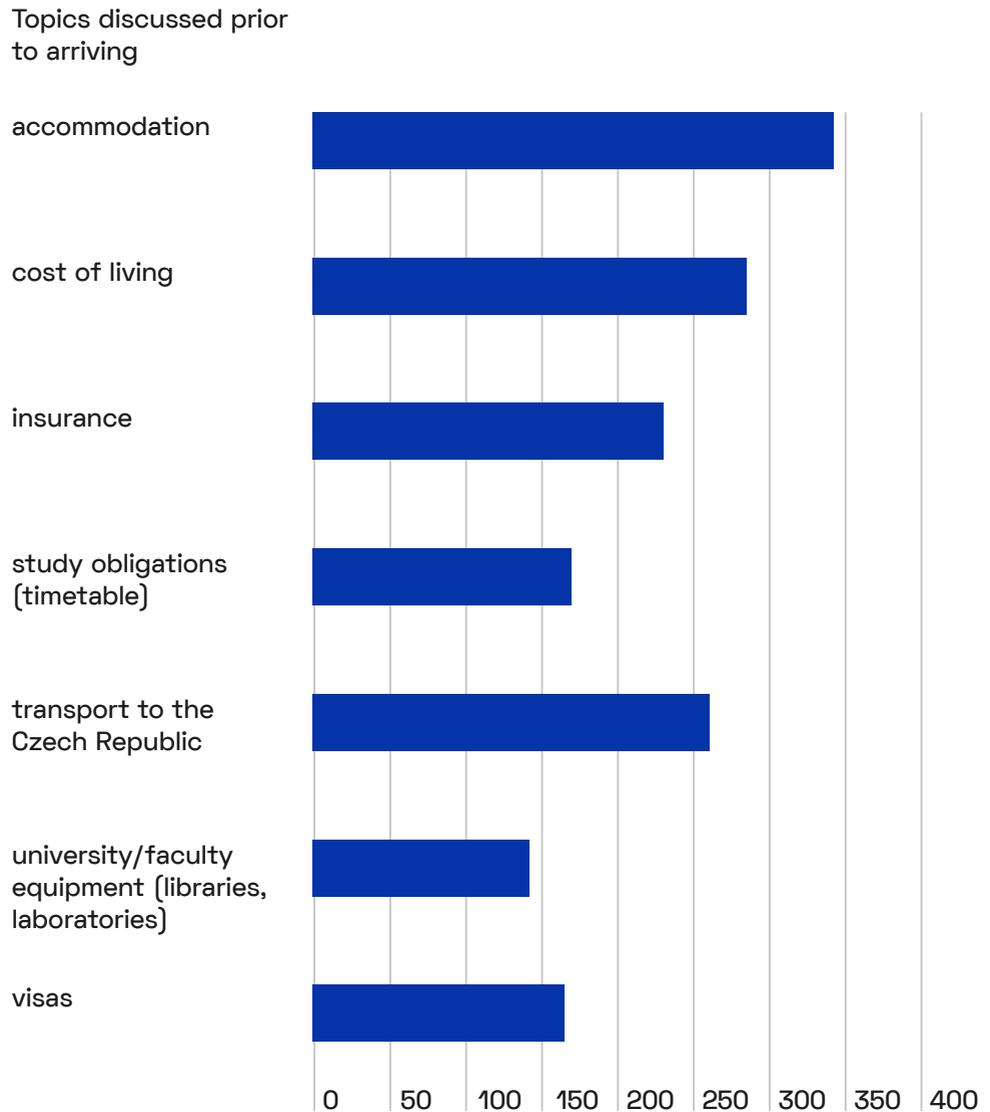
In general, living expenses consist of accommodation, food, and leisure activities. All of these (aside from transport expenses) vary depending on the individual.

Item	Price
Accommodation	
Dormitory Větrník double room	Price p/m approx. 3 000 CZK/117 €
Single room in the centre of Prague	Price p/m approx. 10 000 CZK/390 €
Food	
Lunch at a restaurant	150 CZK/6 €
Lunch at the university dining hall	60 CZK/2,5 €
A loaf of bread 1kg	28 CZK/1,08 €
Spaghetti 0,5 kg	20 CZK/2,16 €
A bag of rice 1 kg	45 CZK/1,76 €
Prague public transport	
A monthly fee for persons younger than 26 y/o	130 CZK/5,07 €
Leisure activities	
1 hour in a swimming pool	110 CZK/4,29 €
Prague city gallery entrance fee	120 CZK/4,68 €
National theatre – stage play fee	190-450 CZK/7,42-17,56 €

*While using the methodical manual it is necessary to keep in mind that prices can fluctuate and change. Stated prices were valid as per January 2020.

The table below lists selected items to help with establishing a basic idea about prices in our country.

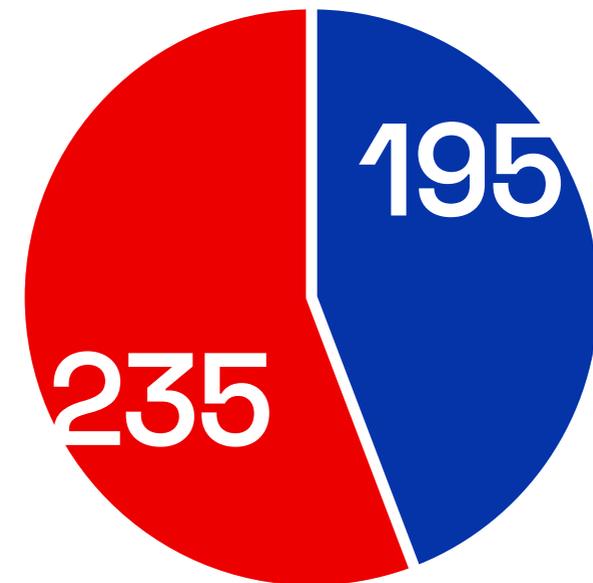
2.1.2. Unpleasant situations



Have you ever been confronted with an unpleasant situation in the Czech Republic? – This question was added to the survey questionnaire to find out specifics of the situations students consider unpleasant. We included this question for the purpose of identifying the most useful vocabulary, language and communication competencies which would help the participants to deal with unpleasant situations or even avoid them altogether. 45 % of survey participants stated that they have been confronted with such situations in the Czech republic.

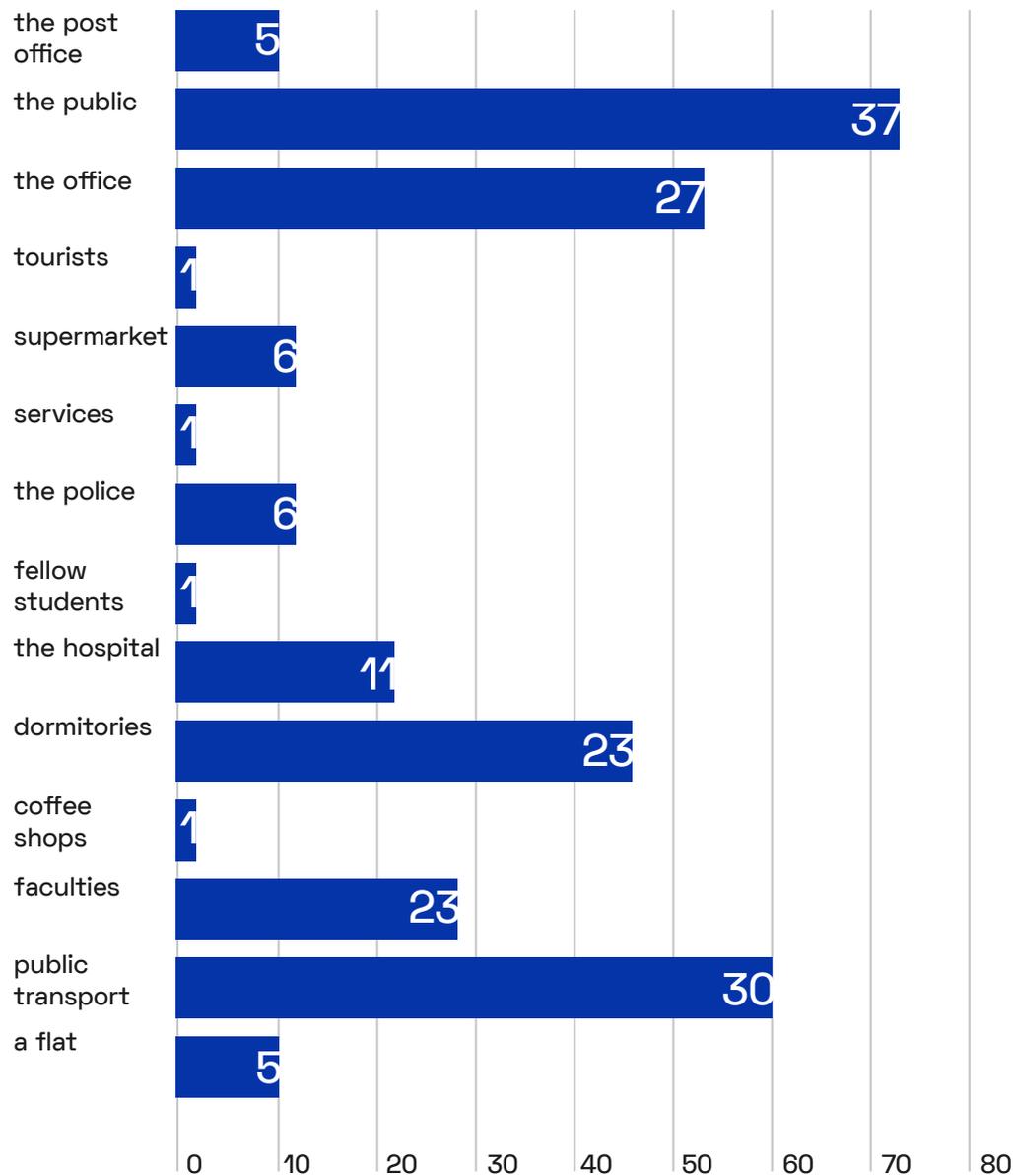
Have you ever been confronted with an unpleasant situation in the Czech Republic?

Students who answered yes and were able to identify the problem and were asked further questions – especially - what was the situation about? Students had the option of an open answer to allow them to fully express their feelings. For the purpose of analysis, their answers were further divided into categories based on the physical area where the unpleasant situation took place and the nature of the situation. At the same time, the students were asked if they were aware of whom to reach out to in such a situation. Two-thirds of the students answered **no**.



■ Yes ■ No

Unpleasant encounters - area



Here with examples of the most common complications and suggestions on how to work with them as part of tuition.

In general, it can be assumed that the main source of unpleasant encounters will be down to a mutual misunderstanding, not being accustomed to local customs, etc. These situations can therefore at least be reduced by educating students on the most common differences that may serve as an unpleasant surprise. Methodologically it is always possible to include tasks involving pictures of conflicting situations (first encounter, acquaintance, services, contact with clerks, etc) and teach participants basic phrases, including the correct intonation, that can prove to be helpful in such situations.

What was the situation concerning?



- o A mean bus driver.
- o No idea, I don't speak Czech. I was just yelled at.
- o Getting fined for crossing the street at a place without a traffic light by the city police (1500 CZK).
- o Hospitals are bad, barely anyone speaks English and they make you wait for a really long time.
- o Bureaucracy, many issues with changing visa status, with nostrification, with flat leases. No one seems to be an expert to help students correctly answer questions about these things.
- o I almost lost 1 year in my studying because of a mistake from the foreigner police employee because she said I can not understand English, so they cancelled my visa in the end of March and gave me 1 way visa to fix.
- o I had to pick up a package in Kavalirka post office in my first month here and didn't understand enough Czech so I was convinced they were going to arrest me.
- o Tram inspector that was very aggressive and said that my mobile ticket was invalid since I received the message after I got on the tram even though I sent the message before I got on. He threatened me with the police and had another man help detain me until I gave up and paid him.
- o MY ISIC CARD WAS INVALID TO DO THE TRANSPORT TICKET.
- o In the dormitories (Hostivař). Some of the receptionists are exceptionally and unreasonably unfriendly. If you meet the wrong one, you'll be shouted at and you can definitely forget all help. Just one example: I locked myself out of my building in the morning. I asked whether they could let me in, but all I got was an angry shout in Czech. Fortunately I found a few fellow students that were nice enough to let me in.
- o The billing lady at a supermarket asked for cash even though the money had already been deducted from my travel card. I had to pay twice.
- o Get lost on the streets and nobody tried to help me, because I wasn't a Czech speaker. Trying to pay my bills at banks/post office and NOBODY speaks in English. The main unpleasant situation was the language barrier.

The public

It is a sad reality that most of the unpleasant encounters foreigners experience come from the public. It is unpleasant more so because it speaks volumes about the general atmosphere within the Czech society which is a priori not viewed as overly friendly. Czechs are considered rather aloof and meeting foreigners who speak a language they can not understand, or understand very poorly, very likely accentuates the whole issue.

To a large extent, most of these encounters can be put down to a simple non-malicious misunderstanding. That itself opens a door of opportunity for introducing intercultural topics as a part of the course, ensuring a sufficient understanding of specific types of communications and providing the participants with useful phrases and competences. To help them understand the culture and teach them how to prevent conflicts or at least minimise their impact.

How to approach the issue?

Based on what was already mentioned above, the main frustration about interaction with Czechs could be that our culture is much more private than the culture of the people arriving in the Czech Republic. Explaining that alone to the students may ease the tension because they realize that the issue does not stand with them.

In connection with what has already been stated, a friendly gesture from the foreign visitors could prove to be helpful. Across all cultures, people appreciate when a foreigner makes an effort to speak their native language. Czechs are no exception.

Therefore we should guide the language courses participants to learn at least the basic phrases and put them to active use. (To greet someone, say thank you or sorry).

Institutions

Institutions and official places generally score high on the ladder of unpleasant encounters.

How to approach the issue?

By all means, it is a good idea to warn students that everything relating to any form of paperwork proves to be a lengthy process and it is advised to start official proceedings well in advance. That will at least reduce the stress from having to deal with formalities close to a deadline.

The intricacy of the state administration is further complicated by the lack of compassion from the clerks and the lack of knowledge of foreign/English language on their behalf. To demonstrate, a video made by the national institute of education can be used. It shows a female foreigner filling in a request form at an official place, along with an unfriendly clerk. Pointing out that not only foreigners are subjected to such situations, but Czechs also experience similar unpleasantness, can make students feel better as they do not have to feel alone and singled out.

Transport

Students often experienced unpleasant situations in public transport with ticket controllers as much as with fellow travellers.

How to approach the issue?

It is advisable to stress out to the students the importance of always having a valid ticket on them, being it in a printed or electronic version, because ticket controllers are a common occurrence and are there to enforce the law.

When it comes to fellow passengers, the reason behind certain hostility can be down to foreign students not behaving in accordance with common Czech conventions. For that purpose, two worksheets specifically targeting that issue were created (Traveling on public transport worksheet) which deals with issues such as who has the right to a seat, current topics related to transport, and how to avoid being fined (The fine worksheet).

Post office

Next on the list of potentially problematic places is the post office. Students themselves identified the main issue to be the poor language skills of the postal clerks.

How to approach the issue?

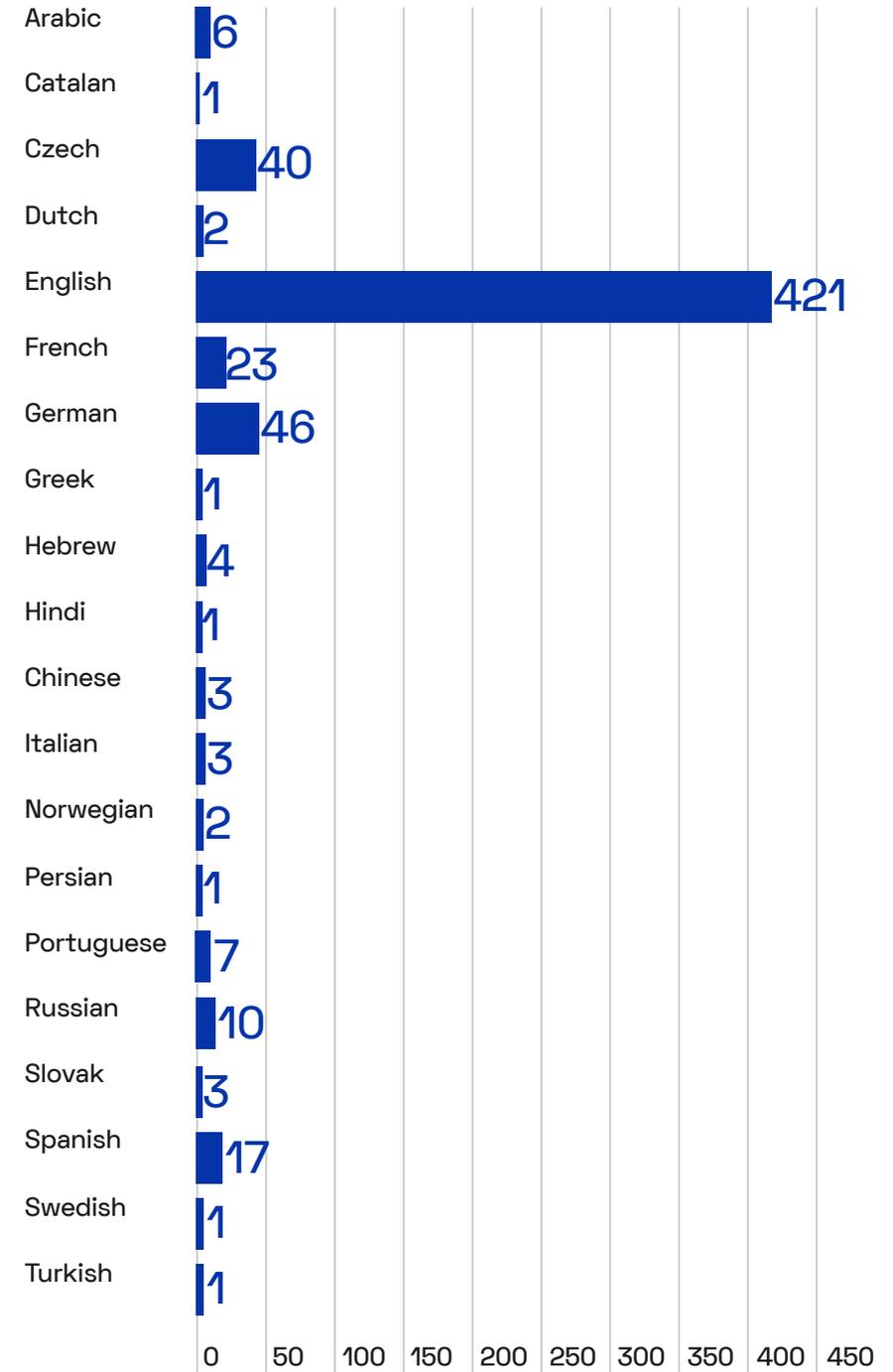
We created a worksheet walking the course participants through the basic operations at the post office (At the post office worksheet).

Communication of foreign students

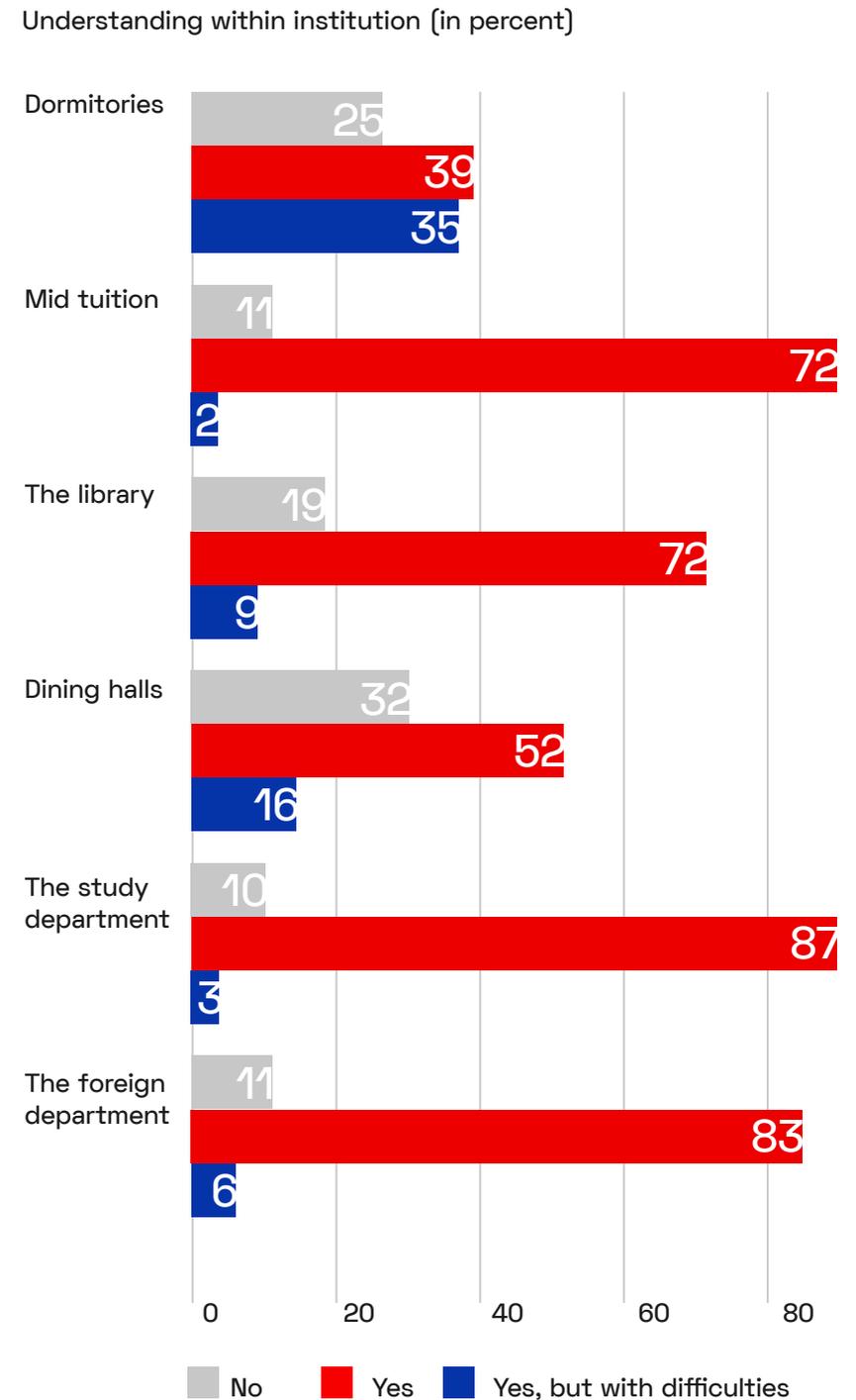
The key piece of information is that to be able to accommodate the needs of foreigners, effective communication skills on their behalf play a major role and therefore this part is dedicated to language and its efficacy at all individual parts of Charles University.

From the total count of 431 respondents, 421 answered that they use English as the main communication tool. The following graph shows that other languages are in a significant minority.

Which language do you communicate with most often?



The next questions were aimed at communication efficacy. Students had the option to rate the level of efficiency of understanding people at the dormitory, during tuition, at the library, dining hall, the study and in foreign departments. Respondents did not always answer all questions (for example some of them do not live at the dormitory). For that reason, the data was transferred into percentages, as the graph demonstrates.



2.2. Foreign academic personnel – issues and needs

As mentioned previously, the survey involving academic personnel was not conducted across the whole academic spectrum. During the whole period of mapping, we did not succeed in securing an answer sample large enough to allow us the same level of an independent analysis and graph compilations as with the students. Yet, during our partaking in direct consultations we were able to explore in detail the needs of consulted individuals and try in practice how to work with these initiatives. In this summary, we refer to various surveys and their partial findings based on selected answers of academic personnel at several faculties, along with our experience gathered during consultations.

It is safe to say that topics relating to questions before arriving that interest them, and issues which the academic personnel encounter are on the same par as those of the students.

A large portion of academic personnel possesses a strong desire to learn Czech. Reasons do vary but mainly they allow a better understanding of our culture, along with the practical side of navigating through everyday tasks. The need to learn is manifested even stronger if there are children involved. The topic of children is also an area where students differ in their needs from academic personnel. We did not question the student surveyees about having children themselves but none of them mentioned this topic, unlike the academic personnel who were also not explicitly asked but rather often voiced the issue of children and their education, school placements, insurance, etc.

