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President's Message

With 2019 well underway, we find ourselves in another anniversary year: this time the thirtieth anniversary of the Velvet Revolution. (If I can be permitted a moment of linguistic pedantry, it is interesting that this now-universal name was not always so; early on it was considered to be a term coined by foreign journalists and Czechs more typically used the terms *něžná revoluce* or *listopadová revoluce* in preference to *sametová revoluce*. A quick look in the Czech National Corpus shows this clearly: in the early 1990s, the first two terms seem to have been equal in popularity with the latter or preferred to it, but by the late 1990s velvet had won out.)

This summer's issue has a few echoes of the events of that far-away year. The removal of travel restrictions has meant a renewed Czech community in all corners of the globe, and the article by Jitka Sebek and Marta McCabe on the Seal of Bilingualism for the children of Czech ex-pats and emigres is evidence of the increasing attention – after many decades of neglect - that Czechs abroad are paying to the maintenance of their language and culture, possibly as a result of a less ambivalent attitude among those who left after 1989 toward the country they came from. A report on the annual Czech and Slovak Workshop at the University of Texas – Austin, by Daniel Pratt, reminds us that these days as much of the cutting-edge scholarly and critical enquiry into society and culture in our field takes place in the Czech Republic as it does abroad: a fact that would not have been the case prior to 1989. And Karen von Kunes's review of three-volume textbook of Czech for foreigners, all produced in the Czech Republic, reminds us of migration in the other direction, also much more visible and numerous now than before 1989: the Czech Republic now has a growing population, both transient and permanent, who are native speakers of other languages and come to learn Czech in formal classroom settings. The fact that so many of these textbooks are produced each year for domestic use testifies to the Czech Republic's growing connectedness to all corners of the globe. Who would have believed it possible, back in the summer of 1989?

Neil Bermel
University of Sheffield

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“Seal of Bilingualism” as a Goal and Recognition for Czech Heritage Language Speakers in U.S. High Schools

Jitka Sebek & Marta McCabe,

It is estimated that approximately 2.2 million people living outside of the Czech Republic claim a Czech heritage, and most of them, 1.5 million, live in the United States of America (Ministry of Foreign Affairs of the Czech Republic, 2011). However, by far not all know Czech, and even fewer use it actively. In a largely monolingual society such as the United States, learning a heritage language is not an easy task. It requires time and effort from families and entire communities. While using the Czech language within the family provides the basis for Czech language proficiency among the new generation of Czechs living abroad, it is the community-based Czech schools and organizations that aspire to broaden and improve the Czech language education of this general population. Interest in Czech language schools tends to fluctuate over time, but it is safe to say that it is high among Czechs raising children abroad. For instance, the newest immigrants from the Czech Republic, arriving in the 1990s and later, often came to the U.S. to seek graduate education, professional and career development, or simply a cultural experience (such as via Au-Pair or a Work & Travel program). Their purpose was largely to experience American culture and/or gain work experience. It was only when these recent immigrants decided to settle in the U.S. and start families that they began to wonder how to transmit the Czech language to their children, the second generation. Often finding the task overwhelming, they became more interested in the existence and the mission of community-based Czech language schools. While some parents live in close proximity to such a school, many others lack this opportunity. Some of these parents have been proactive in taking steps towards starting Czech schools in their local communities.

The Czech Language in Communities in the USA

At present, there are about twenty five Czech schools across the United States (České školy v Severní Americe), with at least ten of them established in the past ten years. These include new schools in Boston, Massachusetts, San Diego and San Francisco, California; Atlanta, Georgia; Twin Cities, Minnesota; Durham and Charlotte, North Carolina; Pittsburgh, Pennsylvania; and Seattle, Washington (McCabe, 2017), reflecting a growing interest in maintaining Czech in the second generation.

For instance, when a survey was done in Twin Cities, Minnesota fifteen years ago, interest in a Czech school as well as the number of potential students were low. However, parents took great pride in exposing

their children to the language and to Czech culture at home. The survey revealed that all participating parents believed in the importance of learning and knowing Czech language and Czech culture. The following statements were recorded at this time:

“I personally realized that not everything can be precisely translated into another language and thus the best way how to gain an absolute freedom and independence is to know more languages.”