2.3. Practical experience in class

Within the group of academic personnel that ÚJOP lecturers taught in the past, the majority were females. The common non-academic but practical reason why they decided to dedicate their free time to studying Czech were their children. Young female academic personnel who simultaneously fulfil the role of mothers, as much as academics, project a palpable need to communicate in regards to their offsprings. For example, their vocabulary relating to food was significantly more advanced than that of their classmates. The second desired topic was related to communicating at a kindergarten.

The academic reason behind the desire for academic personnel to learn at least some basic Czech is that as members departments and faculties they are involved in university ceremonies, typically graduations. It is therefore advisable to introduce the academic personnel to some basic phrases which they will use to congratulate the graduates.

PRACTICAL SECTION

- 3.1. How to prepare a worksheet
 - 3.1.1. How to prepare a methodical Worksheet notes
- 2.2. How to conduct a language consultation
 - 3.2.1. Getting ready for a consultation
 - 3.2.2. Diagnostic phase
 - 3.2.3. The representation rate of the intermediary language during a language consultation
- 3.3. Worksheets created and tested during the pilot part of the project
- 3.4. Methodical recommendation for devising a didactic walk
 - 3.3.1. Goals
 - 3.3.2. Students – participants
 - 3.3.3. The nature of the walk
 - 3.3.4. Going for a walk in Prague – examples of interactive tasks

The second part of this methodical manual is in direct relation to the previous part. The data collected within the surveyed students and academic personnel stipulate which topics need to be prioritised, along with pointing out the pitfalls to participants in an attempt to make their experience in the Czech Republic and at Charles University as pleasant as possible. Language consultations, for the purpose of this manual, are set up in a special format aiming to support foreign students and foreign academic personnel during their long term presence at Charles University. These consultations oscillate somewhere between the UK Point as the information, advisory and social centre at Charles University, especially within the staff Welcome Centre and classic education for foreigners. Language consultations can be handled in a group or individually, depending on willingness, time availability and language skill, creating a pleasant homogenous group.

To support language consultations the following pages present selected worksheets containing the most common topics with which visitors often need help but at the same time, they are not covered by the available language textbooks.

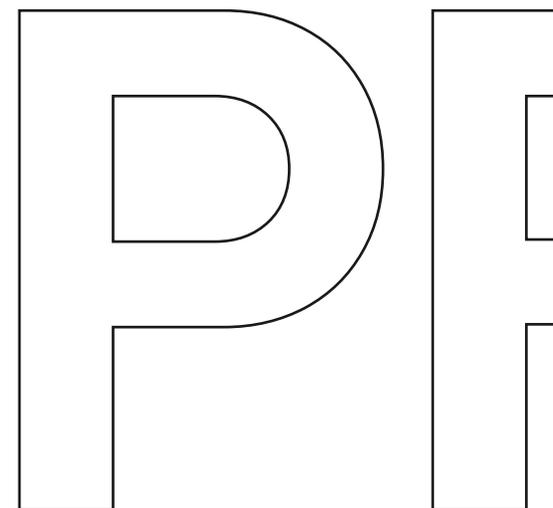
Because the manual is not and nor can be containing all the topics which could be consulted between the lecturer and students or academic personnel, each worksheet starts with tips on how to create a worksheet and how to develop methodology notes so others can make use of it.

There is no reason for lectures not to make use of already existing materials so educational videos from the National Institute of Education are directed towards the adaptation of foreigners into Czech society and are on par with the needs of foreign visitors to Charles University. Another suggestion for a meeting with foreign students and academic workers is a didactic walk which allows newcomers to witness certain

situations first hand. Aside from examples of specific walks, the preparation methodology is also listed. The preparation methodology is very important due to the individual needs of the participants and also it is practically impossible to apply details from one city/place to another.

It is necessary to stress out that the discussed manner of approach and the form of consultations is very demanding towards the lecturers, especially testing their flexibility, creativity and experience since they have to swiftly react and accommodate specific requests and time restrictions, mainly from the academic personnel. It is fundamental for the lecturer to be able to establish the language level of the consultee, adapt and vary the difficulty of lectures and complexity of the exercises, along with a good general overview of materials available and if in need, to create their own materials. The latter mentioned skills, in particular, can be assisted by this methodology. Taking

into consideration the particularly tight schedule of the academic personnel, another indicator is the fact that students and academic personnel usually require resolutions immediately. They aim to succeed in direct communication with native speakers, often discussing rather complex topics that are demanding on their vocabulary. Those topics far surpassed the introductory level of textbooks available as well as the elementary language knowledge in non-native speakers. To illustrate, we present an example from The post office topic.



Foreign students and foreign academic personnel are most often confronted by standardised documents while dealing with the Czech institutions. These documents usually carry a very specific vocabulary useful only in a specific context. Such vocabulary significantly surpasses the elementary/beginner level language knowledge which is the most common within our target groups. Clarification of these words with their unique meaning is almost bordering terminology based vocabulary learning.

Registered letter	I send a letter. If it gets lost the post office must compensate me for its value.
(Post) box	A place where I can collect a letter from (on the outside or the inside of the building where I reside) A place where I can deposit a letter I want to post (on the street, at the post office)
Window	Place at the post office where the postal clerk helps people from.
Posting form	A form that I have to fill in to post a registered letter or parcel.
Addressee	A person I am sending a letter to.
Sender	Myself – sending a letter/postcard/parcel.
Mail	The specific thing I am sending.
Weight	How many grams/kilograms it weights.
Delivery note	A message that states the cut of time by when the addressee can collect the parcel.

3.1. How to prepare worksheets

A worksheet, sometimes described as a handout, is printed material purposely tailored to the needs of the student to cover the topic discussed in a lesson. Multiple worksheets are included directly in this manual and others are available on the website. On certain occasions, the lecturer must create their own worksheets. The following part offers a summary of helpful tips.

In the below table are questions that the lecturer should address before starting to prepare a new worksheet.

What to consider

Topic	Who will the foreign student/ academic personnel communicate with: Using Czech only when absolutely necessary – in cases when the other party does not speak English (the police, post office) It is an area where the foreign student/academic personnel is required to communicate in Czech. Communication at a conference versus communication with the doorman after a lecture
Student/academic personnel	Who is the worksheet for: Student/academic personnel consistently learning Czech – the worksheet acts as an expansion of the textbook Student/academic personnel who do not learn Czech consistently – the worksheet must be fully comprehensive on its own
Aim	The main aim of the worksheet: To offer practical skills for dealing with specific situations As a base for a review away from the lecturer As a source of notes in the mediating language to supply additional information
Use	The means of using the worksheet: Student/academic personnel will use it independently The assistance of the lecturer is necessary

The lecturer, as the author of the worksheet, should, under all circumstances always work with a clear vision in mind what the main goal is. All partial goals stand equal as they work towards achieving a total complexity which will ultimately benefit the student or the academic personnel while solving tasks.

The most common aim for content coverage is the language. That means introducing vocabulary in accordance with the topic and grammar. It is advisable for the lecturer to focus on keywords and phrases which are fundamental for mastering the topic and emphasises those in the worksheet.

The second aim is socio-cultural. This aim serves as secondary to the first one as only with appropriate anchoring of knowledge into Czech language realities and culture context one gathers effective communication skills. It is advisable to include specific information, advice and recommendations. For example, the cost of an underground ticket, which website to use for purchasing seasonal public transport tickets, why it is necessary to use formal language while talking to the transport controller, etc. The third aim of the

worksheet is lingo-didactic. It is advisable to organise the worksheets into a structure which allows the lecturer to keep an eye on the student's, or academic personnel's, progress and level of comprehension. That in retrospect will also allow for the worksheets to be utilised for an independent use away from the lecturer.

It is fundamental for the lecturer to always remind her/himself about these three listed goals while preparing a worksheet and also while inserting methodological notes at every language consultation during which the worksheet is used.

When preparing worksheets it is encouraged to utilise already existing materials which can be transformed and modified. One of the suitable sources of educational materials are videos created by the National Institute of Education which are freely available on their website. Such educational channels are still not very common in the Czech Republic yet they are rather popular with the targeted groups. Their website uses these specifically tailored and free videos depicting everyday life situations to guide students through the permanent residency exam. These

videos cover 15 of the most important conversational topics between the language students and local society. This is offered in two different levels, level A1 and level A2. The topics are Accommodation (3 model situations); Dealing with crises, Health care and health insurance (3 model situations); Dealing with police, Job, Dealing with official places, Traveling, The weather and environmental surroundings (2 model situation); Dealing with the locals (2 model situations). Educational videos can be played with or without subtitles and all include

a transcript and a worksheet. These videos were created as educational material to mainly help immigrants obtain the Czech permanent residency visa. Their potential use is much greater though and can stretch to many more non-native speaking groups because the videos are practically oriented depicting everyday model situations that are a common occurrence in the lives of foreigners who happened to live in the Czech Republic. The sections of videos can be also used during consultations and help lecturers to prepare their worksheets, etc.



3.1.1.

How to prepare methodological worksheet notes

While preparing a worksheet, a methodological note has become a stable component of modern textbooks due to its potential to guide the lecturer effectively. For purposes of this manual, the topic of methodological notes is processed as a manual itself featuring tips on how to approach such a note. We can not emphasise enough that thanks to the methodological notes it makes sharing of worksheets that much easier.

Step by step – preparing methodology

Introduction into the topic/clarifying context	Questions comparing equal situations in the Czech Republic and the countries of origin of students and academic personnel Questions regarding specific experiences
Individual task goals Individual task aims	Be explicit about what skill the student is practising while completing a specific task/the main task goal Be explicit about when the phonetical practice is ideal (mainly numbers, names, addresses, etc) List questions to double-check student understanding
feedback, completion	Comparing the same situations between the Czech Republic and the countries of origin of the students/academic personnel in specific questions: How does it work in your country? What surprised you? What information do you need to remember? What do you need to be aware of? This allows for identifying the main difference (the goal is to retain information about these differences by the consultee)
the ability of an independent worksheet use check ability	The aim is for the consultee to succeed in any given communication situation, meaning he/she can deal with the situation alone or with the help of the worksheet. The methodological note must explicitly list ways used by the lecturer to verify such ability – suggest specific card exercises with new/similar situations
feedback	Find out if students have any other topic-related questions Do you have any other questions? Do you have any other questions?

Worksheet methodological notes checklist

Topic context anchoring	
Specific worksheet task goals	
Clearly established phonetical exercises	
Clearly established vocabulary understanding exercises	
Clearly established production exercises - speaking	
Clearly established self-study using the worksheet tasks	
Comparing equal situations with those in countries of origin of the students	
Emphasising the most fundamental information that the consultee should remember	
Information about tasks that are practised only in Czech.	

3.2. How to conduct a language consultation

3.2.1. Getting ready for a consultation

It is possible to prevent many stressful situations before they escalate, providing the language-consultations are organised correctly and foreign students and academic personnel cooperate in advance and supply detailed information related to the situation – ideally stating nationality or alma mater, Czech level and the reason for a consultation. This allows the lecturer to get ready and organised, accustomed to study materials related to the consultation and gather all relevant materials with appropriate task goals to which the step by step checklist can be very helpful.

3.2.2. Diagnostic phase

The initiation phase is the most paramount to the consultation. To start the consultation it is worth engaging the foreign students and academic personnel in a conversation about the ways the topic is related to life in the Czech Republic and where such situations may be encountered and which encounters should be approached consciously. Ideally, the lecturer will gather authentic knowledge of the direct experience, including answers about how the students and academic personnel dealt with the situations. This insight will help the lecturer to identify the language shortcomings of the consultee and direct help where it is needed. At the same time, the lecturer is mapping the vocabulary proficiency and understanding of the cultural context, etc.

3.2.3.

The representation rate of the intermediary language during a language consultation

A language consultation is usually held once-off and therefore the requirements for the exclusive use of Czech, which is the usual practice during semestral courses or several hour-long workshops, is not always necessary to comply with. The paramount aim of the language consultation is to offer the consultee clear answers to their questions and ideally a manual on how to handle situations that lead to them seeking consultations. General solutions to language consultation topics are gathering an understanding of the situation (socio-cultural competence) and acquiring the appropriate vocabulary (language competence) which will allow the consultee to become an active participant in the situation and gather control. For those reasons, it is considered acceptable to conduct the consultation in an intermediate language to a certain extent. In those cases when the consultee's Czech language dexterity is at a sufficient level to comprehend the situation, this is not necessary.

The consultant should never resign to fully omitting Czech even in cases when the consultee is not able to fully keep up with the language. Quite the opposite. It is recommended that the consultant includes appropriately chosen speaking tasks purely in Czech to allow the consultee to gain confidence by conversing with a trusted conversational partner, and in retrospect to realise the level of their own ability to deal with various situations.

3.3.

Worksheets created and tested during the pilot part of the project including solutions and methodological notes

Public transport
Gramatika: minulý čas



Dialog 1

Marie: Čau Alexi, co se děje?

Vypadáš smutně.

Alex: Ahoj, ale nic. Pořád mám problémy, když jezdím tramvají, autobusem nebo metrem. Myslím, že Češi nemají rádi cizince.

Marie: Proč?

Alex: Nevím, co dělám špatně, ale lidi se na mě pořád špatně dívají, někdy na mě křičí.

Marie: To je divné...

Alex: Třeba včera jsem jel tramvají do školy. Tramvaj přijela, otevřely se dveře, já jsem chtěl nastoupit a všichni lidé, co vystupovali, do mě strkali a mračili se na mě. Když jsem se pak v tramvaji otočil, omylem jsem batohem strčil do pána, který tam stál. Hned na mě začal křičet, že musím dávat pozor, i když jsem se mu omluvil. Když jsem si sednul, všichni na mě špatně koukali a vrtěli hlavou.

Marie: No, víš, to je jednoduché. V České republice vždycky musíme počkat, než vystoupí všichni lidé, a pak teprve nastupujeme do tramvaje, metra i autobusu. Když nastoupíme do plně tramvaje, batoh si sundáme a vezmeme do ruky, abychom nikoho nestrkali. A s tím sezením je to taky komplikovanější.
Alex: Proč? Bylo tam místo.

Marie: A nebyla tam kolem nějaká stará paní nebo pán? Nebo nějaká maminka s dítětem? Nebo těhotná paní? Nebo někdo nemocný?

Alex: To nevím. Nedíval jsem se.

Marie: To musíš. Všichni tihle lidé mají přednost a měl bys je vždycky pustit sednout.

Alex: Aha, to jsem nevěděl. A proč se na mě nějaká paní zlobila, když jsem čekal na autobus a zapálil jsem si cigaretu? Tomu nerozumím, nedělal jsem přece nic špatného.

Marie: To ne, ale v České republice se na zastávkách ani v MHD kouřit nesmí. Když si chceš zapálit cigaretu, musíš jít kousek dál, aby kouř nešel na lidi, co čekají na zastávce.

Alex: Aha. To jsem nevěděl, u nás taková pravidla nemáme. Tak já si to budu pamatovat. Děkuju.

Marie: To se rychle naučíš, cestování není nic těžkého. Tak se měj hezky a zatím ahoj.

Alex: Čau.



Dialog 2

Revizor: Dobrý den, kontrola jízdenek.

Alex: Dobrý den, moment... Tady je.

Revizor: Tahle jízdenka už ale půl hodiny neplatí.

Alex: To není možné! Koupil jsem ji, když jsem nastupoval do autobusu.

Revizor: Tohle je jízdenka za 24 Kč. Ta platí jenom 30 minut.

Alex: Aha. To jsem nevěděl. Promiňte.

Revizor: Je mi líto, budete muset zaplatit pokutu. Váš občanský průkaz.

Alex: Hm. Prosim. Kolik to je?

Revizor: Děkuju. Když zaplatíte teď, je to 800 Kč. Jestli budete platit na centrále, bude to 1500 Kč.

Alex: Počkejte. Jo, mám to tady. Prosim.

Revizor: Děkuju, na shledanou.

Alex: Na shledanou.



1. Koho pustíte v tramvaji, metru nebo autobuse sednout? Spojte slova a obrázky.

stará paní— starý pán— maminka s dítětem— těhotná žena— nemocný člověk



2. Kde si můžete koupit jízdenku?

3. Kdy si nemusíte kupovat jízdenku? Kdy máte slevu (platíte méně)? Kdy musíte zaplatit plnou cenu?

Jsem dítě do 6 let. – Jsem dítě od 6 do 15 let. – Je mi od 15 do 18 let. – Jsem student od 18 do 26 let. – Jsem dospělý od 18 do 60 let. – Jsem handicapovaný. – Mám s sebou miminko (dítě do 3 let). – Jsem senior od 60 do 65 let. – Jsem senior od 65 do 70 let. Jsem senior od 70 let.

Nemusím kupovat jízdenku	Mám slevu	Musím zaplatit plnou cenu

4. Jaké jízdenky znáte? Spojte cenu jízdenky a informaci, jak dlouho platí.

Kolik jízdenka stojí?	Jak dlouho platí?
1. 30 Kč	A. 1 rok
2. 40 Kč	B. 1 měsíc 310 Kč
3. 120 Kč	C. 90 minut
4. 330 Kč	D. 1 den
5. 550 Kč	E. 30 minut
6. 1480 Kč	F. 5 měsíců
7. 2450 Kč	G. 3 měsíce
8. 3650 Kč	H. 72 hodin

5. Jak si koupíte SMS jízdenku?

6. Jak vysokou pokutu můžete dostat?

1. Koho pustíte v tramvaji, metru nebo autobuse sednout? Spojte slova a obrázky.

stará paní — starý pán — maminka s dítětem — těhotná žena — nemocný člověk



starý pán těhotná žena stará paní maminka s dítětem nemocný člověk

2. Kde si můžete koupit jízdenku?

Papírové jízdenky si můžete koupit v automatu na jízdenky, v trafice nebo v infocentru. Jízdenku si můžete koupit i u řidiče autobusu, ale bude stát víc peněz. Jízdenku si můžete koupit také formou SMS nebo si koupit PID Lítačku (mobilní aplikace: <https://app.pidlitačka.cz/>).

3. Kdy si nemusíte kupovat jízdenku? Kdy máte slevu (platíte méně)? Kdy musíte zaplatit plnou cenu?

Jsem dítě do 6 let. – Jsem dítě od 6 do 15 let. – Je mi od 15 do 18 let. – Jsem student od 18 do 26 let. – Jsem dospělý od 18 do 60 let. – Jsem handicapovaný. – Mám s sebou miminko (dítě do 3 let). – Jsem senior od 60 do 65 let. – Jsem senior od 65 do 70 let. Jsem senior od 70 let.

Nemusím kupovat jízdenku	Mám slevu	Musím zaplatit plnou cenu
Jsem dítě do 6 let. Jsem dítě od 6 do 15 let. Jsem senior od 65 do 70 let. Jsem senior od 70 let. Jsem handicapovaný. Mám s sebou miminko (dítě do 3 let).	Je mi od 15 do 18 let. Jsem student od 18 do 26 let. Jsem senior od 60 do 65 let.	Jsem dospělý od 18 do 60 let.

4. Jaké jízdenky znáte? Spojte cenu jízdenky a informaci, jak dlouho platí.

1E, 2C, 3D, 4H, 5B, 6G, 7F, 8A

Na krátkou dobu		Na dlouhou dobu	
Zaplatím 30 Kč	Jízdenka platí 30 minut	Zaplatím 550 Kč	Jízdenka platí 1 měsíc
Zaplatím 40 Kč	Jízdenka platí 90 minut	Zaplatím 1480 Kč	Jízdenka platí 3 měsíce
Zaplatím 120 Kč	Jízdenka platí 24 hodin	Zaplatím 2450 Kč	Jízdenka platí 5 měsíců
Zaplatím 330 Kč	Jízdenka platí 72 hodin	Zaplatím 3650 Kč	Jízdenka platí 1 rok

5. Jak si koupíte SMS jízdenku?

Pošlete SMS na číslo 902 06. Zaplatíte cenu jízdenky + cenu vaší SMS.

Text SMS:

DPT24 – Jízdenka stojí 30 Kč a platí 30 minut.
DPT32 – Jízdenka stojí 40 Kč a platí 90 minut.
DPT110 – Jízdenka stojí 120 Kč a platí 24 hodin.
DPT310 – Jízdenka stojí 330 Kč a platí 72 hodin.

SMS jízdenka přijde většinou do dvou minut. POTOM můžete nastoupit do autobusu/metra/tramvaje a cestovat. Musíte počkat na jízdenku! **Pozor!** SMS jízdenka neplatí ve vlaku a v autobusech, které jezdí mimo Prahu. Musíte mít české telefonní číslo.

6. Jak vysokou pokutu můžete dostat?

Nemám jízdenku. – Musím zaplatit 1500 Kč. Když ji zaplatím hned na místě, budu platit jenom 1000 Kč. Když nezaplatím za velké zavazadlo nebo velkého psa, musím zaplatit 400 Kč. Když platím hned, zaplatím jen 200 Kč.

Když Lítačku nemám u sebe, ale mám ji koupenou, musím zaplatit 50 Kč.



Translation

Public transport

Grammar: past tense



Alex: Why? There were empty seats.
Marie: Was there an elderly lady or a gentleman nearby? A mother with a child? Pregnant lady? Or someone wounded?
Alex: No idea. I wasn't paying attention.
Marie: Well, you must. All of these people have the priority right to the seat and you should always vacate a seat for them.
Alex: Oh, I never knew that. And why was a strange lady upset with me when I lit a cigarette while waiting for the bus? I don't get it. Surely I wasn't doing anything wrong.

Marie: You weren't but in the Czech Republic it is forbidden to smoke at public transport stops. If you want to light up a cigarette you must go a little away from the crowd so the smoke doesn't bother people waiting at the stop.
Alex: Oh, I had no idea. We don't have such regulations. I'll keep it in mind. Thank you.
Marie: You'll learn quickly, getting around is easy. Bye for now and keep safe.
Alex: Thanks.



Dialogue 1

Marie: Hi Alex, what's wrong? You look sad.
Alex: Hi, nothing much. I still have issues when travelling by tram, bus or the underground. It makes me think that Czechs don't like foreigners.
Marie: Why?
Alex: I'm not sure what I'm doing wrong but people still give me dirty looks and sometimes even raise their voices.
Marie: That's odd...
Alex: Yesterday, for example, I went to school by tram. The tram arrived, the door opened and I wanted to get on and all the people who were exiting were shovelling me around frowning. Once in, I turned around and by mistake bumped into a man standing near me with my backpack. He started shouting at me that I must be more careful even though I apologised. When I sat down everyone gave me looks and shook their heads.
Marie: You know this is quite simple. In the Czech Republic, we must wait for everyone to exit and only then we start getting on the tram, bus or the underground. When entering a full tram we always take the backpack off and hold it in our hand so we don't bump into people. The sitting situation is a bit more complicated.



Dialogue 2

Controller: Hello, can I see your ticket, please?
Alex: Hello, just a second... Here you are.
Controller: This ticket expired half an hour ago and is therefore invalid.
Alex: That's impossible! I purchased it while getting on the bus.
Controller: This is a 24 CZK ticket. It is valid for 30 minutes only.
Alex: Oh. I was not aware of that. I am sorry.
Controller: I am sorry but I have to issue you a fine. Can I see your ID?
Alex: Uhm... Sorry, how much is that?
Controller: If you pay a spot fine it will be 800 CZK. If you pay at the headquarters the price will be 1500 CZK.
Alex: Wait a minute. Yes, I have enough. Here you go.
Controller: Thank you. Have a nice day.
Alex: You too.



1. Who do you vacate your seat for on the bus?

Link words with pictures.

An elderly lady—an elderly gentleman—a mother with a child—a pregnant woman—a wounded person



2. Where can you purchase a ticket?

3. When do you have to purchase a ticket? When can you claim a discount (lesser payment)? When do you have to pay full price?

I am a child younger than 6 years old – I am a child between 6 and 15 years old – I am a minor between 15 and 18 years old – I am a student between 18 and 26 years old – I am an adult between 18 and 60 years old – I am handicapped – I am travelling with a baby (younger than 3 years old) – I am a senior citizen between 60 and 65 years old – I am a senior citizen between 65 and 70 years old – I am a senior citizen over 70 years old.