“Knowing Czech could offer us an advantage in a job search, but realistically -- I see a better benefit in shaping up one’s personality. My daughter was born in America, she belongs there but is not limited by it. She accepts the rest of the world as culturally close for she knows a second language, be that Czech.”

At this time, no local organization or college in Minnesota was offering Czech language classes. Thus, the parents themselves took the necessary steps to start a school, as in other locations. The native Czech and Slovak mothers living in the Twin Cities area created a circle of friends with the purpose of socializing and providing more exposure to the Czech language for their children. As in many other places, the majority of families were mixed marriages: the mothers spoke Czech and the fathers were American. The gatherings became regular and eventually led to the establishment of a Czech school in Twin Cities.

In the meantime, Europe was witnessing the creation of multiple “Czech Schools without Borders.” This umbrella organization coordinates the efforts of a number of Czech Saturday schools across Europe and aims to provide a Czech language education comparable to the curriculum of public schools in the Czech Republic. Czech parents living in European countries tend to maintain a stronger connection with the Czech language and culture than Czechs in the United States, due to their physical proximity to the “homeland.” They are not only able to take more frequent trips to the Czech Republic, they also often take their children to the Czech Republic for annual language testing, which may also strengthen their motivation to keep up with the demanding language curriculum throughout the school year. In addition, they live in a multilingual environment where the study of foreign languages is encouraged and valued.

Parents in the U.S., on the other hand, find themselves in quite a different situation. Due to the distance between their country of residence and the Czech Republic, they are often not able to afford frequent trips “home,” including annual trips for testing. Moreover, growing up in the United States, a largely monolingual society, the children do not always see a convincing reason to maintain the Czech language at a high level simply to receive a certificate that is valid/recognized only in the Czech Republic. For these reasons, most Czech speaking students tend to stop attending Czech schools in the United States during their middle- and high-school years. Both the parents and the Czech schools make efforts to find a moti-

vation for their children to continue to spend time learning Czech, a language that none of the public schools in the country acknowledge as a valuable skill. While both parents and students value the Czech language, they often favor students' spending their time on a language that is recognized and more valued by the public school system, such as Spanish or French.

Until recently, there was no U.S. certificate recognized by the U.S. public schools and universities that would endorse the Czech language skills of these children. However, the situation is changing and two types of certification are now available. These relatively new awards are called the Seal of Biliteracy and the Global Seal of Biliteracy, and they offer the opportunity for Czech-speaking high school students to obtain official recognition for their proficiency in the Czech language as part of their high school diploma, a recognition that can be included in college applications. In addition to receiving the Seal, students may receive high school credit when they prove their knowledge of the Czech language. However, the process of gaining the Seal of Biliteracy for a less-commonly taught language can be challenging. Namely: (1) The "Seal of Biliteracy" award must be approved by each U.S. state and the rules differ state-to-state. (2) It is awarded at the local level, by the public schools or school districts, thus requiring students to approach their individual public schools and convince them to award the Seal. (3) No universally recognized Czech language test is currently available for this purpose (although one test has been approved in Minnesota and another is being developed by ACTFL, the American Council for the Teaching of Foreign Languages, see below). Typically, such a test would need to (a) test all four skills: listening, speaking, reading, and writing, and (b) be developed specifically for testing teenagers, since most states do not recognize language tests developed for adults, and (c) offer several proficiency levels.