I do not need a ticket	I can claim a discount	I have to pay the full price

4. What type of tickets do you know? Link the price of the ticket with how long is it valid for.

How much is it?	What is the time durations of the ticket?
1. 30 CZK	A. 1 year
2. 40 CZK	B. 1 year
3. 120 CZK	C. 90 minutes
4. 330 CZK	D. 1 day
5. 550 CZK	E. 30 minutes
6. 1480 CZK	F. 5 months
7. 2450 CZK	G. 3 months
8. 3650 CZK	H. 72 hours

5. How do you purchase an SMS ticket?

6. What is the highest amount you can be fined?

1. Who do you vacate your seat for on the bus?

Link words with pictures.

An elderly lady—an elderly gentleman—a mother with a child—a pregnant woman—a wounded person



an elderly lady



a pregnant woman



an elderly gentleman



a mother with a child



a wounded person

2. Where can you purchase a ticket?

The physical ticket can be purchased from a vending machine, tobacco shop or the info centre. You can purchase a ticket from the bus driver but at a higher price. An electronic ticket can be purchased via an SMS or you can purchase a monthly/yearly ticket ([mobile app https://app.pidlitacka.cz/](https://app.pidlitacka.cz/)).

3. When do you have to purchase a ticket? When can you claim a discount (lesser payment)? When do you have to pay full price?

I do not need a ticket	I can claim a discount	I have to pay the full price
<p>I am a child younger than 6 years old</p> <p>I am a child between 6 and 15 years old.</p> <p>I am a senior citizen between 65 and 70 years old.</p> <p>I am a senior citizen older than 70 years old.</p> <p>I am handicapped.</p> <p>I am travelling with a baby (younger than 3 years old).</p>	<p>I am between 15 and 18 years old.</p> <p>I am a student between 18 and 26 years old</p> <p>I am a senior citizen between 60 and 65 years old.</p>	<p>I am an adult between 18 to 60 years old.</p>

4. What tickets do you recognise? Link prices with the correct duration tickets.

1E, 2C, 3D, 4H, 5B, 6G, 7F, 8A

A short term ticket	A long term ticket
I pay 30 CZK A ticket valid for 30 min.	I pay 550 CZK A ticket valid for 1 month.
I pay 40 CZK A ticket valid for 90 min.	I pay 1480 CZK A ticket valid for 3 months.
I pay 120 CZK A ticket valid for 25 hours.	I pay 2450 CZK A ticket valid for 5 months.
I pay 330 CZK A ticket valid for 72 hours.	I pay 3650 CZK A ticket valid for 1 year.

5. How do you purchase an SMS ticket?

Send an SMS to a 902 06 number. It will cost you the price of the ticket + an SMS fee charged by your phone provider.

Text SMS:

DPT24 – A ticket cost of 30 CZK is valid for 30 minutes.

DPT32 – A ticket cost of 40 CZK is valid for 90 minutes.

DPT110 – A ticket cost of 110 CZK is available for 24 hours.

DPT310 – A ticket cost of 310 CZK is valid for 72 hours.

An SMS ticket is usually received within two minutes from sending. ONLY THEN can you board the bus, underground or tram and then travel. You must wait for the ticket! Warning! This type of ticket is not valid on trains and transport outside Prague. You must have a Czech phone number.

6. What is the highest amount you can be fined?

I don't have a ticket – I will be fined 1500 CZK. If I pay a spot fine I will pay 1000 CZK.

If I haven't paid for large luggage or a dog I have to pay 400CZK.

If I pay a spot fine I will pay 200CZK.

If I don't have my monthly/yearly ticket on me I will pay 50 CZK.

Travelling on public transport

Socio-culture context

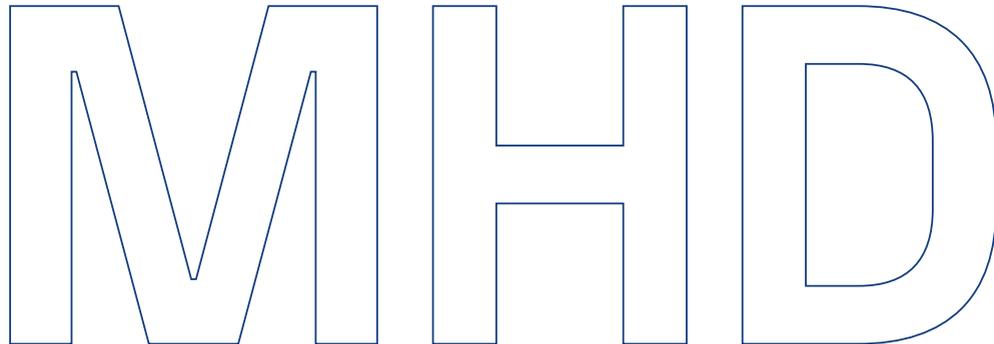
The worksheet dedicated to travelling on public transport is based on a premise that customs are country-specific. For that reason, foreigners in the Czech Republic are often confronted with a lack of understanding and subjected to unpleasant encounters from their surroundings. Worksheets should help them to avoid such situations. Another goal is to guide students through the process of purchasing tickets and what type of tickets there are.

Suggested approach for working with the worksheet

The methodological note purposely does not specify a time contribution for individual tasks because in our opinion this depends on the language level of the consultee.

During consultations, the lecturer attempts to use Czech as much as possible but never at the expense of the student's comprehension. The tasks are worded simply. We believe that while instructing a consultee, using gestures and demonstrations will be all that is required. We presuppose that pictorial material will allow for maximal use of Czech.

The lecturer must make sure that the student follows and understands the vocabulary in use, along with important phrases so that he/she can put this knowledge to use. The intermediary language is used when necessary. Under all circumstances, the lecturer must be aware of the socio-cultural aspects of language consultations.



Dialogue 1

The main aim is to introduce specific situations to students. Dialogue helps students to picture the very communication exchange better and understand the topic.

The lecturer shows a picture from the worksheet to the student and tries to engage the consultee in a basic conversation. E.g. *Who is this? Where is this? What is the man doing? What is the woman doing?*

With more advanced students the conversational topic can progress, e.g. *Do you often travel by bus/tram/underground?*

Where do you travel to?

What are the advantages and disadvantages of travelling by bus/tram/underground?

The lecturer asks students a few questions before listening to dialogue and verifies that students understand the questions asked. We recommend adjusting to the student's language dexterity level. Example:
*What is Alex's problem?
What did Alex do wrong?*

Next, the lecturer reads the dialogue and this is followed by students being encouraged to answer questions. If need be the lecturer corrects the answers. With less advanced students the lecturer repeats the reading and asks the students to follow the text at the same time. This is possible to omit with more advanced students.

Next, students and the lecturer read the dialogue out loud together. If there are enough students available the lecturer pairs students together for this part of the exercise. In the case of consultations, the lecturer assumes the role of a clerk/controller/friend and a foreigner in the role of a foreigner.

During the time the student reads, the lecturer corrects pronunciation only to such extent that is necessary for an understanding of the speech.

With more advanced students additional conversational elements can be added. E.g. *Have you ever experienced anything similar? / How did you handle such a situation? / Are you aware of these rules? Are those valid in your country? Do you experience any problems while travelling on public transport in the Czech Republic? / Compare this situation with the situation in your country.*

Exercise 1

The main aim of this exercise is for the students to acquaint themselves with different groups of citizens who have priority rights on public transport. Active vocabulary is not as important as remembering which groups of people possess those rights.

The lecturer will encourage students to link pictures with words depending on the task. This is followed by the lecturer checking answers and potentially corrects them when necessary. With more advanced students the lecturer can engage them in conversation. E.g.

Why do these people possess special rights? / Do you exercise such special rights in your country too?

Dialogue 2

The main aim is to introduce specific situations to students. Dialogue helps students to picture the very communication exchange better and understand the topic.

The lecturer shows students a picture from dialogue 2 and questions student about the meaning of it. With less advanced students, simple questions are sufficient enough, e.g. What is it? Where is it? In this case, the lecturer can use intermediary language to help student's understanding of the situation. E.g. This is a controller. A controller is a person who checks if you have a valid ticket. If you do not have a valid ticket you have to pay a fine.

The lecturer asks students a few questions before listening to dialogue. The choice of questions is adjusted to the student's language dexterity level, e.g.

Cvičení 2

Cílem je pouze zjistit, zda student má tuto znalost, v případě potřeby ji doplnit o všechny možné alternativy. Studenti často nevědí, že je možné koupit jízdenky jinde než v automatu. Cílem by tedy mělo být především usnadnit studentům nákup jízdenky.

Lektor studentovi položí otázku. Pokud student nezná všechny dostupné možnosti, lektor je doplní, aby student získal komplexní informace o nákupu jízdného. / What did Alex do wrong?

Why does Alex have to pay a fine?

How much money does Alex have to pay?
Does Alex have enough money on him?

Based on the student's language level the lecturer can repeat reading the dialogue multiple times. Consequently, he/she will ask the students to answer questions, will check for mistakes and correct as need be.

With less advanced students the lecturer will re-read the dialogue and will ask students to listen intently. With more advanced students it is possible to omit this part.

Next, the lecturer reads the dialogue with students. If the lecturer has multiple students available he/she will direct them to work in pairs. In the case of an individual consultation, the student will be asked to read the part of Alex and the lecturer will take on the role of the controller. In this instance, it is paramount for the student to learn phrases he/she can use during real encounters.

During readings, the lecturer corrects pronunciation only to the extent that is necessary for a seamless understanding of student's speech.

With more advanced students the conversation can progress, e.g.
Have you ever been fined?
Do you always have a valid ticket or to you fare evade?

Exercise 2

The aim is to check that students do possess the knowledge and fill in any blanks regarding all possible alternatives needed. The goal is primarily to make the process of purchasing tickets as easy as possible.

A question is directed towards the student. If he/she does not know all the possibilities the lecturer supplies additional answers to allow the student to have a complex set of information regarding purchasing tickets.

Exercise 3

In exercise three the goal is to educate students on how to be able to established which type of ticket to purchase. By no means is there is an emphasis put on having to use this vocabulary actively. What's important is for the student to be able to understand the content.

More advanced students or students coming from Slavic language background will be asked to complete this exercise independently at first by dividing suggestions into individual columns. Next, the lecturer checks the answers, corrects them and supplies an explanation if necessary.

If a student does not possess the language level allowing him/her to complete the exercise, the lecturer can use intermediary language.

The lecturer ensures that the student understands the content and has a passive knowledge of the vocabulary.

Exercise 4

Exercise four has the same informative character as previous exercises. The aim is to educate the student on how to be able to establish which type of ticket to purchase in specific cases. Simultaneously it also offers an overview of ticket prices in Prague. The lecturer asks students to link the type of ticket with its validity time and then he/she checks the answers. Vocabulary relating to this part is very basic and there will likely be no need for using intermediary language. Correct answers are logically derivable thus the role of the lecture can be minimal. In cases of more advanced students, these can work independently all together.

Exercise 5 and 6

Both exercises aim to primarily inform students about the possibility of purchasing SMS tickets and about the level of fines.

Should the lecturer consider it helpful and have the opportunity, he/she may allow students to look up the information on the internet. With more advanced students we recommend to wrap up the worksheet with a conversation, e.g. What are the prices in your country? What do you think about prices and public transport quality in the Czech Republic? What advantages and disadvantages of public transport has the Czech Republic and your country? Is there something you miss regarding public transport that is common in your country and not in the Czech

The dormitory

Gramatika: lokál

Dialog 1

Student: Dobrý den.

Recepční: Dobrý den.

Student: Prosim vás, já bydlím tady na koleji a zapomněl jsem si klíč.

Recepční: Aha a jak se jmenujete?

Student: Alexandr Kovaleski.

Recepční: Jaké je číslo vašeho pokoje?

Student: 234.

Recepční: Počkejte... (dívá se do seznamu/ počítače) Jo, už vás vidím, tak pojdte. (pouští studenta dovnitř)

Student: Děkuji moc. Na shledanou.

Recepční: Na shledanou.



Dialog 2

Student: Dobrý den.

Recepční: Dobrý den.

Student: Prosim vás, jmenuju se Nikos Atlantis a bydlím tady na koleji. Mám problém. Na pokoji nefunguje zásuvka.

Recepční: Jak to, že nefunguje?

Student: Nevím, zkusil jsem tam dát počítač, nabíječku, lampičku a nic nefunguje.

Recepční: Hm. To jste ji asi rozbil. Tak já zavolám opraváře. Jaké máte číslo pokoje?

Student: Je to číslo 358.

Recepční: Dobře. Já tam někoho pošlu, aby to opravil.

Student: Děkuju moc. Na shledanou.

Recepční: Na shledanou.

1. Spojte obrázky a místa.

pokoj— prádelna— kuchyňka— umývárna/koupelna— toaleta/záchod



2. Odpovězte: Kde to je?

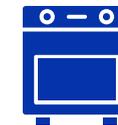
1. pokoj— v _____
 2. prádelna— v _____
 3. kuchyňka — v _____
 4. umývárna— v _____
 5. koupelna— v _____
 6. toaleta— na _____
 7. záchod— na _____

3. Co nefunguje? Spojte slova a obrázky.

pračka— sušička— žehlička— sušák



mikrovlnka— sporák— vařič— trouba— lednička



internet— topení— světlo— zásuvka— vysavač— zámek



sprcha— umyvadlo— wc/toaleta/záchod



4. Jaký je problém? Spojte obrázky a věty.

Dveře nejdou otevřít.— Neteče voda.— Neodtéká odpad.— WC je ucpané.



5. Dělejte dialogy. Bydlíte na koleji. Něco nefunguje / máte problém. Musíte to říct na recepci.

1. Spojte obrázky a místa.

pokoj—prádelna—kuchyňka—umývárna/koupelna—toaleta/záchod



pokoj



kuchyňka



toaleta/záchod



umývárna/koupelna



prádelna

2. Odpovězte: Kde to je?

1. pokoj—v pokoji
 2. prádelna—v prádelně
 3. kuchyňka—v kuchyňce
 4. umývárna—v umývárně
 5. koupelna—v koupelně
 6. toaleta—na toaletě
 7. záchod—na záchodě

3. Co nefunguje? Spojte slova a obrázky.

pračka—sušička—žehlička—sušák



žehlička



pračka



sušička



sušák na prádlo

mikrovlnka—sporák—vaříč—trouba—lednička



mikrovlnka



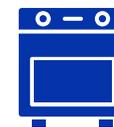
lednička



sporák



vaříč



trouba

internet—topení—světlo—zásuvka—vysavač—zámek



sprcha—umyvadlo—wc/toaleta/záchod



sprcha



WC/toaleta/záchod



umyvadlo

4. Jaký je problém? Spojte obrázky a věty.

Dveře nejdou otevřít.—Neteče voda.—Neodtéká odpad.—WC je ucpané.



WC je ucpané. Neodtéká odpad. Dveře nejdou otevřít. Neteče voda.

5. Dělejte dialogy. Bydlíte na koleji. Něco nefunguje / máte problém. Musíte to říct na recepci.

Translation

Grammar: locative

Dialogue 1

Student: Hello.

Receptionist: Hello.

Student: Excuse me, I live here at the dormitory and I forgot my key.

Receptionist: Uh-a and what is your name?

Student: Alexandr Kovaleski.

Receptionist: What is your room number?

Student: 234.

Receptionist: Just a moment...

(looking up the list/looking at the computer screen) Here, I see you now, come in (letting the student in).

Student: Thank you so much.

See you later.

Receptionist: See you later.



Dialogue 2

Student: Hello.

Receptionist: Hello.

Student: Excuse me, my name is Nikos Atlantis and I live here at the dormitory. I have a problem. A plug in my room is not working.

Receptionist: What do you mean it does not work?

Student: I am not sure, I tested with a computer, charger and lamp and nothing worked.

Receptionist: OK, it looks like you broke it. I will call someone from the maintenance. What is your room number?

Student: It is number 358.

Receptionist: Great. I will send someone to fix it.

Student: Thank you very much.

See you later.

Receptionist: See you later.

1. Link pictures with places

A room—a laundry room—a kitchenette—a washroom/bathroom—
toilets/cubicles



2. Answer: Where is it?

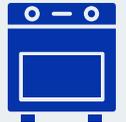
- 1. room—in _____
- 2. laundry room—in _____
- 3. kitchenette—in _____
- 4. washroom—in _____
- 5. bathroom—in _____
- 6. toilets—in _____
- 7. cubicles—in _____

3. Co nefunguje? Spojte slova a obrázky.

A washing machine—a tumble dryer—an iron—a drying rack



a microwave—a stove—a hot plate—a fridge—an oven



the internet—a heater—a light—a plug—a vacuum cleaner—a lock



a shower—a sink—WC/toilet



4. What is the problem? Link pictures with sentences.

The door can not open.—There is no water.—The sink does not drain.—
The toilet is clogged.



5. Create dialogues. You live at the dormitory. Something does not work/you have a problem. You must inform the receptionist.

1. Link pictures with places



a room



a kitchenette



toilet/cubicle



a bathroom/washroom



a laundry room

2. Where is it?

1. room—in a room
2. laundry room—in a laundry
3. kitchenette—in a kitchenette
4. washroom—in a washroom
5. bathroom—in a bathroom
6. toilets—in a toilet
7. cubicles—in cubicles

3. What is not functioning? Link words with pictures.



an iron



a washing machine



a tumble dryer



a drying rack

a microwave—a stove—a hot plate—a fridge—an oven



a microwave



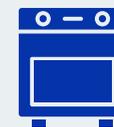
a fridge



a stove



a hot plate



an oven



the internet



a heater



a plug



a vacuum cleaner



a light



a lock



a shower



a WC/toilet



a sink

4. What is the problem? Link pictures with sentences.



The toilet is clogged.



The sink does not drain.



The door does not open.



There is no water.

5. Create dialogues. You live at the dormitory. Something does not work/you have a problem. You must inform the receptionist.

At the dormitory – methodological note

Socio-culture context

The goal is to facilitate life at the dormitory or any other similar accommodation for the students. It is our experience that common dormitory or hostel personnel do not speak world languages or their level is too low to be able to solve issues using that language. Students/clients are forced to communicate in Czech in such situations. The presented worksheet offers basic vocabulary and phrases which are useful while addressing issues related to accommodation.

Suggested approach for working with the worksheet

The methodological note purposely does not specify time contribution for individual tasks because in our opinion this depends on the language level of the consultee.

During consultations, the lecturer attempts to use Czech as much as possible but never at the expense of the student's comprehension. The tasks are worded simply. We believe that while instructing a consultee, using gestures and demonstrations will be all that is required. We work on the premise that pictorial material will allow for maximal use of Czech.

The lecturer must make sure that the student follows and understands the vocabulary in use, along with important phrases so that he or she can put this knowledge to use. The intermediary language is used when necessary. Under all circumstances, the lecturer must be aware of the socio-cultural aspects of language consultations.

Dialogues

The main aim is to introduce specific situations to students. Dialogue helps students to picture the very communication exchange better and understand the topic.

Dialog 1

The lecturer shows a picture from the worksheet to the student and tries to engage the consultee in a basic conversation. E.g. Who is this? Where is this? What is the man doing? What is the woman doing?

With more advanced students the conversational topic can progress, e.g. Do you live/did you ever live at a dormitory? How often do you communicate with the reception? When do you go there? What do you need?

The lecturer asks students a few questions before listening to dialogue. The choice of questions is adjusted to the student language dexterity level, e.g.

What problem does the student have?
Which room does the student live in?
What does the receptionist need?

Based on the student's language level the lecturer can repeat reading the dialogue multiple times. Consequently, he/she will ask the students to answer questions, will check for mistakes and then corrects as need be.

With less advanced students the lecturer will re-read the dialogue and will ask students to listen intently. With more advanced students it is possible to omit this part. Next, the lecturer reads the dialogue with students. If the lecturer has multiple students available he/she will direct them to work in pairs. In the case of an individual consultation, the

student will be asked to read the part of a student and the lecturer will take on the role of the receptionist. In this instance, it is paramount for the student to learn phrases he/she can use during real encounters.

During readings, the lecturer corrects pronunciation only to the extent that is necessary for a seamless understanding of student's speech.

With more advanced students the conversation can progress, e.g. Have you ever experienced anything similar? Have you ever forgot your card or keys? How did you deal with the situation?

Dialogue 2

We recommend introducing the second dialogue with letting more advanced students converse, e.g. What do you do when something is not functioning properly at the dormitory?

With less advanced students the lecturer can start with questions and listening tasks. Based on previous activities, students should have had gathered a full understanding of the topic by then. The lecturer asks questions before the listening task. Their difficulty level and style are once again based on the language level of the particular students. e.g. What problem does the student have? / What ways of solving the problems did he/she try? / What solution does the receptionist offer? Which room does the student reside in? Based on the student's language level the

lecturer can repeat reading the dialogue multiple times. Consequently, he/she will ask the students to answer questions, will check for mistakes and then corrects as need be.

With less advanced students the lecturer will re-read the dialogue and will ask students to listen intently. With more advanced students it is possible to omit this part.

Next, the lecturer reads the dialogue with students. If the lecturer has multiple students available he/she will direct them to work in pairs. In the case of an individual consultation, the student will be asked to read the part of Alex and the lecturer will take on the role of the controller. In this instance, it is paramount for the student to learn phrases he/she can use during real encounters.

During readings, the lecturer corrects pronunciation only to the extent that is necessary for a seamless understanding of student's speech. With more advanced students the conversation can progress.

Exercise 1

The main aim of this first exercise is for the students to acquaint themselves with vocabulary related to the topic. Students learn the names for different rooms and common places.

The lecturer will encourage students to link pictures with words depending

on the task. This is followed by the lecturer checking answers and potentially correcting them when necessary. A more entertaining way to approach this exercise is to cut the worksheet up and create cards containing new vocabulary and then students pair them together.

If the lecturer considers it helpful he/she can practice vocabulary by pointing at individual places in a picture. This is accompanied by a simple What is this?

Exercise 2

The main aim of the second exercise is to practice locative together with vocabulary from the previous exercise. We base this exercise on the assumption of urgency to be able to localize issues and state where the issue occurred.

With more advanced students it is advised to let them work independently and then to check the answers, including diacritics. With less advanced students we recommend to work directly with them and guide them towards memorising important phrases. If the lecturer considers it useful and has enough time, he/she can predetermine the locative basics and potentially demonstrate this grammar element using examples from exercise 2.

Exercise 3

The primary goal of exercise 3 is to master vocabulary related to everyday life at the dormitory. At the same time, we are

positive that this vocabulary will prove to be helpful with whichever type of accommodation, including rental property, shared accommodation, etc.

The lecturer can choose between working with suggested groups or let students work with all pictures at once. The first approach is recommended for less advanced students where extended vocabulary could be overwhelming. As with exercise 1, the lecturer can choose to work with the worksheet or with prepared cards or both interchangeably. The lecturer lets the student link two pictures together and only then he/she checks the result. If the lecturer finds it helpful he/she can practice vocabulary the same way as in exercise 1. With a simple question What is this? he/she asks students to name the subjects/ objects on the cards.

Exercise 4

Based on exercise 4 the student should become accustomed to more extensive vocabulary related to accommodation problems. The vocabulary is more difficult yet still dealing with very basic issues which are a common occurrence at different types of accommodation.

The lecturer once again lets the student link two pictures. If it is not clear to the student what the picture demonstrates, the lecturer will supply additional information and if necessary use intermediary language. This is followed by

practising newly acquired vocabulary in a similar way as with the case of individual words in the previous exercise, using questions such as What is the problem? For more advanced students additional questions can be asked, e.g. What problems related to accommodation do you deal with most often? Did you live at a dormitory in your country? / What are the differences between living at a dormitory in CZ and in your country? / What problems do you deal with in your country and in CZ?

Exercise 5

The aim of exercise 5 is to practice all newly learned vocabulary and use it in an appropriate context at the same time. Students get the opportunity to put the vocabulary in practice using whole sentences. The lecturer asks students to vary between exercise 1 and dialogue 2 at the top of the worksheet.

He/she can either explicitly specify the task or can let them draw cards with words/pictures to identify their problem and solve it. The lecturer can also allow the students to choose themselves from the new vocabulary and based on their preferences and abilities (most commonly preferred). The lecturer allows time for preparing and acting-out the dialogues. In the end, the emphasis is put on the pronunciation of each situation. With more advanced students, correct grammar is also a factor.

At a post office

Gramatika: akuzativ; konjugace sloves posílat/poslat, balit/zabalit, lepit/nalepit; přítomný a minulý čas



Dialog

Klient: Dobrý den!

Poštovní úředník: Dobrý den, co si přejete?

Klient: Prosím vás, potřebuju poslat balíček na Slovensko.

Poštovní úředník: A máte vyplněný podací lístek?

Klient: Ano, tady.

Poštovní úředník: Dobře. Tak mi dejte ten balíček.

Klient: Prosím.

Poštovní úředník: Tak to máme střední balík, váží 10 kg. Jak to chcete poslat?

Klient: Obvyklejné.

Poštovní úředník: Bude to 680 Kč.

Kartou nebo hotově?

Klient: Kartou.

Poštovní úředník: Prosím.

Klient: Děkuju, na shledanou.

Poštovní úředník: Na shledanou.

1. Jak vyplníte podací lístek?

Podací lístek		
Vypil polta:		
Odběratel:		
Adresa:	Dobírka Kč:	
	Uděná cena Kč:	
Druh zásilky:	Hmotnost:	Cena služby:
Podací číslo:	Platnost v hodnotě:	Placeno v hodnotě:
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2. Spojte obrázky a slova.

izolepa (lepicí páska)— balík— pohled (pohlednice)— obálka — známka— dopis

1.



2.



3.



4.



5.



6.



Translation

Grammar: accusative, verb conjugation – sending/send, wrapping/wrap, sticking/stick; present and past tense



Dialog

Client: Hello!
 Postal clerk: Hello, how can I help you?
 Client: I need to send a parcel to Slovakia, please.
 Postal clerk: Have you filled in the posting form?
 Client: Yes, here it is.
 Postal clerk: Great.
 Pass me the parcel, please.
 Client: Here you go.
 Postal clerk: This qualifies as a middleweight range parcel weighing 10 kg.
 How do you wish to post it?
 Client: Standard, please.
 Postal clerk: It will come to 680CZK.
 Cash or card?
 Client: Card.
 Postal clerk: Here you go.
 Client: Thank you, goodbye.
 Postal clerk: Goodbye.

1. How do you fill in a posting form?

Podací lístek

Vyplň polia:

Odstavec

Adresa	Dobírka Kč	
	Lišená cena Kč	
Druh zásielky	Hmotnosť	Cena služby
Podací číslo	Platnosť skutočnej zásielky	Platenie v hotovosti

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2. Link pictures with words.

Sellotape (sticky tape)—a parcel—a postcard—an envelope—a post stamp—a letter

1.



2.



3.



4.



5.



6.



**3. Fill in words from exercise 2 in the accusative form.
Look for multiple options.**

When I want to send (1) _____ to my friend, I must purchase (2) _____

When I want to post (3) _____ to my mom, I must use (4) _____, so it stays closed.

When on holiday I send (5) _____ to my grandma.
On (6) _____ and (7) _____ I must stick (8) _____.
Tom does not like using (9) _____, he can never find the end.

4. Connect what belongs together.

1. Registered letter	A. A note announcing that the addressee has a parcel stored at the post office.
2. (Post) box	B. A place at the post office where the postal clerk helps from.
3. Window	C. A place where I can collect my letter. A place where I can deposit a letter into for posting.
4. Postal form	D. I send a letter. If it gets lost the post will cover the cost.
5. Addressee	E. Myself – sending a letter/postcard/parcel
6. Sender	F. How much it weighs. How many grams/kilograms it weighs.
7. Parcel/letter (consignment)	G. A form which I have to fill in when I want to send a letter or a parcel as registered.
8. Weight	H. A person to whom I am sending a letter to.
9. Delivery note	I. The thing I am sending.
10. Return receipt	J. A note informing about dates and times when the consignment can be collected.

**5. How much does it cost in the Czech Republic?
Connect numbers with letters.**



Consignment	Price
1. A letter (up to 50 g)	D. 119 CZK
2. Registered letter (up to 50 g)	E. 89 CZK
3. Small parcel (max. 35 cm)	F. 19 CZK
4. Middle range parcel (max. 50cm)	G. 44 CZK

6. Fill in the correct verb form.

to be sending

I am sending _____
You (sing.) _____
He/she/it _____
My _____
You(pl.) _____
They _____

Past tenses: I was sending _____

to be wrapping

I am wrapping _____
You (sing.) _____
He/she/it _____
My _____
You(pl.) _____
They _____

Past tenses: I was wrapping _____

to be using

I am using _____
You (sing.) _____
He/she/it _____
My _____
You(pl.) _____
They _____

Past tenses: I was using _____

to send

I will send _____
You (sing.) _____
He/she/it _____
My _____
You(pl.) _____
They _____

Past tenses: I sent _____

to wrap

I will wrap _____
You (sing.) _____
He/she/it _____
My _____
You(pl.) _____
They _____

Past tenses: I wrapped _____

to use

I will use _____
You (sing.) _____
He/she/it _____
My _____
You(pl.) _____
They _____

Past tenses: I used _____



7. Complete sentences with verbs in the past tense.

Last week (I – to send) (1) _____ a postcard from Šumava mountains. Our secretary (was sending) (2) _____ this information every day last week.

You (sing.) – to wrap (3) _____ the parcel already? – Yes (I – to be wrapping) (4) _____ it for ages.

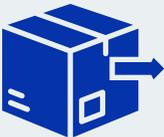
This post stamp (5) _____ (we – to stick) always in the right top corner.

Řehák's (to stick) (6) _____ all post stamps wrong.

1. How do you fill in a posting form?

Podací lístek		
VÝPIS 04 DEPO Praha 704	201	
FR33000344CZ 848	Cena služby: 136,00Kč	
19,00Kč	0,020kg	18259 2 8
Cena: 0,00Kč	Debirka: 500,00Kč	
Sleva: 70Kč	Pláceno v hotovosti: 136,00Kč	
Odesílatel: POŠTA KAREL		
MÍROVA 25		
2190	011	PODEBRADY
*Tel. číslo: +4202		
*E-mail:		
Adresa: POŠTOVA JANA	Debirka Kč: 500,-	
AZALKOVA 11/5	Uzávěrná cena Kč: XXXXXXXX	
2188	02	NYMBURK
*Tel. číslo: +4202		
*E-mail:		
Druh služby: F	Hmotnost: 0,020kg	Cena služby: 136,00Kč
Podací číslo:	Popisná souhrtnost aut.:	Pláceno v hotovosti:

2. Link pictures with words.

- 

a parcel
- 

a postcard
- 

sellotape (sticky tape)
- 

a letter
- 

an envelope
- 

a post stamp

3. Fill in words from exercise 2 in the accusative form. Look for multiple options.

When I want to send (1) letter/postcard to my friend, I must purchase (2) post stamp

When I want to send (3) a parcel to my mom, I must use (4) sellotape, (sticky tape) so it stays closed.

When on holiday I send (5) postcard to my grandma. On (6) postcard and (7) a letter I must stick (8) a post stamp. Tom does not like using (9) sellotape (sticky tape), he can never find the end.

4. Connect what belongs together.

1D, 2C, 3B, 4G, 5H, 6E, 7I, 9J, 10A

5. How much does it cost in the Czech Republic? Connect numbers with letters.

1C, 2D, 3B, 4A

6. Fill in the correct verb form.

to be sending
I am sending
You are sending (sing.)
He/she/it is sending
We are sending
You are sending (pl.)
They are sending
Past tense: I was sending

to send
I will send
You will send (sing.)
He/she/it will send
We will send
You will send (pl.)
They will send
Past tense: I sent

to be wrapping
I am wrapping
You are wrapping (sing.)
He/she/it is wrapping
We are wrapping
You are wrapping (pl.)
They are wrapping
Past tense: I was wrapping

to wrap
I will wrap
You will wrap (sing.)
He/she/it will wrap
We will wrap
You will wrap (pl.)
They will wrap
Past tense: I wrapped

to be using (a sellotape)
I am using
You are using (sing.)
He/she/it is using
We are using
You are using (pl.)
They are using
Past tense: was using sellotape

To use (a sellotape)
I will use
You will use (sing.)
He/she/it will use
We will use
You will use (pl.)
They will use
Past tense: I used sellotape

7. Complete sentences with verbs in the past tense.

Last week (I – to send) (1) sent a postcard from Šumava mountains. Our secretary (was sending) (2) sending this information every day last week. You (sing.) – to wrap (3) wrap the parcel already? – Yes (I – to be wrapping) (4) wrapping it for ages. This post stamp (5) stuck (we – to stick) always in the right top corner. Řehák's (to stick) (6) sent all post stamps wrong.

At the post office – methodological note

Socio-cultural context

The worksheet provides new post office related vocabulary. This should allow for sending parcels locally and especially internationally, filling in a posting form and succeeding in basic verbal exchange in Czech. Simultaneously, the student is informed about prices and the postal system.

Suggested approach for working with the worksheet

The methodological note purposely does not specify time contribution for individual tasks because in our opinion this depends on the language level of the consultee.

During consultations, the lecturer attempts to use Czech as much as possible but never at the expense of the student's comprehension. The tasks are worded simply. We believe that while instructing a consultee, using gestures and demonstrations will be all that is required. We presuppose that pictorial material will allow for maximal use of Czech.

The lecturer must make sure that the student follows and understands the vocabulary in use, along with important phrases so that he/she can put this knowledge to use. The intermediary language is used when necessary. Under all circumstances, the lecturer must be aware of the socio-cultural aspects of language consultations.

Dialogues

The main aim is to introduce specific situations to students. Dialogues help students to picture the very communication exchange better and understand the topic. The lecturer shows the student a picture from the worksheet picturing a postal clerk's window and with asking simple question tries to engage the consultee in the description.

E.g. Where is it? What do the people need? What are they doing?

With more advanced students the conversation can progress.

E.g: How often do you visit the post office? What do you come here for most often? When is the last time you visited the post office? What did you need? How did you approach it? In which language do you communicate at the post office?

The lecturer asks several questions before the listening part and double-checks that the student understands.

We recommend adjusting the questions accordingly with the language level of the student. E.g.:

Why is the client going to the post office?

What does he/she have to do? What does he/she have to fill-in?

How much will it cost and how will the client pay?

With less advanced students the lecturer reads again and instructs students to follow the text. With more advanced students this part can be omitted.

Next, the lecturer reads the dialogue with students. If the lecturer has multiple students available he/she will direct them to work in pairs. In the case of an individual consultation, the student will be asked to read the part of the client and the lecturer will take on the role of the postal clerk. In this instance, it is paramount for the student to learn phrases he/she can use during real encounters.

During readings, the lecturer corrects pronunciation only to the extent that is necessary for a seamless understanding of student's speech.

Exercise 1

Based on exercise one the student should be able to understand the posting form and have a passive understanding of the form related vocabulary (what goes where). The lecturer asks the student to look at a filled in posting form and answer questions below the picture independently. Next, the lecturer corrects the answers and points out correct solutions if needed.

Exercise 2

In exercise 2 the student gets the opportunity to practice newly acquired knowledge from exercise 1. He/she will learn to fill in the posting form.

With less advanced students it is possible to supply content-related information beforehand – using cards, listed on a board or piece of paper. The student then chooses which information goes where.

Exercise 3

Exercise 3 aims at teaching appropriate vocabulary for using at the post office. The lecturer asks a student to link pictures with words independently and then corrects the answers. To recap we recommend cards with pictures or using a projector whilst asking students simple questions: What is it?

With more advanced students a more sophisticated approach is possible. For instance, the lecturer prepares cards with related vocabulary, the student draws one and tries to describe the subject/object in the card without using its name. If working in a group, others can guess what or who is it.

Exercise 4

The aim of exercise 4 is to acquaint students with more difficult vocabulary which they may need at the post office. The lecturer asks students to link words/word combinations with their definitions. Next, the lecturer corrects it, checks that students understand the vocabulary and offers explanations where needed.

With more advanced students the lecturer can insist on active vocabulary use. The way to practice is, for example, letting the students draw cards and explain their meaning (in a similar way as in the previous exercise), or the lecturer can use phrases from exercise 4 and ask students what that is.

With more advanced students it is possible to engage them in conversation. Do you have your private post box? What does it look like? What do post boxes look like in your country? What do Czech post boxes look like? How often do you send registered letters? When? To whom?

Have you ever filled-in a posting form? Why? When? How? How does a posting form look like in your country? Or do you use a different form with different information? Which information?

Exercise 5

Exercise 5 verifies sufficient knowledge of newly acquired vocabulary from exercise 3. Should the lecturer consider it necessary he/she can practice vocabulary from exercise 3 beforehand. It is also possible to follow exercise 3 directly with exercise 5. The lecturer lets students work independently while

completing sentences with vocabulary in accusative form from exercise 3. After the student has finished, the lecturer checks for mistakes and corrects grammar, including diacritics. If needed he/she can go over the basic rules of using the accusative.

Exercise 6

In exercise 6 the student gets acquainted with small consignment Czech postal prices. The lecturer lets the student independently link types of consignments with prices. Next, he/she checks for mistakes. (Attention! This exercise must be updated regarding current prices.) With more advanced students we recommend to engage students in conversing, e.g.: What are individual consignment prices in your country? What experience do you have with the Czech post office? Do you consider the Czech post expensive/cheap/comparable with prices in your country?

Exercise 7

The main aim of exercise 7 is to get accustomed to using verb conjunction which forms a fundamental platform for using Czech. Emphasis is put primarily on the present tense but we included the past tense as additional information. The lecturer lets students complete tables using verb conjunction one by

one. Before that he/she checks that students have a full understanding of the verbs. This can be followed up by a short conversation in the present tense. With more advanced students we recommend to also practise past tense. For this purpose, the lecturer can facilitate his/her own questions containing the verb or can let the student come up with sentences using selected forms. With this exercise, we have good results using a dice when number 1-6 dictates the pronoun the student must use in the sentence (e.g. 1-I, 2-you (sing), etc).

Exercise 8

Exercise 8 aims to double-check the use of verbs in the past tense from exercise 7. The lecturer lets the student work independently, instructing him to fill in past tense verbs from the previous exercise. Next, he/she checks for mistakes and correct them, including diacritics.

Towards the end of the consultation, we recommend to go back to the introductory dialogue and vary it. Students can imaginary post different size parcels or letters. The lecturer can delegate roles or can have the students to draw cards. The goal is to make sure that the newly learned vocabulary is well understood and the student can actively use it in everyday encounters without any problems.

At the study department

Gramatika: modální slovesa chtít a moct



Studentka: Dobrý den.
Studijní referentka: Dobrý den, jak vám můžu pomoci?
Studentka: Já jsem Eri Takanako.
Jsem tady na Erasmu a chci chodit na světovou literaturu.
Studijní referentka: A máte ten předmět zapsaný?
Studentka: Ne, nevím, co mám dělat.
Studijní referentka: Předmět si musíte zapsat v SISu.
Studentka: V čem? / Kde?
Studijní referentka: Ve studijním informačním systému.
Studentka: Aha. Prosim vás, kde to je? / jak to můžu udělat?
Studijní referentka: Ukáže cestu on-line

Studentský informační systém - SIS

Přihlášení, odhlášení, heslo, změna hesla,



Zápis předmětu—Chci na ten předmět chodit a mít za něj kredity.
Musím se registrovat.



Musím vybrat předmět, který potřebuju.



Kliknu na ZAPSAT



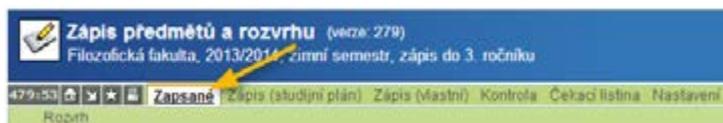
Vyberu, kdy budu na předmět chodit a kliknu na ZAPSAT.



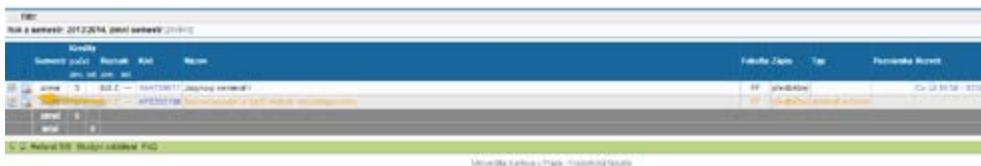
Kontrola: Předmět jsem si zapsal/a dobře.



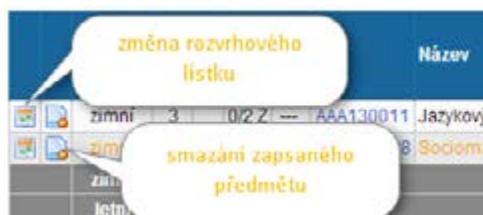
Škrtnutí předmětu—Chtěl jsem na ten předmět chodit, ale už nechci/nemůžu. Musím hledat předmět, na který už nechci chodit.



Vyberu předmět, na který už nechci chodit.



Změna rozvrhového lístku: Můžu chodit jiný den / jinou hodinu. Smazání zapsaného předmětu: Nebudu na předmět chodit.



Zimní semestr—Doba, kdy jsou kurzy. Začíná v říjnu, končí v únoru (např. 1. 10. 2018—15. 2. 2019).

Letní semestr— Doba, kdy jsou kurzy. Začíná v únoru, končí v září (např. 18. 2. 2019—13. 9. 2019).

Zkouškové období—Doba, kdy budu dělat atestace.

V zimním semestru např. od 14. 1. 2019 do 15. 2. 2019

V letním semestru např. od 27. 5. 2019 do 30. 6. 2019 a od 2. 9. 2019 do 13. 9. 2019

Rozvrh hodin

Gramatika: vokativ, minulý čas, budoucí čas perfektivních sloves

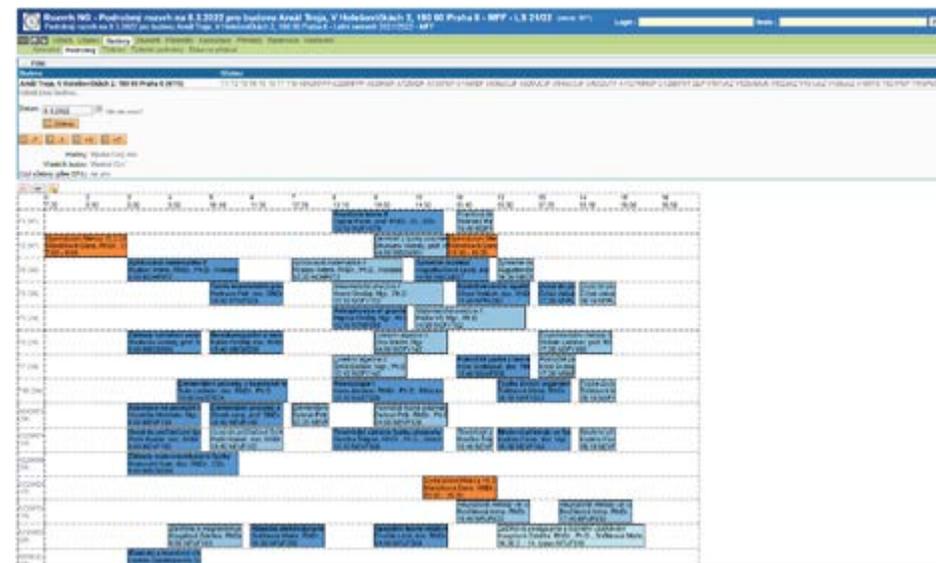
Student 1: Ahoj, už máš rozvrh?

Student 2: Rozvrh?

Student 1: Rozvrh hodin. Už víš, kdy budeš chodit na jaké předměty?

Student 2: Jo, počkej, tady.

Rozvrh hodin



Student 1: To mám taky (ukáže předmět X a Y).
To budeme chodit spolu.

Student 2: Super. Nevíš, proč je tohle červeně?
Student 1: To je kolize. Ve stejný čas / ve čtvrtek
od 14:30 / máš dva předměty. Můžeš chodit jen
na jeden.

Student 2: Aha, ale já potřebuju oba.

Student 1: A co to je? Světová literatura...

Počkej... Podívej, ta je ještě v úterý od 16:00.

Máš tam volno?

Student 2: Ano, mám.

Student 1: Tak můžeš chodit v úterý na světovou
literaturu a ve čtvrtek na interpretaci.

Student 2: Fajn, děkuju, tak já si to zapíšu v úterý.

Přednáška – Na přednášku může přijít, kdo chce. Je veřejná. Když z ní chci
mít atestaci, musím se zapsat. Pokud nepotřebuju atestaci, můžu chodit i bez
zápisu, na které přednášky chci.

Seminář – Musím se zapsat. Na seminář může chodit jen málo lidí (např. 15).

Kolize – Dva předměty jsou ve stejný čas. Můžu si vybrat jenom jeden.



1. Doplňte deklinaci slovesa ZAPSAT SE

zapsat se – přítomný čas

já zapíšu se

ty _____

on/ona/to _____

my _____

vy _____

oni/ony _____

zapsat se – minulý čas

já zapsal/a jsem se

ty _____

on/ona/to _____

my _____

vy _____

oni/ony _____

3. Jaká další podobná/příbuzná slova najdete v dialogu 1 a 2?

4. Spojte atestace a jejich definice.

1. Zápočet	A. Mluvím před komisí o své práci. Chci mít titul magistra.
2. Zkouška	B. Velká zkouška. Mluvím s učitelem o tom, co jsme studovali během celého studia (3–5 let).
3. Kolokvium	C. Píšu test z toho, co jsme studovali během semestru.
4. Obhajoba bakalářské práce	D. Mluvím před komisí o své práci. Chci mít titul doktora (Ph.D.).
5. Obhajoba magisterské/	E. Mluvím s učitelem o tom, co jsme studovali během semestru.
6. diplomové práce Obhajoba doktorské/	F. Mluvím před komisí o své práci. Chci mít titul bakaláře.
7. disertační práce Státní závěrečná zkouška	G. Píšu test nebo mluvím s učitelem (nebo oboje) o tom, co jsme studovali během semestru.

ATESTACE — KONTROLA STUDIA

Jak učitel kontroluje, jestli znám všechny důležité informace, které jsme v předmětu studovali.

5. Spojte tituly a jejich označení. / Spojte, co k sobě patří.

1. Bc.	A. Doktor
2. Mgr.	B. Profesor
3. Ph. D.	C. Docent
4. doc.	D. Magistr
5. prof.	E. Bakalář
6. Ing.	F. Zubní doktor
7. MUDr.	G. Inženýr
8. MDDr.	H. Kandidát věd
9. JUDr.	I. Doktor přírodních věd
10. PhDr.	J. Doktor teologie
11. RNDr.	K. Doktor práv
12. ThDr.	L. Doktor filozofie
13. CSc.	M. Doktor medicíny

6. Jak řeknete učiteli s tímto titulem?

1. Pane (Bc.) – _____
2. Pane (Mgr.) – _____
3. Pane (Ph.D., MUDr., JUDr...) – _____
4. Pane (doc.) – _____
5. Pane (prof.) – _____

7. Jak řeknete učiteli, který má titulů víc?

1. Mgr. et Bc. Iva Vomáčková — _____
2. Mgr. Tomáš Kulich, Ph. D. — _____
3. prof., doc., JUDr. Marcela Silná — _____

8. Které tituly napíšete před jméno a které za jméno?

Před jméno napíšu: _____

Za jméno napíšu: _____

1. Doplňte deklinaci slovesa ZAPSAT SE

zapsat se – přítomný čas

já zapíšu se

ty zapíšeš se

on/ona/to zapíše se

my zapíšeme se

vy zapíšete se

oni/ony zapíší se

zapsat se – minulý čas

já zapsal/a jsem se

ty zapsal/a ses

on/ona/to zapsal/a se

my zapsali/y jsme se

vy zapsali/y jste se

oni/ony zapsali/y se

3. Jaká další podobná/příbuzná slova najdete v dialogu 1 a 2?

zapsaný předmět (adjektivum), zápis (substantivum)

4. Spojte atestace a jejich definice.

1C, 2G, 3E, 4F, 5A, 6D, 7B

5. Spojte tituly a jejich označení. / Spojte, co k sobě patří.

1E, 2D, 3A, 4C, 5B, 6G, 7M, 8F, 9K, 10L, 11I, 12J, 13H
((Starý titul, dnes už ho nemůžete dostat, ale stále platí.))

6. Jak řeknete učiteli s tímto titulem?

1. Pane (Bc.) – Pane bakaláři / Paní bakalářko
2. Pane (Mgr.) – Pane magistře / Paní magistro
3. Pane (Ph.D., MUDr., JUDr...) – Pane doktore / Paní doktorko
4. Pane (doc.) – Pane docente / Paní docentko
5. Pane (prof.) – Pane profesore / Paní profesorko

7. Jak řeknete učiteli, který má titulů víc?

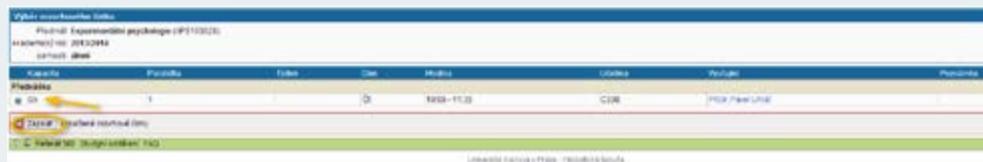
1. Mgr. et Bc. Iva Vomáčková — Paní magistro Vomáčková
2. Mgr. Tomáš Kulich, Ph. D. — Pane doktore Kulichu
3. prof., doc., JUDr. Marcela Silná — Paní profesorko Silná

8. Které tituly napíšete před jméno a které za jméno?

Před jméno napíšu: Bc., Mgr., doc., prof., MUDr., MDDr., JUDr., PhDr., RNDr., ThDr., Ing.

Za jméno napíšu: PhD., CSc.

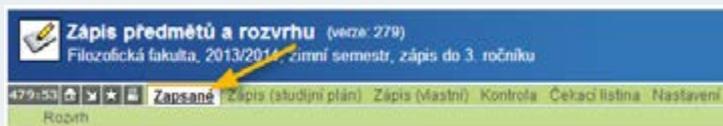
Once I select times when I will be taking the class, I click the ENROL button.



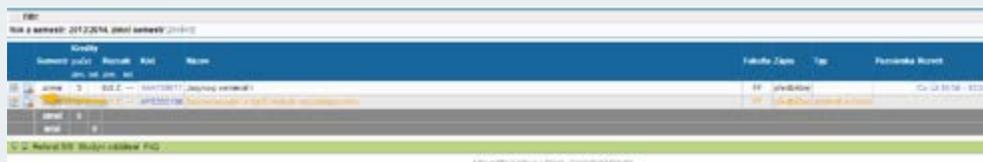
CHECK: The subject is registered correctly



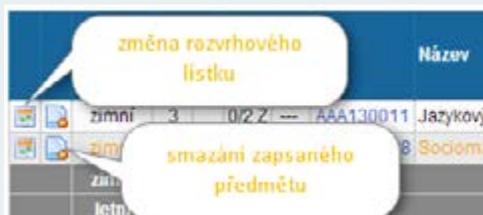
Cancelling enrollment – I originally wanted to take the subject but I do not want/ can not anymore. I have to search for the subject I do not want to take any more.



I select the subject I do not want to take anymore.



Changing the time table. I can take the class on a different day/at a different time. Removing the registered subject: I will not take the subject.



Winter semester—A period when courses take place. They start in October and end in February (e.g. 1. 10. 2018—15. 2. 2019).

Summer semester—A period when courses take place. They start in February and end in September (e.g. 18. 2. 2019—13. 9. 2019).

Exam period—A period when exams take place.

During the winter semester, e.g. from 14. 1. 2019 to 15. 2. 2019

During the summer semester, e.g. from 27. 5. 2019 to 30. 6. 2019 and from 2. 9. 2019 to 13. 9. 2019

Time table

Grammar: Vocative, past tense, future tense in perfective verbs.

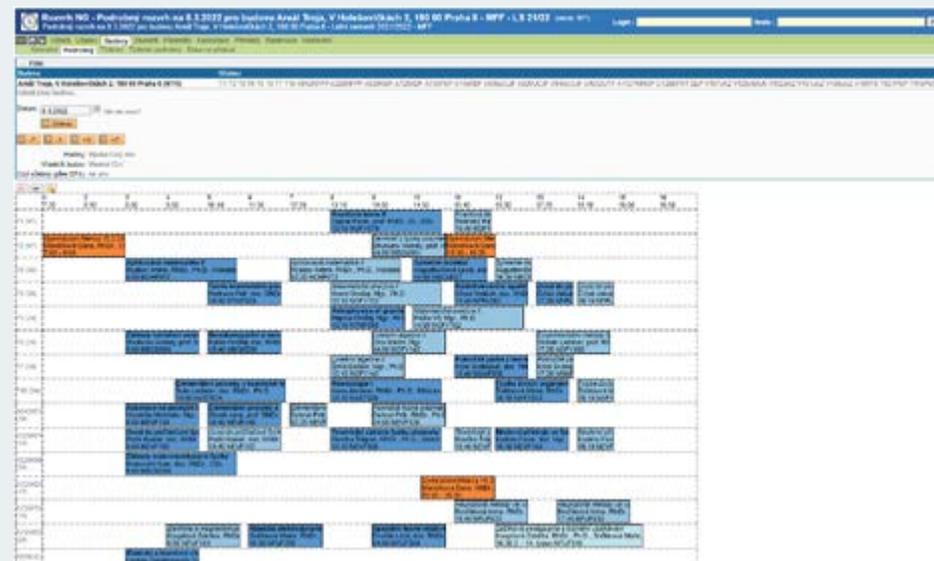
Student 1: Hi, have you got your table yet?

Student 2: Table?

Student 1: Time table. Do you know what time you will take which subjects?

Student 2: Yeah, wait a minute... here.

Time table



Student 1: I have the same (points at subject X and Y). We can go together.

Student 2: Awesome. Do you know what this red means?

Student 1: That is called a collision. You have registered two subjects at the same time / Thursday at 14.30/. You can take only one.

Student 2: Oh, but I need both.

Student 1: And what is it? World literature... hold on... Look, you can take it on Tuesday at 16.00 instead. Do you have space there?

Student 2: Yes, I do.

Student 1: Well, then you can attend world literature on Tuesday and interpretation on Thursday.

Student 2: Cool, thanks. I will move it to Tuesday then.

A lecture – A lecture can be attended by anyone as it is open to the public. If I want to claim credits I have to enrol. If I do not need attestation I can attend only the lectures of my choice.

Seminar – I must enrol. The number of people is restricted to a small group of people (e.g. 15).

Collision – Two subjects lectured at the same time. I can choose only one.



1. Fill in declination of the verb TO ENROL

to enrol – present tense

I will enrol

You (sing.) _____

He/she/it _____

We _____

You (pl.) _____

They _____

to enrol – past tense

I enrolled

You (sing.) _____

He/she/it _____

We _____

You (pl.) _____

They _____

3. What similar/related word can you find in dialogue 1 and 2?

4. Link attestation with their definition.

1. Credit	A. I am conversing with a panel of academics about my thesis. I want a masters degree.
2. Exam	B. It is an important exam. I am conversing with the teacher about topics covering the past 3-5 years of studying
3. Colloquium	C. I am writing a test from past semester topics.
4. Defence of bachelor thesis	D. I am conversing with a panel of people about my thesis. I want a doctoral degree (PhD.)
5. Defence of master thesis	E. I am conversing with a teacher about the last semester topics.
6. Defence of doctoral/ dissertation thesis	F. I am conversing with a panel of people about my thesis. I want a bachelors degree.
7. State final exam/ board exam	G. I am writing a test or conversing with the teacher (or both) about past semester topics.

ATTESTATION – STUDY CHECK

The process of checking the student's knowledge by the lecturer.

5. Link titles with their abbreviation.

1. Bc.	A. A doctor
2. Mgr.	B. A professor
3. Ph. D.	C. An associate professor
4. doc.	D. A master
5. prof.	E. A bachelor
6. Ing.	F. A dentist
7. MUDr.	G. An engineer
8. MDDr.	H. A candidate of science
9. JUDr.	I. Doctor of natural science
10. PhDr.	J. Doctor of theology
11. RNDr.	K. Doctor of law
12. ThDr.	L. Doctor of philosophy
13. CSc.	M. Doctor of medicine

6. How will you approach a teacher with the following title?

1. Mr. (Bc.) – _____
2. Mr. (Mgr.) – _____
3. Mr. (Ph.D., MUDr., JUDr...) – _____
4. Mr. (doc.) – _____
5. Mr. (prof.) – _____

7. How will you approach a teacher with multiple titles?

1. Mgr. et Bc. Iva Vomáčková — _____
2. Mgr. Tomáš Kulich, Ph. D. — _____
3. prof., doc., JUDr. Marcela Silná — _____

8. Which titles will you place before the name and which after?

Before the name, I will write: _____

After the name, I will write: _____

1. Fill in declination of the verb TO ENROL

to enrol – present tense

I will enrol

You (sing.) will enrol

He/she/it will enrol

We will enrol

You (pl.) will enrol

They will enrol

to enrol – past tense

I enrolled

You (sing.) enrolled

He/she/it enrolled

We enrolled

You (pl.) enrolled

They enrolled

3. What similar/related word can you find in dialogue 1 and 2?

enrolled subject (adjective), enrollment (noun)

4. Link attestation with their definition.

1C, 2G, 3E, 4F, 5A, 6D, 7B

5. Link titles with their abbreviation.

1E, 2D, 3A, 4C, 5B, 6G, 7M, 8F, 9K, 10L, 11I, 12J, 13H

(Starý titul, dnes už ho nemůžete dostat, ale stále platí.)

6. How will you approach a teacher with the following title?

1. Mr. (Bc.) – Sir, Madam/Ma'am
2. Mr. (Mgr.) – Sir, Madam/Ma'am
3. Mr. (Ph.D., MUDr., JUDr...) – Sir, Madam/Ma'am/Doctor
4. Mr. (doc.) – Sir, Madam/Ma'am/Doctor
5. Mr. (prof.) – Sir, Madam/Ma'am/Doctor

7. How will you approach a teacher with multiple titles?

1. Mgr. et Bc. Iva Vomáčková — Madam/Ma'am
2. Mgr. Tomáš Kulich, Ph. D. — Sir/Doctor
3. prof., doc., JUDr. Marcela Silná — Madam/Ma'am/Doctor

8. Which titles will you place before the name and which after?

Before the name, I will write: Bc., Mgr., doc., prof., MUDr., MDDr., JUDr,
PhDr., RNDr., ThDr., Ing.

After the name, I will write: PhD., CSc.

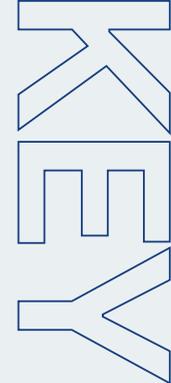
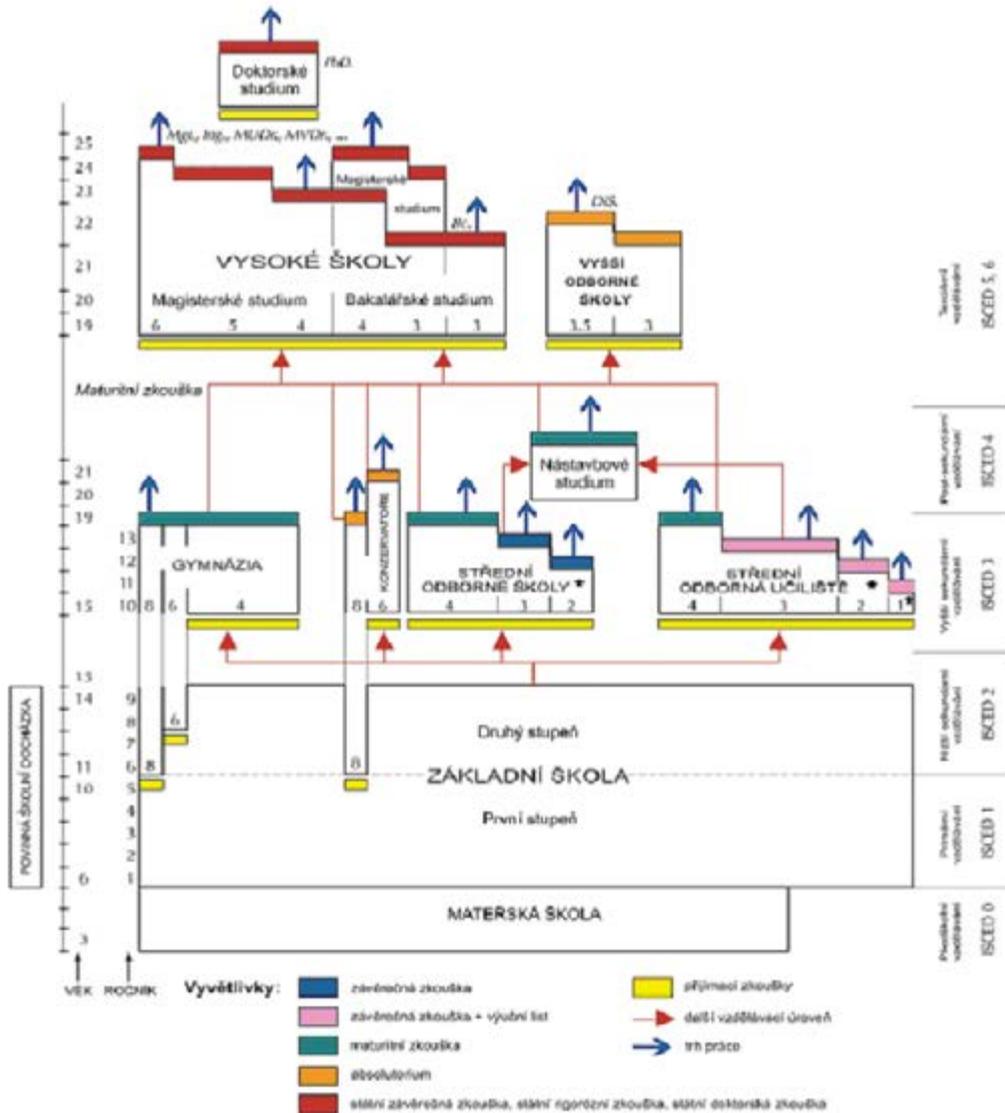


Diagram of the Czech educational system



Pozn.: * Krátké vzdělávací programy (jednoleté a některé dvouleté) na středních odborných školách a středních odborných učilištích patří k úrovni ISCED 2C.

*Vocabulary:

Doktorský studijní plán = doctoral study plan, **magisterský studijní program** = masters study programme, **bakalářský studijní program** = bachelor study programme, **vysokoškolské vzdělání** = university degree, **vyšší odborné vzdělání** = higher vocational education, **nástavbové vzdělání** = specialised post matriculation diploma, **střední vzdělání s maturitou všeobecné** = general high school matric diploma, **střední odborné vzdělání s maturitou** = specialised high school matric diploma, **střední vzdělání odborné s výučním listem** = high school specialised vocational certificate, **střední vzdělání odborné s výučním listem** = high school specialised final exam certificate. **Předškolní vzdělávání** = pre-school education, **první stupeň** = elementary school, **druhý stupeň** = secondary school, **první stupeň** = primary school, **druhý stupeň** = high school.

Povinná školní docházka = compulsory school attendance, **primární vzdělávání** = primary school, **nižší sekundární vzdělávání** = secondary school, **vyšší sekundární vzdělávání** = high school, **post sekundární vzdělávání** = college education without board exams, honours or state exams, **terciální vzdělávání** = university degree including honours and state exams.

Závěrečná zkouška = final exam certificate, **závěrečná zkouška + výuční list** = final exam certificate + vocational certificate, **přijímací zkouška** = entrance exam, **maturitní zkouška** = matric exam, **další vzdělávací úroveň** = next education level, **státní závěrečná zkouška** = the state exam, **rigorózní zkouška** = the rigorous state exam, **státní doktorská zkouška + obhajoba disertační práce** = the state doctoral exam + dissertation defending, **studenti konzervatoře mohou ukončit vzdělání také maturitní zkouškou** = art academies students can complete their education with a matric exam. **Annotation** = vysvětlivky, **věk** = age.

At the study department – a methodological note

Socio-cultural context

While creating this worksheet we kept in mind the needs of university students who need to be able to find their way around the study department during the first few days of their studies when they are required to enrol their chosen subjects and potentially adjust a timetable to suit their needs. The aim is to provide students with basic vocabulary and phrases to allow them to feel confident while engaging in the Czech language.

The second part of the worksheet is aimed towards using academic titles within Czech surroundings. The vocabulary and grammar are more advanced but we think that due to this part students will acquire basic understanding and skills to be able to use academic titles with confidence.

We consider such knowledge helpful even for beginners who still have to function within the academic world. At the same time, to our knowledge, this topic has never been comprehensively compiled.

Suggested approach for working with the worksheet

In the methodological note, we do not specifically state the time set aside for each exercise as this, in our opinion, depends on the student's language level. The lecturer uses primarily Czech language during consultations but never at the expense of the student's understanding.

Tasks are simple and we are confident that for the best student's understanding, lecturers need only to use gesturing and visual samples. For this reason, we included print screens of the study information system in the worksheet. This should help the student to use Czech to its maximum during the language consultation.

The lecturer must make sure that the student has a true understanding of the vocabulary and important phrases and can use them during encounters requiring communication.

Whenever it is necessary, the lecturer uses intermediary language. Under all circumstances, the lecturer acknowledges the socio-cultural aspects of language consultations.

Dialogues

The goal of using dialogues is to primarily introduce different communication situations to the student. The student will become accustomed to many useful everyday phrases and vocabulary. Dialogues help to visualise specific situations and understand the topic. The lecturer shows a picture of a study department to a student. He/she can use the first picture from the worksheet or their own. Next, the lecturer encourages students to describe the situation in the picture. E.g. Who is in the picture? Where are they? What are they doing? What problem does the student have?

With more advanced students the conversation can progress.

E.g. What problem do you deal with most often at the study department? When did you visit the study department last? What did you need? How did you deal with it?

Next, the lecturer asks students to listen to the first dialogue from the study department and then he/she reads it, followed by asking how much they understood. E.g. Why is the student in the study department? What does she need? How can the admin assistant help her? It is advisable to supply these questions in written form to students before reading.

With less advanced students the lecturer repeats the reading and ask students to follow the text. With more advanced students this part can be omitted. Next, the lecture reads the dialogue with students.

If he/she has more than one student in class the lecturer instructs them to work/read in pairs. At individual consultations, he/she will instruct the student to read the student part while he/she reads the assisting part.

The aim is for the student to learn phrases useful in real encounters.

During reading the lecturer corrects pronunciation to the point of seamless understanding for the student.

After reading, the lecturer checks that the student understands the dialogue content and offers additional information if needed.

Next, the lecturer progresses step by step to registration, change of courses and necessary vocabulary such as – winter and summer semester, etc.

Ideally, he/she demonstrated the process directly in the information student system. At this point, worksheets should serve only as a point of reference to which the student can always turn to later on. If the language dexterity of the student allows, the lecturer uses the Czech language. Due to higher vocabulary difficulty, it can be assumed that some level of intermediary language can be used.

In cases when intermediary language is not available, the lecturer must be very diligent in making sure that the student is able to get the necessary skills purely from a demonstration.

Dialogue 2

With the second dialogue, the lecturer once again encourages students to describe the picture. E.g. Who is it? Where are they?

The lecturer reads the second dialogue and subsequently tries to find out if the student follows. He/she asks questions, e.g. What are students conversing about? What problem does the student have? Especially with less advanced students we strongly recommend for the lecturer to ask these questions prior to the reading or they can be given to students in written form. Students get time to read the dialogue. If there are a couple of students, they can read/work in pairs. In the case of an individual consultation, the lecturer takes on the role of the more experienced student. The aim is for foreign students to be able to learn phrases needed for the process of creating their own timetable. During readings, the lecturer corrects only mistakes that prevent understanding of the speech. After the reading, the lecturer checks if the student understands the dialogue content and will practice vocabulary below the dialogue (a lecture, seminar, collision).

If necessary, the lecturer can use suitable intermediary language. Here, the language is secondary to the ability to assemble a satisfactory timetable. After working on dialogues we recommend to summarise fundamental vocabulary. A suitable approach can be practising with cards, e.g. the lecturer prepares vocabulary cards and instructs the student to draw and explain what is on the card. With less advanced students we recommend to use cards not only with words but also with their definitions and instruct students to pair them together.

Exercise 1 and 2

The first two worksheet exercises are grammar oriented. The student should learn or practice verb conjugation which is going to be useful for an efficient level of conversation in given situations. Exercise one practises the present tense and exercise two the past tense.

First, the lecturer checks the verb understanding. Next, he/she lets the student complete the table with conjugations in the present tense. This is followed by the lecturer checking for mistakes in verb formations, inc. diacritics. The same method is used in exercise 2.

Exercise 3

The main goal of exercise 3 is to encourage the ability to derive meaning and to find direction when working with text. The lecturer instructs the student to look for other related words to - to enrol - in the dialogue. Next, he/she checks that the student understands the meaning of these words. If the lecturer considers it to be helpful he/she can practice these words during a short conversation. If working with two students he/she will let one of the students form questions using newly learned vocabulary from the previous exercise. The other student answers these questions.

An even more effective way is to alternate the students between forming and answering the questions. During individual lessons, the lecturer instructs the student to use the words while forming sentences.

Exercise 4

Exercise 4 goal is to introduce the most common ways of attestation at the Czech universities. Paramount is the understanding of the word meaning. In our opinion, with less advanced students, passive language knowledge is sufficient enough. With more advanced students it is possible to insist on an active approach and usage.

To start with, the lecturer explains the word attestation or lets him/her read a word definition in the worksheet and consequently checks the level of understanding. Next, the lecturer instructs the student to link different types of attestation with their definitions from exercise 4. Once the student has finished with the task the lecturer checks for mistakes and the level of understanding of the variety of attestation and vocabulary within individual definitions.

Exercise 5-8

The next 4 exercises aim to help students to feel confident within Czech academic surroundings. The student acquaints him/herself with Czech academic titles and their usage while approaching academic personnel. We assume that such skills are important during everyday encounters on academic soil.

Exercise 5

The lecturer lets the student link academic titles with commonly used abbreviations. Next, he/she checks the answers and the level of understanding.

Providing the lecturer deems it necessary, he/she can instruct the student to draw cards containing academic abbreviations or write them on a piece of paper or a board and ask the student to explain each title using Czech.

Exercise 6

In exercise 6 we work with forms of vocative. We leave it up to the lecturer to decide if he/she wants to use this occasion to introduce grammar rules or not. Less advanced students can use this exercise to learn the very basics. In all instances, the lecturer should supply at least a very basic understanding of the vocative (e.g. that is the form we use while approaching a speaker directly, etc). The lecturer lets students fill in the correct forms of the vocative in exercise 6, followed by checking for mistakes, including diacritics. It is recommended transforming the exercise into a female gender (i.e go over the whole exercise while addressing the speaker as Mrs). With more advanced students a short conversation relating to academic titles can be encouraged, asking which titles they use most often. Below, find sample questions. What titles do you have? What titles do your colleagues have? What titles do your superiors have? What titles do you use most commonly at the university, most often? In which situations do you address a person by his/her title?

Exercise 7

Exercise 7 is aimed at helping students with addressing persons with multiple titles, which many can find complicated. This exercise is grammar-demanding and requires a decent vocative knowledge from the previous exercise.

With more advanced students, the lecturer will let them work independently. Followed by full correction and additional information if need be. With less advanced students we advise working closely with the lecturer throughout the exercise.

Exercise 8

The goal of this last exercise is to deepen standing vocabulary and clarify the place of individual titles alongside the academic personnel's name. Even though it is a rather formal matter we feel that students and academic personnel themselves, in particular, can benefit greatly. As well as in the previous exercise, here the lecturer can allow for independent work with more advanced students, followed by corrections. With less advanced students we recommend working together with the lecturer. In the end, the lecturer should check for levels of understanding, ask the student if he/she understood the lesson, include additional practise or supply further information if need be.

A fine

Gramatika: minulý čas, slovesa pohybu jet a jít

Dialog

Petr: Ahoj Ahmede, jak se máš?

Ahmed: Ahoj, no, nic moc.

Petr: Proč? Máš nějaký problém?

Ahmed: To ne, ale ráno jsem musel zaplatit pokutu.

Petr: Pokutu? Co jsi dělal?

Ahmed: Šel jsem pozdě na lekci, tak jsem tady před fakultou přeběhl silnici a viděl mě policista.

Petr: Ty jsi nešel po přechodu?

Ahmed: Přechod byl daleko a já jsem neměl čas, spěchal jsem. Nevěděl jsem, že za to můžu dostat pokutu.

Petr: To můžeš a docela velkou, kolik jsi platil?

Ahmed: Hodně, 1500 Kč!

Petr: Tak to je ještě dobré, policista viděl, že jsi cizinec, tak byl asi hodný. Za tohle můžeš platit dokonce 2500 Kč.

Ahmed: Hm, příště si dám pozor.

Petr: Dávej si pozor i na tramvaje, ty mají vždycky přednost, takže je musíš pustit i na přechodu ty. Jinak taky můžeš dostat pokutu.

Ahmed: Aha, díky, to jsem taky nevěděl.

Chodit po Praze není jednoduché...

1. Spojte slova a obrázky

přechod pro chodce—silnice—semafor—chodník—křižovatka—platit pokutu—policista—dát přednost—dát pozor

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

2. Použijte slova ze cvičení 1 ve větách.

Na přechodu musíš (1) _____ tramvaji vždy _____ .
 Když nepřečkáš na přechodu, můžeš (2) _____ .
 Pozor, tamhle je (3) _____. Musíš počkat na zelenou.
 (4) _____ kontroluje doklady.
 Tady je (5) _____ , tady můžeme jít přes silnici.
 Pojď rychle, musíme na (6) _____ , nemůžeme stát na silnici.
 Ta (7) _____ je nebezpečná, musíš (8) _____ .

3. Co je to?

metro—auto—autobus—taxík—lod'—kolo—tramvaj—jít pěšky

1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 

4. Jak cestujete v Praze? Spojte, co k sobě patří.

Jedu autem. – Jedu metrem. – Jedu tramvají. – Jedu autobusem.
 Jedu taxíkem. – Jdu pěšky. – Jedu lodí. – Jedu na kole.

1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 

5. Doplňte slova v závorkách do dialogu v minulém čase.

Petr: Ahoj Ahmede, jak se máš?

Ahmed: Ahoj, no, nic moc.

Petr: Proč? Máš nějaký problém?

Ahmed: To ne, ale ráno (1) _____ (muset zaplatit) pokutu.

Petr: Pokutu? Co (2) _____ (dělat)?

Ahmed: (3) _____ (jít) pozdě na lekci, tak jsem tady před fakultou (4) _____ (přeběhnout) silnici a (5) _____ (vidět) mě policista.

Petr: Ty (6) _____ (nejít) po přechodu?

Ahmed: Přechod (7) _____ (být) daleko a já (8) _____ (nemít) čas, (9) _____

(spěchat). (10) _____ (nevědět), že za to můžu dostat pokutu.

Petr: To můžeš a docela velkou, kolik (11) _____ (platit)?

Ahmed: Hodně, 1500 Kč!

Petr: Tak to je ještě dobré, policista (12) _____ (vidět), že jsi cizinec, tak (13) _____ (být) asi hodný.

Za tohle můžeš platit dokonce 2500 Kč.

Ahmed: Hm, příště si dám pozor.

Petr: Dávej si pozor i na tramvaje, ty mají vždycky přednost, takže je musíš pustit i na přechodu ty. Jinak taky můžeš dostat pokutu.

Ahmed: Aha, díky, to (14) _____ (taky nevědět).

Chodit po Praze není jednoduché...

KEY

1. Spojte slova a obrázky

1.



semafor

2.



přechod pro chodce

3.



silnice

4.



chodník

5.



platit pokutu

6.



dát pozor

7.



dát přednost

8.



křižovatka

9.



policista

2. Použijte slova ze cvičení 1 ve větách.

Na přechodu musíš (1) dát tramvaji vždy přednost.
Když nepřecházíš na přechodu, můžeš (2) platit pokutu.
Pozor, tamhle je (3) semafor. Musíš počkat na zelenou.
(4) Policista kontroluje doklady.
Tady je (5) přechod pro chodce, tady můžeme jít přes silnici.
Pojď rychle, musíme na (6) chodník, nemůžeme stát na silnici.
Ta (7) silnice je nebezpečná, musíš (8) dát pozor.

3. Co je to?

- 
autobus
- 
taxík
- 
tramvaj
- 
loď
- 
kolo
- 
metro
- 
auto
- 
jít pěšky

4. Jak cestujete v Praze? Spojte, co k sobě patří.

- 
Jdu pěšky.
- 
Jedu autem.
- 
Jedu tramvají.
- 
Jedu na kole.
- 
Jedu taxíkem.
- 
Jedu lodí.
- 
Jedu autobusem.
- 
Jedu metrem.

5. Doplňte slova v závorkách do dialogu v minulém čase.

Petr: Ahoj Ahmede, jak se máš?

Ahmed: Ahoj, no, nic moc.

Petr: Proč? Máš nějaký problém?

Ahmed: To ne, ale ráno (1) jsem musel zaplatit (muset zaplatit) pokutu.

Petr: Pokutu? Co (2) jsi dělal (dělat)?

Ahmed: (3) Šel jsem (jít) pozdě na lekci, tak jsem tady před fakultou (4) přeběhl (přeběhnout) silnici a (5) viděl (vidět) mě policista.

Petr: Ty (6) jsi nešel (nejít) po přechodu?

Ahmed: Přechod (7) byl (být) daleko a já (8)

jsem neměl (nemít) čas, (9) spěchal jsem (spěchat). (10) Nevěděl jsem (nevědět), že za to můžu dostat pokutu.

Petr: To můžeš a docela velkou, kolik (11) jsi platil (platit)?

Ahmed: Hodně, 1500 Kč!

Petr: Tak to je ještě dobré, policista (12) viděl (vidět), že jsi cizinec, tak (13) byl (být) asi hodný.

Za tohle můžeš platit dokonce 2500 Kč.

Ahmed: Hm, příště si dám pozor.

Petr: Dávej si pozor i na tramvaje, ty mají vždycky přednost, takže je musíš pustit i na přechodu ty. Jinak taky můžeš dostat pokutu.

Ahmed: Aha, díky, to (14) jsem taky nevěděl (taky nevědět).

Chodit po Praze není jednoduché...

Translation

Grammar: past tense, motion verb to go, to walk

Dialogue

Petr: Hi Ahmed, how are you?

Ahmed: Hi, well... not great.

Petr: Why? What's wrong?

Ahmed: Nothing really but this morning I had to pay a fine.

Petr: A fine? What did you do?

Ahmed: I was late for my class so I ran across the road in front of the faculty and a policeman saw me.

Petr: You weren't walking on the zebra crossing?

Ahmed: The zebra crossing was far and I had no time. I was in a hurry. I was not aware I can be fined for such a thing.

Petr: Yes, you can get one and a big one, how much did you pay?

Ahmed: Too much, 1500 CZK!

Petr: It could have been worse. The policeman saw you are a foreigner and was being nice to you.

For such an offence you can pay up to 2500 CZK.

Ahmed: Oh, I will be more careful next time then.

Petr: Be careful about trams too, those always have the right of way even if you are at a zebra crossing.

Otherwise, you can be fined.

Ahmed: Ok, thanks. I didn't know that either.

Walking around Prague is not easy.

1. Link words with pictures.

A zebra crossing—a road—a traffic light—a pavement—an intersection/crossroad—to pay a fine—a policeman—to give the right of way—to be careful

1.



2.



3.



4.



5.



6.



7.



8.



9.



2. Use words from exercise 1 in sentences.

On a zebra crossing, you must (1) _____ a tram _____ .
 If crossing away from a zebra crossing you can (2) _____ .
 Be careful, over there is (3) _____. You must wait for the green light.
 (4) _____ checks documents.
 Here is (5) _____ , we can cross the road here.
 Hurry up, we must go on (6) _____ , we cannot stand in the
 middle of the road. This (7) _____ is dangerous, you must (8)

3. What is it?

The underground—a car—a bus—a taxi—a boat—a bicycle—a tram—to walk

1.	2.	3.	4.
			
_____	_____	_____	_____
5.	6.	7.	8.
			
_____	_____	_____	_____

4. How do you travel around Prague? Connect what belongs together.

I go by car. – I go via underground. – I go by tram. – I go by bus.
I go by taxi. – I walk. – I go by boat. – I go on a bicycle.
Jedu taxíkem. – Jdu pěšky. – Jedu lodí. – Jedu na kole.

1.	2.	3.	4.
			
_____	_____	_____	_____
5.	6.	7.	8.
			
_____	_____	_____	_____

5. Fill words in brackets into the dialogue in the past tense form.

Petr: Hi Ahmed, how are you?
Ahmed: Hi, well... not great.
Petr: Why? What's wrong?
Ahmed: Nothing really, but this morning (1) _____
[have to pay] a fine.
Petr: A fine? What did you (2) _____ [to do]?
Ahmed: I (3) _____ [go] late for my class, so I (4) _____
[run across] the road in front of the faculty and (5) the police guy
_____ [to see] me.
Petr: You weren't (6) _____ [to walk] on the zebra
crossing?
Ahmed: The zebra crossing (7) _____
[to be] far and I (8) _____ [not to have time, I (9)
_____ [to be in a hurry]. I (10)
_____ [to know], that I can be fined for such a thing.
Petr: Yes, you can get one and a big one, how much (11) _____
you _____ [to pay]?
Ahmed: Too much, 1500 CZK!
Petr: It could have been worse, the policeman (12) _____
[to see] you are a foreigner and (13) _____ [to be]
nice to you. For such an offence you can pay up to 2500 CZK.
Ahmed: Oh, I will be more careful next time.
Petr: Be careful of trams too, those have the right of way even if you are
at a zebra crossing. Otherwise, you can be fined.
Ahmed: Oh, thanks. I (14) _____ [not to know] that
either. Walking around Prague is not easy...

KEY

1. Link words with pictures

- | | | |
|---|--|--|
| 1.

a traffic light | 2.

a zebra crossing | 3.

a road |
| 4.

a pavement | 5.

to pay a fine | 6.

to be careful |
| 7.

to give a right of way | 8.

an intersection/
crossroad | 9.

a policeman |

2. Use words from exercise 1 in sentences.

On a zebra crossing, you must (1) give a tram the right of way.
 If crossing away from a zebra crossing you can (2) pay a fine.
 Be careful, over there is (3) a traffic light. You must wait for the green light.
 (4) A policeman checks documents.
 Here is (5) a zebra crossing, we can cross the road here.
 Hurry up, we must go on (6) the pavement, we cannot stand in the
 middle of the road. This (7) road is dangerous, you must (8)
be careful.

3. What is it?

- | | | | |
|--|--|---|--|
| 1.

a bus | 2.

a taxi | 3.

a tram | 4.

a boat |
| 5.

a bicycle | 6.

the underground | 7.

a car | 8.

to walk |

4. Jak cestujete v Praze? Spojte, co k sobě patří.

- | | | | |
|---|--|---|--|
| 1.

I walk. | 2.

I go by car. | 3.

I go by tram. | 4.

I go by bicycle. |
| 5.

I go by taxi | 6.

I go by boat. | 7.

I go by bus. | 8.

I go via underground. |

5. Fill words in brackets into the dialogue in the past tense form.

Petr: Hi Ahmed, how are you?

Ahmed: Hi, well... not great.

Petr: Why? What's wrong?

Ahmed: Nothing really, but this morning (1) I had to pay
(have to pay) a fine.

Petr: A fine? What did you (2) do (to do)?

Ahmed: I (3) went (go) late for my class, so I (4) ran across
(run across) the road in front of the faculty and (5) saw the police guy
(to see) me.

Petr: You weren't (6) walking (to walk) on the zebra crossing?

Ahmed: The zebra crossing (7) was
(to be) far and I (8) did not have (not to have time, I (9)
was in hurry (to be in a hurry). I (10)
did not know (to know), that I can be fined for such a thing.

Petr: Yes, you can get one and a big one, how much (11) did
you pay (to pay)?

Ahmed: Too much, 1500 CZK!

Petr: It could have been worse, the policeman (12) saw
(to see) you are a foreigner and (13) was (to be)
nice to you. For such an offence you can pay up to 2500 CZK.

Ahmed: Oh, I will be more careful next time.

Petr: Be careful of trams too, those have the right of way even if you are at a zebra crossing. Otherwise, you can be fined.

Ahmed: Oh, thanks. I (14) did not know (not to know) that either. Walking around Prague is not easy...

A fine – methodological note

Socio-cultural context

While creating this worksheet we were keeping in mind that foreigners arriving in the Czech Republic can be taken aback by being fined for pedestrian offences, particularly in large cities.

The worksheet aims to point out this issue and offer the students vocabulary and phrases that are useful in practice. At the same time, it alerts them to selected traffic rules, which they must comply with while moving around cities if they want to avoid similar situations.

Suggested approach for working with the worksheet

In the methodological note, we do not specifically state the time set aside for each exercise as this, in our opinion, depends on the student's language level. The lecturer uses primarily Czech language during consultations but never at the expense of the student's understanding. If/when the student is not demonstrating an absolute understanding of vocabulary and phrases, intermediate language should be used.

Dialog

The goal is to introduce students to new situations and teach related phrases within context.

The lecturer selects a picture and instructs a student to describe the depicted situation. If the language level allows, the lecturer tries to open conversation about the student's previous experience with the topic.

The lecturer instructs students that they will hear a dialogue between two friends and supplies them with questions:

What did Ahmed do wrong? What problem did Ahmed have?

The lecturer reads the dialogue. Providing the language level allows, the lecturer can include a short conversation. E.g. Have you ever been fined when on foot? When? Where? Why? How much?

Working with dialogue text

In the case of a lower language level, the lecturer repeats reading and asks the student to follow the text at the same time.

With a higher-level student, the lecturer can progress straight to the dialogue. I recommend reading the dialogue truly as a dialogue. In the case of two students, they will read/work in a pair. In the case of an individual lesson, the role of Peter is taken on by the lecturer.

During readings, the lecturer corrects pronunciation mistakes that are preventing or significantly making understanding harder. At this stage, we emphasise the comprehensive intelligibility of speech, not a perfect pronunciation.

After the reading, the lecturer checks if the student understands the text and supplies additional explanations where needed. With lower-level students, the lecturer uses a translate method. If a student can comprehend tuition in Czech, the explanation should follow without using intermediary language.

Exercise 1

The main goal is to foster a thorough vocabulary. The lecturer asks a student to follow the task, therefore pairing words with pictures. In cases when students do not understand, the lecturer uses gestures to demonstrate linking random words with pictures. This exercise does not demand using mediatory language.

Exercise check

Using simple questions, the lecturer asks a student to what conclusions he/she came to. E.g: What is in picture number 1? Where is the road?

Another variety of this exercise is to cut up words and pictures into cards and let the student pair them. To check, the lecturer can also use a computer screen or cards asking what he/she can see.

Exercise 2

In this exercise, the lecturer firstly verifies vocabulary understanding and secondly the ability to use words in a different context. The lecturer asks a student to fill in words from exercise 1 into sentences in exercise 2. If the student does not understand the task, the lecturer uses gestures to demonstrate the pairing and completing. If the student does not know the answer the lecturer can give a clue mentioning the meaning of the word fitting into the very sentence.

When introducing tasks the lecturer aims to use only the Czech language. In cases of individual consultations, the lecturer can keep checking continuously and point out sentences that have mistakes and encourage the student to reconsider his/her solutions. For the exercise check, the lecturer can ask the student to read the sentences out loud and subsequently verify understanding to individual sentences. For the higher-level student, the lecturer can strike a short conversation comparing the traffic rules and regulations in CZ and the student's country of origin (focused on pedestrians)

E.g. What rules and regulations do you have to comply with your country?

Exercise 3

The goal of exercise 3 is to automate basic phrases needed for describing travelling around a city. We assume that the students are already familiar with some of the terms used and therefore we can focus on precise pronunciation. The lecturer asks the student to link a picture, the form of the means of transport and a sentence. To check, the lecturer can point out mistakes and let him/her find correct solutions. Next, the lecturer can check the level of understanding by using cards or projected pictures whilst asking students

to name the means of transport and form correct sentences based on:

I go + by what.

The lecture can, once again, include a short conversation. E.g. How do you go to work? How do you go to school?

Exercise 4

This exercise creates a platform for the student to learn the written form of the basic phrases learned in the previous exercise. In this exercise, the student verifies his/her knowledge of phrases from the previous exercise in written form. The lecturer points out all mistakes made, including diacritics. Due to this exercise containing simple sentences, it is our opinion that students should learn the correct form from the very beginning.

Exercise 5

The goal of this fifth exercise is past tense revision, simultaneously with repeated practising of situational phrases. To conclude the exercise, the lecturer points out important word formations and phrases. He/she chooses these based on the student's language level. The lecturer asks students to transform words in brackets into the past tense. To check the exercise, the lecturer reads the dialogue and lets students correct mistakes based on the listening. Next, the lecturer checks for grammar and overall mistakes in the written form.

Forming a dialogue

The goal of the last phases of consultations is verifying the newly acquired knowledge and putting it to practice/independent speech. Providing the lecturer has multiple students in a class, he/she asks them to create a similar dialogue based on assigned topics (the topic is chosen by the lecturer or he/she lets student draw a topic), e.g. You were fined for crossing the road away from the zebra crossing. Tell your friend about it. You were fined for crossing the road in front of the tram. Tell your friend about it. You were fined for crossing the road on the red light. Tell your friend about it. You were fined for not having your documents on you. Tell your friend about it.

Providing the student's language level allows it, the lecturer can finish the consultation with another conversation about the topic of getting a fine. Sample questions: Are there any other rules you must obey in your country when walking around? / What is new for you? What did you not know? What do you have to be careful about? / What do you think about the pedestrian rules? Do you think they are too strict or would you make them even stricter? / How often do you walk to places? Do you like walking? Why yes, or why not? / What are your preferred means of transport? What are the pros and cons of travelling by bus/ tram/via underground... in a city? What means of transport do you dislike in your city and why?

Technical problems during tuition

Gramatika: rody substantiv, shoda substantiva a adjektiva, nominativ plurálu

1. Popište učebnu na obrázku. Doplňte k číslům slova.

věšák— stůl/lavice— židle— světlo— topení— plátno— reproduktor— projektor— katedra— dveře— okno— tabule— hodiny



- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |
| | | 13. _____ |

2. Kde to je?

okna— tabule— světla— topení— plátno— hodiny— dveře— reproduktory— projektor— katedra— stoly— židle

1. Vlevo jsou tři velká _____
2. Pod okny je bílé _____
3. Vepředu u okna je velké _____
4. Vedle plátna jsou dvě _____
5. Před plátnem a tabulemi je dlouhá _____
6. Vpravo jsou červené _____
7. Vlevo nad dveřmi jsou bílé _____
8. Vlevo mezi okny a vpravo v rohu jsou dva _____
9. Na stropě jsou tři bílá _____
10. Na stropě uprostřed je malý černý _____
11. V učebně jsou dřevěné _____
12. U každého stolu jsou dvě _____

3. Spojte slova a obrázky.

klíč— ovladač— fixa— počítač— křída— houba— učebna/třída/stůl/lavice— zámek— školník/školnice



4. Rozdělte slova do tří skupin TEN/TA/TO.

učebna, třída, klíč, projektor, okno, dveře, počítač, fixa, houba, křída, lavice, stůl, židle, katedra, reproduktor, zvuk, obraz, topení, světlo, plátno

ten	ta	to
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Doplňte adjektivum nový a moderní ve správné formě.

- | | |
|----------------------|--------------------|
| 1. _____ učebna | 1. _____ klíč |
| 2. _____ třída | 2. _____ projektor |
| 3. _____ okno | 3. _____ dveře |
| 4. _____ počítač | 4. _____ fixa |
| 5. _____ houba | 5. _____ křída |
| 6. _____ lavice | 6. _____ stůl |
| 7. _____ židle | 7. _____ katedra |
| 8. _____ reproduktor | 8. _____ zvuk |
| 9. _____ obraz | 9. _____ topení |
| 10. _____ světlo | 10. _____ plátno |

6. Doplňte formy plurálu.

- | | |
|------------------|-----------------------|
| 1. okno _____ | 11. projektor _____ |
| 2. třída _____ | 12. ovladač _____ |
| 3. fixa _____ | 13. reproduktor _____ |
| 4. dveře _____ | 14. židle _____ |
| 5. učebna _____ | 15. lavice _____ |
| 6. stůl _____ | 16. topení _____ |
| 7. katedra _____ | 17. tabule _____ |
| 8. světlo _____ | 18. počítač _____ |
| 9. plátno _____ | 19. houba _____ |
| 10. klíč _____ | 20. světlo _____ |

7. Řekněte, jaký máte problém.

fixa, dveře, okno, stůl, katedra, světlo, plátno, klíč, projektor, ovladač, reproduktor, židle, lavice, topení, tabule, počítač, zvuk, obraz, křída, houba

Co je rozbité? _____
 Co nefunguje? _____
 Co není ve třídě? _____



Minidialog 1

Učitel: Dobrý den, prosím vás, v učebně číslo 215 nefunguje projektor.
 Školník: Jak nefunguje?
 Učitel: Nevím, když ho chci zapnout, nic nedělá, nereaguje.
 Školník: A zvuk jde?
 Učitel: Ano, zvuk slyším, ale obraz není vidět.
 Školník: Dobře, podívám se na to.

Dělejte podobné minidialogy.
Nefunguje vám počítač, reproduktor, ovladač, topení, světlo.

Minidialog 2

Učitel: Dobrý den, prosím vás, v učebně číslo 310 není fixa.
 Školník: A co já s tím mám dělat?
 Učitel: Mohl byste mi prosím poradit, kde si můžu vzít novou?
 Školník: No přece dole na recepci.
 Učitel: Aha, děkuju. Na shledanou.
 Školník: Nashle.

Dělejte podobné minidialogy.
Nemáte houbu, křidu, ovladač, klíč.

Minidialog 3

Učitel: Dobrý den, prosím vás, v učebně číslo 145 je rozbité okno.
 Školník: Jak rozbité?
 Učitel: Je v něm díra.
 Školník: Jak se to stalo?
 Učitel: Nevím, když jsem přišel do třídy, už to tak bylo.
 Školník: Hm, dobře, podívám se na to.

Dělejte podobné minidialogy.
Ve třídě je rozbitá tabule, plátno, dveře, hodiny, lavice, židle, katedra.



KEY

1. Popište učebnu na obrázku. Doplňte k číslům slova.

věšák— stůl/lavice— židle— světlo— topení— plátno— reproduktor— projektor— katedra— dveře— okno— tabule— hodiny



- | | | |
|------------------|------------------|------------------------|
| 1. <u>okno</u> | 5. <u>plátno</u> | 9. <u>reproduktor</u> |
| 2. <u>tabule</u> | 6. <u>hodiny</u> | 10. <u>projektor</u> |
| 3. <u>světlo</u> | 7. <u>dveře</u> | 11. <u>katedra</u> |
| 4. <u>topení</u> | 8. <u>věšák</u> | 12. <u>stůl/lavice</u> |
| | | 13. <u>židle</u> |

2. Kde to je?

okna— tabule— světla— topení— plátno— hodiny— dveře— reproduktory— projektor— katedra— stoly— židle

1. Vlevo jsou tři velká okna.
2. Pod okny je bílé topení.
3. Vepředu u okna je velké plátno.
4. Vedle plátna jsou dvě tabule.
5. Před plátnem a tabulemi je dlouhá katedra.
6. Vpravo jsou červené dveře.
7. Vlevo nad dveřmi jsou bílé hodiny.
8. Vlevo mezi okny a vpravo v rohu jsou dva reproduktory.
9. Na stropě jsou tři bílá světla.
10. Na stropě uprostřed je malý černý projektor.
11. V učebně jsou dřevěné stoly.
12. U každého stolu jsou dvě židle.

3. Spojte slova a obrázky.

klíč— ovladač— fixa— počítač— křída— houba— učebna/třídavstůl/lavice— zámek— školník/školnice



houba



třída/učebna



křída



klíč



ovladač



lavice/stůl



zámek



školník/školnice



počítač



fixa

4. Rozdělte slova do tří skupin TEN/TA/TO.

učebna, třída, klíč, projektor, okno, dveře, počítač, fixa, houba, křída, lavice, stůl, židle, katedra, reproduktor, zvuk, obraz, topení, světlo, plátno

ten	ta	to
klíč	učebna	okno
projektor	třída	topení
zámek	fixa	
počítač	houba	
stůl	křída	
reproduktor	avice	
zvuk	židle	
obraz	katedra	

5. Doplňte adjektivum nový a moderní ve správné formě.

1. <u>dobrá a moderní</u>	učebna	1. <u>dobry a moderni</u>	klíč
2. <u>dobrá a moderní</u>	třída	2. <u>dobry a moderni</u>	projektor
3. <u>dobré a moderní</u>	okno	3. <u>dobré a moderní</u>	dveře
4. <u>dobry a moderni</u>	počítač	4. <u>dobrá a moderni</u>	fixa
5. <u>dobrá a moderní</u>	houba	5. <u>dobrá a moderni</u>	křída
6. <u>dobrá a moderní</u>	lavice	6. <u>dobry a moderni</u>	stůl
7. <u>dobrá a moderní</u>	židle	7. <u>dobrá a moderni</u>	katedra
8. <u>dobry a moderni</u>	reproduktor	8. <u>dobry a moderni</u>	zvuk
9. <u>dobry a moderni</u>	obraz	9. <u>dobré a moderni</u>	topení
10. <u>dobré a moderní</u>	světlo	10. <u>dobré a moderni</u>	plátno

6. Doplňte formy plurálu.

1. okno	<u>okna</u>	11. projektor	<u>projektory</u>
2. třída	<u>třídy</u>	12. ovladač	<u>ovladače</u>
3. fixa	<u>fixy</u>	13. reproduktor	<u>reproduktory</u>
4. dveře	<u>dveře</u>	14. židle	<u>židle</u>
5. učebna	<u>učebny</u>	15. lavice	<u>lavice</u>
6. stůl	<u>stoly</u>	16. topení	<u>topení</u>
7. katedra	<u>katedry</u>	17. tabule	<u>tabule</u>
8. světlo	<u>světla</u>	18. počítač	<u>počítače</u>
9. plátno	<u>plátna</u>	19. houba	<u>houby</u>
10. klíč	<u>klíče</u>	20. světlo	<u>světla</u>

7. Řekněte, jaký máte problém.

fixa, dveře, okno, stůl, katedra, světlo, plátno, klíč, projektor, ovladač, reproduktor, židle, lavice, topení, tabule, počítač, zvuk, obraz, křída, houba

Co je rozbité?

Dveře jsou rozbité.
Katedra je rozbitá.
Projektor je rozbitý.
Židle je rozbitá.
Tabule je rozbitá.

Okno je rozbité.
Světlo je rozbité.
Ovladač je rozbitý.
Lavice je rozbitá.
Počítač je rozbitý.

Stůl je rozbitý.
Plátno je rozbité.
Reproduktor je rozbitý.
Topení je rozbité.

Co nefunguje?

Světlo nefunguje.
Reproduktor nefunguje.
Zvuk nefunguje.

Projektor nefunguje.
Topení nefunguje.
Obraz nefunguje.

Ovladač nefunguje.
Počítač nefunguje.

Co není ve třídě?

Fixa, klíč, ovladač, židle, křída, houba.

Můžeme také říct: Fixa nepíše. Topení netopí. Světlo nesvítilo. Plátno je roztržené.



Translation

Grammar: genus nouns, matching nouns and adjectives, nominative in the plural

1. Describe the pictured classroom. Match numbers with words.

Hangers— a table/desk— a chair— a light— a heater— a screen— a speaker— a projector— a teacher's desk— a door— a window— a board— a clock



- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |
| | | 13. _____ |

2. Where is it?

windows— a board— lights— a heater— a screen— a clock— a door— speakers— a projector— a teacher's desk— desks— chairs

- On the left there are three large _____
- Below the windows is a white _____
- In the front, next to the window is a large white _____
- Next to the screen are two _____
- In front of the screen and boards is a long _____
- To the right there is a red _____
- On the left, above the door there is a white _____
- On the left, between the windows and on the right, in the corner are _____
- On the ceiling, there are three white _____
- In the middle of the ceiling there is a small black _____
- In the classroom there are wooden _____
- At every desk there are two _____

3. Link words with pictures

A key— a remote control— a marker— a computer— chalk— a chalk sponge— a classroom— a desk— a lock— a janitor





4. Divide words into three columns MALE/FEMALE/NEUTRAL.

A classroom, a lecture room, a key, a projector, a window, a door, a computer, a chalk sponge, chalk, a desk, table, a teacher's desk, a speaker, a sound, a picture, a heater, a light, a screen

male	female	neutral
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Fill in adjectives new and moder in the correct form.

- | | |
|-----------------------|-------------------------|
| 1. _____ classroom | 1. _____ key |
| 2. _____ lecture room | 2. _____ projector |
| 3. _____ window | 3. _____ door |
| 4. _____ computer | 4. _____ marker |
| 5. _____ chalk sponge | 5. _____ chalk |
| 6. _____ desk | 6. _____ table |
| 7. _____ chair | 7. _____ teacher's desk |
| 8. _____ speaker | 8. _____ sound |
| 9. _____ picture | 9. _____ heater |
| 10. _____ light | 10. _____ screen |

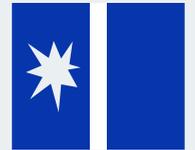
6. Fill in the plural forms.

- | | |
|---------------------------|-----------------------------|
| 1. a window _____ | 11. a projector _____ |
| 2. a classroom _____ | 12. a remote control _____ |
| 3. a marker _____ | 13. a speaker _____ |
| 4. a door _____ | 14. a chair _____ |
| 5. a lecture room _____ | 15. a desk _____ |
| 6. a desk _____ | 16. a heater _____ |
| 7. a teacher's desk _____ | 17. a board _____ |
| 8. a light _____ | 18. a computer _____ |
| 9. a screen _____ | 19. a chalk sponge _____ |
| 10. a key _____ | 20. svetlo opakuje se _____ |

7. State your problem.

A marker, a door, a window, a desk, a teacher's desk, a light, a screen, a key, a projector, a remote control, a speaker, a chair, a desk, a heater, a board, a computer, sound, a picture, chalk, a chalk sponge

What is broken? _____
 What is not functioning/working? _____
 What is not in the classroom? _____



Mini dialogue 1

Teacher: Hello, excuse me, in classroom 215 the projector is not working.
 Janitor: What do you mean, it is not working?
 Teacher: I do not know, when I want to switch it on there is nothing, no reaction.
 Janitor: And the sound is ok?
 Teacher: Yes, I can hear the sound but there is no picture.
 Janitor: Fine, I will look at it.

Form similar mini dialogues. The computer, speakers, remote control, heater, light are not working.

Mini dialogue 2

Teacher: Hello, excuse me, in classroom 310 the marker is missing.
 Janitor: And what am I supposed to do about it?
 Teacher: Could you please tell me where I can get a new one?
 Janitor: Downstairs at the reception.
 Teacher: Oh, thank you. Goodbye.
 Janitor: Bye.

Form similar mini dialogues. You are missing a chalk sponge, chalk, remote control, key.



Mini dialogue 3

Teacher: Hello, excuse me in classroom 145 the window is broken.
 Janitor: Broken how?
 Teacher: There is a hole in it.
 Janitor: How did that happen?
 Teacher: I do not know, I found it that way when I came into the classroom.
 Janitor: Umm, ok. I will look at it.

Form similar mini dialogues. In the classroom, the board, screen, door, clock, desk, chair, teacher's desk are broken.

KEY

1. Describe the pictured classroom. Match numbers with words.



- | | | |
|-------------|-------------|----------------------|
| 1. a window | 5. a screen | 9. a speaker |
| 2. a board | 6. a clock | 10. a projector |
| 3. a light | 7. a door | 11. a teacher's desk |
| 4. a heater | 8. hangers | 12. a desk |
| | | 13. a chair |

2. Where is it?

windows—a board—lights—a heater—a screen—a clock—a door—speakers—a projector—a teacher's desk—desks—chairs

- On the left there are three large windows.
- Below the windows is a white heater.
- In the front, next to the window is a large white screen.
- Next to the screen are two boards.
- In front of the screen and boards is a long teacher's desk.
- To the right there is a red door.
- On the left, above the door there is a white clock.
- On the left, between the windows and on the right, in the corner are speakers.
- On the ceiling, there are three white lights.
- In the middle of the ceiling there is a small black projector.
- In the classroom there are wooden desks.
- At every desk there are two chair.

3. Link words with pictures

A key—a remote control—a marker—a computer—chalk—a chalk sponge—a classroom—a desk—a lock—a janitor



a chalk sponge



a classroom/
lecture room



chalk



a key



a remote control



a desk



a lock



a janitor



a computer



a marker

4. Divide words into three columns MALE/FEMALE/NEUTRAL.

a classroom, a lecture room, a key, a projector, a window, a door, a computer, a chalk sponge, chalk, a desk, table, a teacher's desk, a speaker, a sound, a picture, a heater, a light, a screen

male	female	neutral
A key	A classroom	A window
A projector	A lecture room	A heater
A lock	A marker	
A computer	A chalk sponge	
A desk	Chalk	
A speaker	A desk	
A sound	A chair	
A picture		

5. Fill in adjectives new and modern in the correct form.

- | | |
|--|--|
| 1. <u>good and modern</u> classroom | 1. <u>good and modern</u> key |
| 2. <u>good and modern</u> lecture room | 2. <u>good and modern</u> projector |
| 3. <u>good and modern</u> window | 3. <u>good and modern</u> door |
| 4. <u>good and modern</u> computer | 4. <u>good and modern</u> marker |
| 5. <u>good and modern</u> chalk sponge | 5. <u>good and modern</u> chalk |
| 6. <u>good and modern</u> desk | 6. <u>good and modern</u> table |
| 7. <u>good and modern</u> chair | 7. <u>good and modern</u> teacher's desk |
| 8. <u>good and modern</u> speaker | 8. <u>good and modern</u> sound |
| 9. <u>good and modern</u> picture | 9. <u>good and modern</u> heater |
| 10. <u>good and modern</u> light | 10. <u>good and modern</u> screen |

6. Fill in the plural forms.

- | | |
|--|--|
| 1. a window <u>windows</u> | 11. a projector <u>projectors</u> |
| 2. a classroom <u>classrooms</u> | 12. a remote control <u>remote controls</u> |
| 3. a marker <u>markers</u> | 13. a speaker <u>speakers</u> |
| 4. a door <u>doors</u> | 14. a chair <u>chairs</u> |
| 5. a lecture room <u>lecture rooms</u> | 15. a desk <u>desks</u> |
| 6. a desk <u>desks</u> | 16. a heater <u>heaters</u> |
| 7. a teacher's desk <u>teacher's desks</u> | 17. a board <u>boards</u> |
| 8. a light <u>lights</u> | 18. a computer <u>computers</u> |
| 9. a screen <u>screens</u> | 19. a chalk sponge <u>chalk sponges</u> |
| 10. a key <u>keys</u> | 20. svetlo opakuje se <u>svetla opakuje se</u> |

7. State your problem.

What is broken?

- | | | |
|-------------------------------|-------------------------------|------------------------|
| The door is broken. | The window is broken. | The desk is broken. |
| The teacher's desk is broken. | The light is broken. | The screen is broken. |
| The projector is broken. | The remote control is broken. | The speaker is broken. |
| The chair is broken. | The desk is broken. | The heater is broken. |
| The board is broken. | The computer is broken. | |

What is not functioning/working?

- | | | |
|-----------------------------|-------------------------------|------------------------------------|
| The light is not working. | The projector is not working. | The remote control is not working. |
| The speaker is not working. | The heating is not working. | The computer is not working. |
| The sound is not working. | The picture does not work. | |

What is not in the classroom?

A marker, a key, a remote control, a chair, chalk, a chalk sponge.

We can also say: the marker is not writing. The light is not switching on. The screen is torn.

Technical problems during tuition – methodological note

Socio-cultural context

The aim is to offer basic vocabulary to students to allow them to be able to find their way around a classroom.

The worksheet depicts the three most common issues during tuition – when something is missing or not working in the classroom. Students will learn basic phrases which will come useful in similar situations and this will help them to deal with technical issues during tuition.

Suggested approach for working with the worksheet

We purposely avoid setting a time specification for each exercise since this, in our opinion, depends on the student's language level.

The lecturer utilises the use of Czech as much as possible during the lesson/consultation but never at the expense of student's comprehension. Tasks are simple and we do believe that any additional information can be provided using gestures and visual samples. We assume that colourful pictorial material can be supremely useful and helpful support during Czech lessons/consultations.

However, the lecturer must be sure that the student is truly understanding the vocabulary, important phrases and can utilise both in practice during common communication. Whenever it is necessary the lecturer shall use intermediary language and keep in mind socio-cultural aspects of language consultations.

Exercise 1

The aim of the first exercise is to master basic vocabulary related to the lesson. Based on this vocabulary students will be able to name basic classroom equipment at university or a high school.

The lecturer instructs students to add suggested numbers under the picture. While correcting the answers the lecturer can point out mistakes and let the student rethink the answer. At the same time, the lecturer makes sure the student copied all the words correctly and understands their meaning.

Next, the lecturer puts the vocabulary to practise. He/she can utilize the consultation room and ask the student simple questions What is this? while pointing at individual objects within the room. In the case, the room is not suitable (too basically equipped, etc.) he/she can use a picture similar to the one in the worksheet or the worksheet itself. The next possibility is to use the card method when students draw cards with words and they are instructed to point at the given subject in the picture – E.g. Where is the chair? (Similar questions can obviously be asked even without using the cards). Another suitable exercise for more advanced students, in our opinion, is letting them describe the consultation room.

Exercise 2

The goal is again to master the vocabulary needed during usual tuition. Students will become better accustomed to more detailed wording.

The lecturer instructs students to link pictures with words. While correcting the answers the lecturer points out mistakes in word formations and lets the student try to self-correct. Next, he/she shows the student individual pictures (on cards or the computer) or points at specific objects in the classroom and encourages the student to name them. E.g. What is this? This is a key, along with correcting pronunciation. Once again the emphasis lays with being able to functionally communicate. Therefore the lecturer corrects only the mistakes which are preventing or complicating the listener from understanding. A more enticing option could be pairing cut up pictures with word cards.

Exercise 3

The aim of exercise 3 is to practice the nominal genus and clarify its use in related vocabulary. What's important is that the student can use the words correctly, not only during the completion of the following tasks but also in real-life communication.

The lecturer lets the student divide given words into three columns based on their nominal genus. In the case, of wrong word placement, he/she highlights the word and instructs the student to self-correct. During a check, the lecturer verifies whether the student copied all words correctly, including diacritics. Since students only copy the words, it is feasible to demand a 100% result even with beginners as this teaches correct orthography. A simpler variation of this exercise is to supply the student with word cards which he/she pairs with the correct nominal genus but does not have to copy/write the words. At the same time, it is also possible for the lecturer to say words out loud and the student just verbally pairs the word with the appropriate nominal genus.

Alternatively, the lecturer can ask students to note or search in a dictionary for further vocabulary related to the topic. It is advisable to write these words down and add them to the exercise while the lecturer instructs the student to establish the nominal genus and derive adjectives from the added words. Verbally or in writing.

Exercise 4

Exercise 4 is a direct continuation of the previous exercise. We are verifying the nominal genus understanding in regards to relevant vocabulary and the student's ability to form appropriate so-called soft and hard adjectives. Once again this is to extend the student's ability to describe, in the most possibly detailed way, a specific technical problem which he/she can face during tuition.

The lecturer instructs the student to decide the nominal genus and based on that come up with a correct form of a soft and hard adjective.

During corrections, the lecturer points out mistakes and allows the student to self-correct. Once again we can insist on perfect spelling and diacritics even with beginners. With more advanced students we can continue with conversation and add an exercise describing individual objects. What is the table like?. A student adds 3-5 adjectives to every object. The lecturer corrects pronunciation and the adjective forms if need be.

Exercise 5

In exercise 5 students learn the correct collocation. Our goal is for students to know which word-formation he/she can use while describing a specific problem. Even though this exercise is genuinely more difficult we still recommend for the students to work independently. After they finish with the task the teacher works with the students on corrections if need be. More advanced students can be encouraged to name other objects which are imaginarily broken or are not functioning/working, e.g. in a household.

Mini dialogues

In the following three mini dialogues students name and learn basic descriptive phrases related to a specific problem. To start with, the lecturer reads dialogues with students – he/she selects two students to read the dialogue together but if this is not an option, the lecturer takes on the role of the janitor. The student, therefore, gets to practice

the sentences which he/she can use in real situations (we do not assume that a student could not be in the position of a janitor).

During readings, the lecturer corrects pronunciation whenever it is necessary for understanding the student's speech. This is followed by checking the student's understanding of the words and sentences and offering an additional explanation if need be.

Under each mini dialogue, there are additional word suggestions available for varying the dialogue. It is possible to always add to this section. It is up to the lecturer to let students choose or draw individual words which they will then slot into a dialogue. The lecturer can also leave it up to the students to choose the problematic object altogether.

Exercise 6

Exercise six is aimed at more advanced students or Slavic students who will not be easily confused by using the plural. The goal is to deepen the student's narrative skills so he/she is able to describe a classroom exactly and in more detail. The student thus increases his/her competence to describe a specific problem.

The exercise is directly linked to the worksheet introductory image. Students complete sentences describing a classroom using suggested words. Words are already in the desired form so there is no need for their adjustment.

The lecturer checks results based on the picture and can alert the student to mistakes but lets him/her self-correct. With more advanced students it is possible to add a description using a higher-level vocabulary or let them describe their ideal classroom.

Exercise 7

The exercise aims to practise and teach plural noun forms. Students can make use of words from the previous exercise. The lecturer will verify their written form which can then be practised in verbal form. The lecturer lets students draw cards with words in the singular and instructs him/her to transform them into plural. More advanced students can form sentences. We recommend concluding the lesson with conversation practising the student's vocabulary.

Sample questions are stated below. Their use will depend on the language level of each student.

What does the classroom you most often use look like? What is often not working in the classroom? What is often broken? What is often missing? Has it ever happened to you that you had to deal with the problem? How did you go about it?

How do typical classrooms in your country look like? How are they equipped? What does the best and the worst classroom you had to study in look like?

They stole my mobile!

Gramatika: minulý čas, akuzativ

Petr: NE! Někdo mi ukradl mobil?
Eva: Jsi si jistý? Nemáš ho někde jinde?
Petr: Ne, vždycky ho mám tady v kapse!
Eva: Tak zavolej operátora a zablokuj si rychle SIM kartu.
Petr: Hm, dobrý nápad.

Operátor: Dobrý den, Czech mobil, jak vám mohu pomoci?
Petr: Dobrý den, tady je Petr Venclovský. Ukradli mi telefon a potřebuju zablokovat SIM kartu.
Operátor: Aha, dobře. To není problém. Jaké je vaše heslo pro komunikaci?
Petr: XXXX1234.
Operátor: A vaše telefonní číslo?
Petr: 567 876 234.
Operátor: V pořádku, vaše SIM karta je zablokována.
Petr: Děkuju vám, na shledanou.
Operátor: Na shledanou.

Eva: Dobrý?
Petr: Jo, snad jo, ale co teď? Myslíš, že musím zavolat na policii?
Eva: To určitě ano.
Petr: Tak jo.
Petr volá linku 158
Policista: Policie České republiky. Dobrý den, co pro vás můžeme udělat?
Petr: Dobrý den, ukradli mi mobilní telefon. Chtěl bych ho zablokovat.
Policista: Aha a jaké je vaše jméno?
Petr: Petr Venclovský.
Policista: Kde jste a co se stalo?
Petr: Jsem v Praze na Staroměstském náměstí a ukradli mi telefon.
Policista: Kdy a jak se to stalo?
Petr: Před 20 minutami jsem telefonoval s kamarádem. Pak jsem si dal telefon do zadní kapsy kalhot, a když jsem se teď chtěl podívat, kolik je hodin, telefon tam nebyl.

Policista: Hm, dojděte si prosím vás na nejbližší policejní stanici, musíte vyplnit formulář o krádeži.
Petr: Dobře, děkuju. Na shledanou.
Policista: Na shledanou.

Eva: Tak co?
Petr: Ale nic, musím na policii osobně. Potřebuju vyplnit nějaký formulář.
Eva: Tak běž a hodně štěstí!
Petr: Ach jo. Díky. Tak ahoj.
Eva: Ahoj!

1. Co vám ukradli? Spojte slova a obrázky:

kabelka — taška — kufr — mobil — peněženka — platební karta — pas — peníze — klíče — batoh

1.	2.	3.	4.	5.
				
6.	7.	8.	9.	10.
				

2. Doplňte slova do dialogů ve správné formě.

nemít—operátor—ukrást—karta—mít

Petr: NE! Někdo mi (1) _____ mobil?
Eva: Jsi si jistý? (2) _____ ho někde jinde?
Petr: Ne, vždycky ho (3) _____ tady v kapse!
Eva: Tak zavolej (4) _____ a zablokuj si rychle SIM _____ (5).

mocť—být (3x)—ukrást—potřebovat—nebýt

Operátor: Dobrý den, Czech mobil, jak vám (6) _____ pomoci?
Petr: Dobrý den, tady (7) _____ Petr Venclovský. (8) _____
mi telefon a (9) _____ zablokovat SIM kartu.
Operátor: Aha, dobře. To (10) _____ problém. Jaké (11) _____
vaše heslo pro komunikaci?
Petr: XXXX1234.
Operátor: A vaše telefonní číslo?
Petr: 567 876 234.
Operátor: V pořádku, vaše SIM karta (12) _____ zablokovaná.
Petr: Děkuju vám, na shledanou.
Operátor: Na shledanou.

3. Doplňte věty do dialogu.

A—Aha a jaké je vaše jméno?
B—Hm, dojděte si prosím vás na nejbližší policejní stanici, musíte vyplnit
formulář o krádeži.
C—Kde jste a co se stalo?
D—Kdy a jak se to stalo?
E—Na shledanou.
F—Police České republiky. Dobrý den, co pro vás můžu udělat?

Policista: (1) _____
Petr: Dobrý den, ukradli mi mobilní telefon. Chtěl bych ho zablokovat.
Policista: (2) _____
Petr: Petr Venclovský.
Policista: (3) _____
Petr: Jsem v Praze na Staroměstském náměstí a ukradli mi telefon.
Policista: (4) _____
Petr: Před 20 minutami jsem telefonoval s kamarádem. Pak jsem si dal telefon
do zadní kapsy kalhot, a když jsem se teď chtěl podívat, kolik je hodin, telefon
tam nebyl.
Policista: (5) _____
Petr: Dobře, děkuju. Na shledanou.
Policista: (6) _____

4. Dělejte dialog na policii. Pracujte podle vzoru.



Policista: Dobrý den, co pro vás můžu udělat.
Petr: Dobrý den, ukradli mi _____
Policista: Aha. A jak se jmenujete?
Petr: _____
Policista: Kdy, kde a jak se to stalo?
Petr: _____
Policista: Dobře. Musíte jít na nejbližší policejní stanici.
Petr: Kde to je?
Policista: _____
Petr: Dobře. Děkuju. Na shledanou.
Policista: Není zač. Na shledanou.

Co Petrovi řekli na policii?

5. Doplňte do vět:

na zádech/v batohu—dávat pozor—nahoru—dobře hlídejte—zavřete—v zadní
kapse—kontrolujte—položenu ruku—na jednom místě—hodně peněz

1. Na své věci si musíte _____.
2. _____ své věci hlavně tam, kde je hodně lidí.
3. _____ svá zavazadla (kufry, tašky, kabelky).
4. Peníze, mobil a další drahé věci nenoste _____, kam nevidíte.
5. Kabelku vždy _____ a noste u těla.
6. Peníze, mobil a drahé věci nedávejte _____ do tašky.
7. Nikdy nenoste drahé věci _____ kalhot.
8. Nenoste všechny drahé věci _____.
9. Nenoste u sebe _____ najednou.
10. Tam, kde je hodně lidí, mějte _____ na kabelce/
tašce/kufru, kde máte drahé věci.



1. Co vám ukradli? Spojte slova a obrázky:

kabelka—taška—kufr—mobil—peněženka—platební karta—pas—peníze—klíče—batoh

1.	2.	3.	4.	5.
				
peněženka	klíče	kabelka	mobil	kufr

6.	7.	8.	9.	10.
				
platební karta	taška	peníze	batoh	pas

2. Doplňte slova do dialogů ve správné formě.

nemít—operátor—ukrást—karta—mít

Petr: NE! Někdo mi (1) ukradl mobil?
Eva: Jsi si jistý? (2) Nemáš ho někde jinde?
Petr: Ne, vždycky ho (3) mám tady v kapse!
Eva: Tak zavolej (4) operátora a zablokuj si rychle SIM kartu (5).

mocť—být (3x)—ukrást—potřebovat—nebýt

Operátor: Dobrý den, Czech mobil, jak vám (6) můžu/můžeme pomoci?
Petr: Dobrý den, tady (7) je Petr Venclovský. (8) Ukradli mi telefon a (9) potřeboju zablokovat SIM kartu.
Operátor: Aha, dobře. To (10) není problém. Jaké (11) je vaše heslo pro komunikaci?
Petr: XXXX1234.

Operátor: A vaše telefonní číslo?

Petr: 567 876 234.

Operátor: V pořádku, vaše SIM karta (12) je zablokována.

Petr: Děkuju vám, na shledanou.

Operátor: Na shledanou.

3. Doplňte věty do dialogu.

1F, 2A, 3C, 4 D, 5B, 6E

Co Petrovi řekli na policii?

5. Doplňte do vět:

- Na své věci si musíte dávat pozor.
- Dobře hlídejte své věci hlavně tam, kde je hodně lidí.
- Pořád kontrolujte svá zavazadla (kufry, tašky, kabelky).
- Peníze, mobil a další drahé věci nenoste na zádech, kam nevidíte.
- Kabelku vždy zavřete a noste u těla.
- Peníze, mobil a drahé věci nedávejte nahoru do tašky.
- Nikdy nenoste drahé věci zadní kapse kalhot.
- Nenoste všechny drahé věci na jednom místě.
- Nenoste u sebe hodně peněz najednou.
- Tam, kde je hodně lidí, mějte položenou ruku na kabelce/tašce/kufru, kde máte drahé věci.

Translation

Grammar: past tense, accusative.

Petr: NO! Someone stole my mobile!
Eva: Are you sure? Don't you have it somewhere else?
Petr: No, I always have it in my pocket!
Eva: Call your provider quickly and block your SIM card then.
Petr: Um, good thinking.

Provider: Hello, Czech mobile, how can I help you?
Petr: Hello, Petr Venclovský here. They stole my phone and I need to block my SIM card.
Provider: Uhm, ok. No problem. What is your security password?
Petr: XXXX1234.
Provider: And your phone number?
Petr: 567 876 234.
Provider: Thank you, your SIM card has been blocked.
Petr: Thank you, goodbye.
Provider: Goodbye.

Eva: All ok?
Petr: Yeah, I hope so. But what do I do now? Do you think I should call the police?
Eva: You must.
Petr: OK.
Peter calls 158

Policeman: The Czech police department. What is your emergency?
Petr: Hello, they stole my mobile phone. I would like to block it.
Policeman: What is your name?
Petr: Petr Venclovský.
Policeman: Where did it happen?
Petr: I am at the Old square in Prague and they stole my phone.
Policeman: When and how did it happen?
Petr: 20 minutes ago I was speaking with my friend. Then I put the phone in my back pants pocket and when I wanted to check the time it was gone.

Policeman: Please contact your nearest police station.
You must fill in a stolen property form.
Petr: OK, thank you. Goodbye.
Policeman: Goodbye.

Eva: What happened?
Petr: Nothing really, I must go to the police station in person. They need me to fill in some form.
Eva: You better go, good luck!
Petr: Damn. Thanks.
Eva: Bye!

1. What did they steal?

A handbag – a bag – a suitcase – a mobile – a wallet/purse – a credit card – a passport – money – keys – a backpack

1.	2.	3.	4.	5.
				
6.	7.	8.	9.	10.
				

2. Fill the words into dialogues in their correct form.

Not to have – a provider – to steal – a card - to have

Petr: NO! Someone [1] _____ my mobile!
Eva: Are you sure? Don't you [2] _____ it somewhere else?
Petr: No, I always [3] _____ it in my pocket!
Eva: Call your [4] _____ quickly and block you SIM _____ [5].
Petr: Um, good thinking.

can – to be (3x) – to steal – to need – not to be

Operator: Hello, Czech mobile, how (6) _____ I help you?
Petr: Hello, Petr Venclovský (7) _____ here. They (8) _____
my phone and I (9) _____ to block my SIM card.
Operator: Uhm, ok. No problem. What (11) _____ your security
password?
Petr: XXXX1234.
Operator: And your phone number?
Petr: 567 876 234.
Operator: Thank you, your SIM card (12) _____ blocked.
Petr: Thank you, goodbye.
Operator: Goodbye.

3. Fill sentences into the dialogue.

A—Uhm, and what is your name?
B—Uhm, please contact your nearest police station. You must fill in a stolen
property form.
C—Where did it happen?
D—When and how did it happen?
E—Goodbye.
F—The Czech police department. What is your emergency?

Policeman: (1) _____
Petr: Hello, they stole my mobile phone. I would like to block it.
Policeman: (2) _____
Petr: Petr Venclovský.
Policeman: (3) _____
Petr: I am at the Old square in Prague and they stole my phone.
Policeman: (4) _____
Petr: 20 minutes ago I was speaking with my friend. Then I put the phone in
my back pants pocket and when I wanted to check the time it was gone.
Policeman: (5) _____
Petr: 20 minutes ago I was speaking with my friend. Then I put the phone
in the back pocket of my pants and when I wanted to check the time
it was gone.
Policeman: (6) _____

4. Put together a dialogue at the police station. Use the model situation.



Policeman: Hello, what can I do for you?
Petr: Hello, they stole my _____
Policeman: Uhm, and what is your name?
Petr: _____
Policeman: When and where did it happen?
Petr: _____
Policeman: Ok, good. You must go to the nearest police station.
Petr: Where is that?
Policeman: _____
Petr: Ok, thank you. Goodbye.
Policeman: You are welcome. Goodbye.

What did they tell Peter at the police station?

5. Fill in the sentences:

on my back/in a backpack—to be careful—on the top—watch over—close—
in a back pocket—check—a positioned hand—in one place—a large
amount of money

1. You have _____ about your things.
2. _____ your stuff especially at places with lots of people.
3. _____ your luggage (suitcases, bags, handbags).
4. Do not carry money, mobile and other expensive things _____
where you can not see.
5. Always _____ your handbag and carry it close to your body.
6. Do not put money, mobile and other expensive things
in your bag.
7. Never carry expensive stuff in your _____
8. Do not carry all expensive things _____
9. Do not carry a _____ on you/at once.
10. Wherever in places with lots of people, _____
over your handbag/bag/suitcase with expensive possessions.



1. What did they steal?

1.	2.	3.	4.	5.
				
a wallet	keys	a handbag	a mobile	a suitcase

6.	7.	8.	9.	10.
				
a credit card	a bag	money	a backpack	a passport

2. Fill the words into dialogues in their correct form.

Petr: NO! Someone (1) stole my mobile!
Eva: Are you sure? Don't you (2) have it somewhere else?
Petr: No, I always (3) have it in my pocket!
Eva: Call your (4) operator quickly and block your SIM card (5).
Petr: Um, good thinking.

Operator: Hello, Czech mobile, how (6) can I/we I help you?
Petr: Hello, Petr Venclovský (7) need here. They (8) stole
my phone and I (9) need to block my SIM card.
Operator: Uhm, ok. No problem. What (11) is your security
password?
Petr: XXXX1234.
Operator: And your phone number?
Petr: 567 876 234.
Operator: Thank you, your SIM card (12) has been blocked.
Petr: Thank you, goodbye.
Operator: Goodbye.

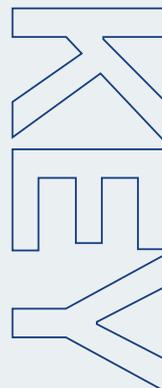
3. Fill sentences into dialogues

1F, 2A, 3C, 4 D, 5B, 6E

What did they tell Peter at the police station?

5. Fill in the sentences:

1. You have to be careful about your things.
2. Watch over your stuff especially at places with lots of people.
3. Keep checking your luggage (suitcases, bags, handbags).
4. Do not carry money, mobile and other expensive things on your back where you can not see.
5. Always close your handbag and carry it close to your body.
6. Do not put money, mobile and other expensive things in your bag.
7. Never carry expensive stuff in your back pocket.
8. Do not carry all expensive things in one place.
9. Do not carry a large amount of money on you/at once.
10. Wherever in places with lots of people, position your hand over your handbag/bag/suitcase with expensive possessions.



They stole my mobile – methodological note

Socio-cultural context

While creating this worksheet we kept in mind the fact that foreigners, especially, often fall victim to petty crime and pickpockets. Therefore students can, on occasion, find themselves in situations when they need to deal with the theft of expensive possessions. Unfortunately, it is not always possible to use an intermediary language while dealing with the police, being it in the streets or the police station. This worksheet aims to warn students about this inconvenience and allow them to adopt basic vocabulary and phrases useful and helpful in such situations.

Suggested approach with the worksheet

We purposely avoid setting a time specification for each exercise in the methodological note, since this, in our opinion, depends on the student's language level.

The lecturer utilises the use of Czech as much as possible during the lesson/consultation but never at the expense of the student's comprehension. Tasks are simple and we believe that any additional information can be provided using gestures and visual samples. We assume that colourful pictorial material can be supremely useful and helpful support during Czech lessons/consultations.

However, the lecturer must be sure that the student is truly understanding the vocabulary, important phrases and can utilise both in practice during common communication. Whenever it is necessary the lecturer shall use intermediary language and keep in mind socio-cultural aspects of language consultations.

Dialogues

The goal of the dialogues is primarily to introduce students to specific situations requiring communication. With the help of the dialogues, students become accustomed to phrases that they can use during real encounters. Dialogues help students to better visualize such situations and understand the topic.

The lecturer shows students a picture of mobile phone theft. He/she can use any picture or the one from our worksheet which depicts a stranger's hand pulling a mobile phone from a back pocket. Using simple questions the lecturer instructs students to describe the situation.

E.g. What happened? What problem does the person have?

With more advanced students the lecturer can progress into a conversation on the topic.

E.g. Has it ever happened to you? Has anyone ever stolen your mobile phone? What did you do? What must the victim do?

Next, the lecturer instructs students to listen to a story. He/she reads all dialogues at once. The lecturer asks students about what happened. Based on the language level he/she might insist on more or fewer details. The lecturer tries to get to the basis of the story – e.g. They stole Peter's phone. Petr had to block his card first and then he called the police. He told the policeman what happened. Petr must go to a police station in person.

With less advanced students the lecturer re-reads the dialogue and asks students to follow the text. With more advanced students it is possible to omit this part. Next, the lecturer reads the dialogue with students. In the case of more students being available, he/she lets students read the dialogues in pairs. In the case of an individual consultation, the student reads the victim's part and the lecturer takes on the second role. The goal is for the student to learn phrases which he/she can use in real-life situations. During readings, the lecturer corrects only such pronunciation mistakes that prevent the listener from understanding a student's speech.

Exercise 1

The goal of this exercise is to expand vocabulary related to valuables which can be easily stolen. The lecturer instructs students to pair words with pictures. During corrections, he/she can point out the wrong combinations and let the students self-correct.

After the check, we recommend putting the vocabulary straight into practice. The lecturer can utilize picture cards or computer-generated pictures and ask: What is this? Another option is to ask, e.g. Where is a wallet/purse? A student then points at the picture with a wallet/purse. A different version could be pairing picture cards with word cards. Practice and checking can commence the same way as in the previous activity.

More advanced students can practice the accusative. Students complete sentences with the correct form of the suggested word (all of the suggested words or they draw picture cards). What happened? What did they steal? They stole my wallet/purse.

Exercise 2

The goal of exercise two is to practise past tense, along with familiarizing phrases useful during a theft crisis.

The lecturer instructs students to fill in correct verb forms in the past tense into the dialogues. Next, he/she checks for mistakes in forms and the spelling of the verbs.

Exercise 3

The exercise aim is to teach phrases useful while communicating with the police in the case of reporting a theft. Phrases are not learned passively but used in practice.



The lecturer instructs students to complete the dialogue with missing words and act it out (if he/she has more students available) or the lecturer takes on one of the parts. He/she plays the role of a policeman, and the student the role of the victim. Providing the lecturer considers if useful, he/she can vary this way with other dialogues from exercise two also.

Exercise 4

In exercise 4 students are introduced to safety recommendations helpful in avoiding becoming a theft victim. We point out the most common mistakes people make and pickpocketers abuse. Exercise 4 is lexically and grammatically more difficult and therefore suitable for more advanced or Slavic students. However, with the help of an intermediary language, we recommend discussing the content with less advanced students too, to make them aware.

3.4. Methodical recommendation for devising a didactic walk

A didactic walk forms a popular part of a course especially during intensive courses when students spend a lot of time in the classroom with their tutor. To be able to venture outside the classroom walls during lessons is deemed as very positive by students.

In the students, such a walk encourages the feeling of learning the real and true language and that they are in touch with it. A didactic walk is suitable for workshops or group-oriented seminars. During the pilot project, we utilized it for group tuition of foreign students from a variety of faculties. Naturally, it is also possible to so-called enter the terrain with individuals while keeping in mind the specifications of individual tuition. In this instance, we will adhere to a group walk focused on students from individual faculties.

3.4.1. Goals

While starting with preparations, it makes sense to imagine the scenario back to front. What is the goal? The lecturer's expectations can be diametrically different from those of students.

For that reason it is advisable, particularly while getting the whole idea off the ground, to include a brainstorming discussion, mind mapping or questionnaires related to the topic to determine the walk participant's expectations. At the same time, securing student's needs can occasionally be too complicated and encounters unavoidable hurdles. We already gathered a lot of information about students during earlier lessons – where they are from, what they like and what they study. That means that plenty of information that we can use as inspiration for preparing the walk is already known to us. The final decision regarding the route is always up to the lecturer.

3.4.2. Students – participants

The most fundamental information comes from the field or the faculty where our students study. That too offers guidance about the particular parts of town the students are likely to move about the most. It is plausible to tutor a homogenous class that lives at one dormitory or in the same municipal part. The second topic focuses on student's preferred leisure time. Answers can be partially derived from their field of study. To avoid stereotypes and generalizing, the earlier suggested mind mapping, while using intermediary language (English), can be useful. Cultural specifics affect tuition itself. If/when

3.4.3.

The nature of the walk

we tutor a group whose background is unknown to us, it is necessary for us to educate ourselves beforehand to fully comprehend certain lesson aspects. The more cultural restrictions and differences we are aware of, the more efficiently we can plan the walk to suit the needs and benefit our students. At the same time, we will avoid situations that can be unpleasant for both sides.

Example: It is possible that the class will have female students from the middle east who are not accustomed to communication with male counterparts and they try to avoid men even while being in the Czech Republic. Once we are confident that they are at ease while communicating with their male classmates we can organise a trip to the library with a man as a guide. Direct communication can be encouraged by specific tasks that students have to complete in the library alongside each other. This approach allows us to moderate interactions between students and the public to a certain extent – the excursion is prearranged and the guide is instructed that students might ask questions in Czech even though they have not been learning the language for very long.

A significant topic that can influence not only the walk but also the whole stay in the Czech republic is food. Students are used to diametrically different foods/cuisine and often of a higher quality than Czech food. Many arriving students are also vegetarians and vegans and struggle to buy suitable ingredients/food components or choose meals in a restaurant.

Example: Getting ready for a walk with vegetarian and vegan students. We pre-locate suitable shops – those with good quality fruits and vegetables and a range of goods fitted to meat-free cooking. Zero waste shops, restaurants catering for vegetarians and vegans – happy hour and places offering discounts – markets and places offering seasonal foods. While making decisions regarding the walk itself we must take the individual student personalities into account. Are they more extroverted or introverted? How independent are they? Some students have not ventured into the centre of Prague after two weeks of their stay whilst other students went to see Charles bridge on the day of their arrival to Prague. This can also be down to their country of origin and their local customs. The student's age and life experience, in general, will play a crucial role too. A group of high school graduates will most likely be much less independent than a group of master's or doctoral degree students.

The basic criteria are group size and composition, alongside with the theme and location we are heading to, and also the walk duration. The nature of the walk can be fundamentally established by the level of a student's active interaction. One of the types is an interactive walk when participants communicate and converse directly with their surroundings. The other side of the student's active involvement spectrum is a so-called sightseeing walk, ie. they are getting to know their surroundings but do not actively participate in a conversation. Most walks hover somewhere between these two options – students interact only to a certain extent.

There are a plethora of methods relating to ways how to engage students and use the walk for its didactical means. It is advisable to pre-plan and decide whom students will communicate with and make arrangements with those individuals. The advantage of this method is that students still have to exit their comfort zone but it is not as daunting as approaching complete strangers in the streets.

- a) An informative walk (Where do I find things/places? Where should I go when I have a problem?)
 - Show students all individual places at their university that they may need to know about
 - Explain to them their purpose and use, when they can visit and where they find more related practical information (hours for the public, etc)
 - Engage students in practical tasks which they must complete (with consideration to their language and cultural knowledge and abilities) – e.g. ask for exact information (Where is...), organise the student card, etc.
 - It is recommended to pre-warn personnel and thus, allow for more understanding from their side, along with avoiding rushing the students.
- b) A cultural walk 1 (with a guide, without a guide, cultural monuments, memorable/historical places)
 - More suitable for more advanced or Slavic students
 - Pre-arrange a visit/viewing of a specific place based on the student's interests – a library (possibly historical monuments, etc. Ideally a place which is not freely available to tourists. We can try to organize a guide or personnel who would help students throughout the visit/viewing)

- With more advanced groups, it is possible to instruct students to prepare a short intro to the place and introduce it to other fellow students right before the viewing (max. 5 minutes is adequate)

c) A cultural walk 2

- Based on their preferences, to show the students places of leisure – small cinemas, coffee shops with cultural programmes, club theatres, restaurants, parks, observation towers or places, etc.

- At this point, it is helpful, useful and recommended to list individual places in the form of a catalogue which the students get to keep and then choose one or more places based on actual availability (exhibitions, festivals, etc.)

- Once again, students can be instructed to complete group tasks – to find specific information, find certain details about the schedule, etc.

d) A practical walk

- If/when we work with students living in one place and still struggling to find their way around, it can be useful to introduce practical elements of everyday life to them – where the post office is, where they find certain shops, good restaurants and coffee shops, the police station, hospital, ATM, bank, markets, etc.

- This allows for a large variety of practical tasks which students can fulfil during the walk. With more adventurous students, the lecturer can divide them into groups, supply them with money and a shopping list and let them go shopping (he/she should be aware though that the students do not always get the exact stuff the lecturer had in mind)

e) A gastronomical walk

- For some students, it could be interesting to learn about and discover the local cuisine

- We can take students to farmer`s markets, food festivals, to coffee shops, pastry/sweet shops, and specialised shops. We introduce them to either the traditional Czech food and drink or, on the contrary, help them find such places that will cater to their needs and taste buds (vegetarian and vegan food ranges, etc.)

- To avoid the walk being just a hopping from shop-to-shop experience, it is possible to include places such as the museum of chocolate, a brewery, vineyards, arrange a visit to a factory to see food being manufactured, etc.

A checklist for walk organisers	
Student details – number, age, type of study, countries of origin, mother tongues, language levels	
Which programmes/at what faculties do they study	
Where they live	
Their preferred leisure time	
Should the walk involve paid attractions (restaurants, museums, viewings, etc.)	
Which diet they prefer/follow	
What culture specifics they have/must be taken into consideration	

3.4.4.

Going for a walk in Prague – examples of an interactive task

1. This is the Faculty of Physical Education and Sport (FTVS). What is this? Link them together.

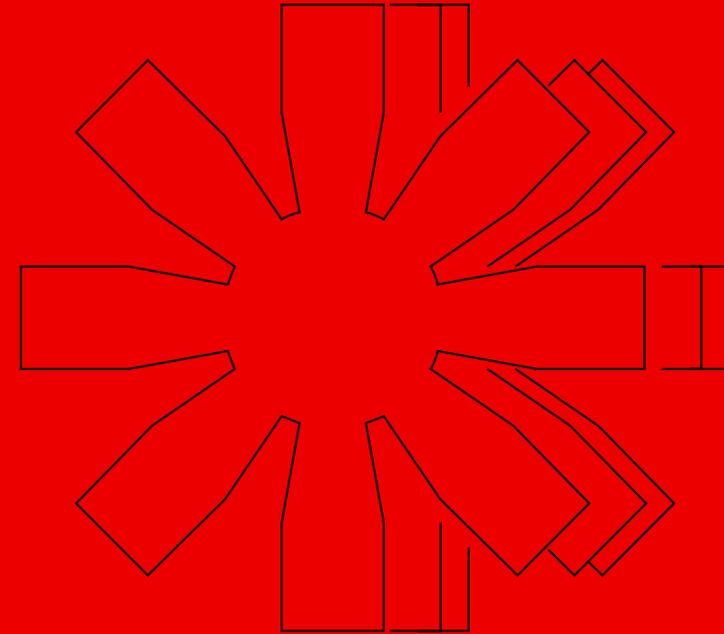
- | | |
|------------------------|----------------------|
| 1. Study department | A. učebna |
| 2. Library | B. studovna |
| 3. Canteen | C. katedra sportu |
| 4. Reception | D. menza |
| 5. Department of Sport | E. knihovna |
| 6. Study room | F. recepce |
| 7. Classroom | G. budova |
| 8. Building | H. studijní oddělení |

Do you know where the dining hall/sport's department, library... is?
You are looking for room C113. Where will you go? Building _____ ,
floor _____ .

2. Look for information.

1. We want to go to Staroměstská stop. How do we get there?
2. This is the City library. Can you visit it on Monday morning?
Search through www.mlp.cz „Pobočky“ (branches). Where do you live? Which library is near you?
3. This is Clementinum. Can you study here without being registered?
More information at www.nkp.cz.
4. Search your map for Karolinum. Which way must we go?
5. This is the Faculty of Education.
 - o Where is the assembly hall?
 - o Where is S303 classroom?
 - o Where is R010 classroom?
 - o Where are you allowed to smoke?

6 . Search on Facebook for Hybernská campus. What events do they host?



CONCLUSION

In the translated version of the methodology, readers have the opportunity to acquaint themselves with results of a survey conducted between foreign students, along with some particular observations noted by the foreign academic personnel.

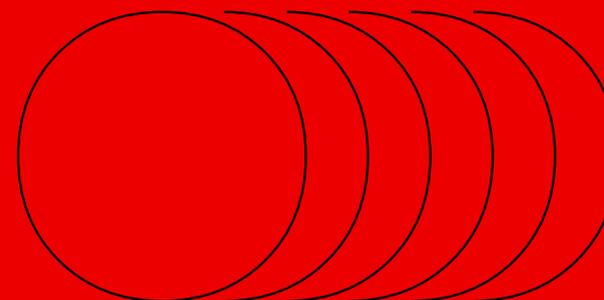
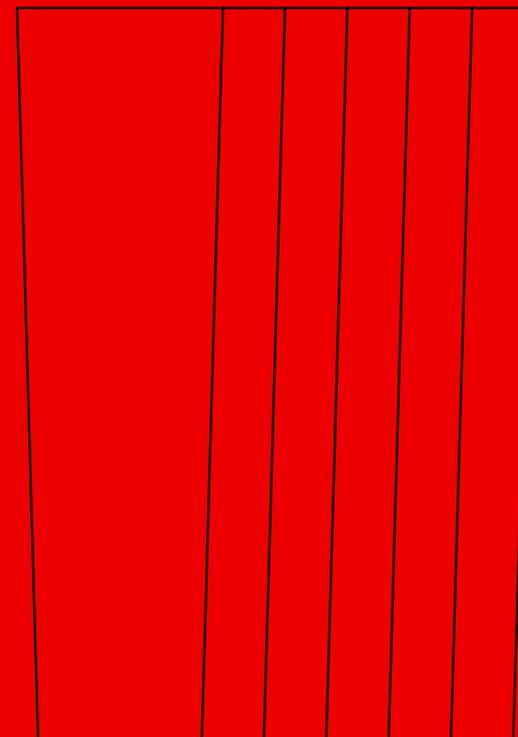
The findings show that there is still room for allowing foreigners a better quality of life while living in the Czech Republic using tools such as more efficient mastering of the language in selected situations demanding direct communication.

The methodology is to serve as a manual to organizers and lecturers in practical use. Thus the practical section includes suggested approaches during consultations as a unique format for teaching Czech to foreigners.

At the same time, there are specific worksheets included, which were created as a result of the careful mapping of

problematic situations with target groups and then used during consultations and tuition. Aside from that, the methodology includes the step by step process of creating methodological notes and organising didactical walks, both as a helpful tool to be used in practice.

Along with suggested consultations, specifying the main content and the potential for putting all in practise the Institute for Language and Preparatory Studies can, with the cooperation of InterU centre, join the ranks of UK Point and extend a portfolio of services on offer, especially within the staff Welcome centre activities, with whom cooperation has been secured and is advisable to systematically continue.





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