Seal of Biliteracy

The original concept of the "Seal of Biliteracy" award was started in California in 2008 by an organization called "Californians Together" as a way to empower its large population of Latin American students and other English-language learners. The Seal attempts to change the way people in the U.S. view foreign languages and to present the foreign language skills of public-school students as an asset, rather than a burden. Currently, the term "English language learner" refers to speakers of languages other than English in U.S. public schools. This term focuses on the children's incomplete proficiency in English instead of their knowledge of foreign languages. In contrast to this view, the Seal of Biliteracy aims to celebrate the foreign language skills of these students. California became the first state in the nation to award the Seal of Biliteracy: in the spring of 2012, state Seals were awarded to over 10,000 graduating seniors in Califor-

nia. Since 2012, the Seal of Biliteracy program has spread into 36 U.S. states (as of March 2019). The Seal of Biliteracy recognizes the multilingualism of public-school students, and it is typically awarded as part of a high school diploma. It takes the form of a gold seal that appears on the transcript or diploma of the graduating senior, and it is a statement of accomplishment to future employers and for college admissions. In some states, this award may carry a different name than "Seal of Biliteracy." In North Carolina, for instance, the award is called "Global Languages Endorsement." For more information about each state's rules and requirements, visit <https://sealofbiliteracy.org>.

The Seal of Biliteracy has become a widely acknowledged certification of high school students' foreign language proficiency. Most typically, the state Seal is awarded for languages taught in public schools and/or for more commonly-spoken languages, such as Spanish, Arabic, Mandarin, French, German, Japanese, Korean, Russian, Tagalog, among others. However, as long as necessary arrangements are made, the Seal can be awarded for any foreign language, even for a language that is not taught in the local public school. Thus, the Seal of Biliteracy can be awarded for Czech language proficiency as long as: (1) the rules of the specific U.S. state are followed, (2) the school or district agrees to award the Seal, and (3) the language is either taught in the given public school or the child's proficiency is demonstrated via a recognized test. As mentioned above, the rules vary state-by-state, but generally, the Seal can be awarded either if a student completes a certain number of semesters of the given language (such as if a student takes four semesters of French language in high school) or if a student passes an external test that assesses all four skills (listening, speaking, reading, and writing). Since the Czech language is not taught in U.S. high schools, only the second option applies to the speakers of Czech. If the given state Board of Education is willing to recognize an existing test in the Czech language, receiving the award should then be straightforward: (1) students take an external test, (2) the school or district receives the results, and then (3) the school or district issues the Seal of Biliteracy. However, access to a recognized test is a major challenge or stumbling block for students aspiring to gain the Seal of Biliteracy for their proficiency in the Czech language. For the more commonly taught languages, applicable tests are generally available. For example, Advanced Placement Class participants can take the AAPPL (Assessment of Performance toward Proficiency in Languages). However, the AAPPL tests are only available in Arabic, Chinese, French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Thai. The good news for the Czech language is that, as mentioned above, two efforts are currently under way to address the testing issue: one in Minnesota and one initiated by ACTFL.

Upon the approval of the Seal of Biliteracy in Minnesota, in 2015, Czech language teachers in Minnesota contacted local high schools to urge language teachers to participate in the program. They also contacted local university linguists, asking them to provide a presentation that would explain the logistics of this new type of language certification. The main local promoters of the Seal of Biliteracy met at the Sokol Hall, the Czech and Slovak community center of Minnesota, and among the attendees and participants were representatives of the Minnesota Department of Education and also of the Czech, Slovak, Polish, Russian and Hungarian heritage schools. All were eager to hear more about the process required to recognize students' foreign language skills. The well-established foreign languages in K-12 public schools soon came up with complete sets of tests, but the progress was much slower for Czech and the other less commonly spoken languages due to the lack of available tests meeting the four core requirements (see above). At this point, the co-founder and director at Czech and Slovak School Twin Cities, Minnesota, Jitka Sebek, decided to develop tests in the Czech language that would be aligned with the Minnesota Department of Education requirements. For two years, she attended ACTFL workshops for language test raters and worked on a Czech-language test, and this year (2019) this test was approved by the Minnesota Department of Education as suitable for the Seal of Biliteracy award. This means that from now on, any Czech-speaking high school student in Minnesota can receive the Seal of Biliteracy if s/he passes this test. In addition, it sets a precedent for other states to likewise recognize this test and include it in their lists of approved assessments.

A second important effort is currently being undertaken by ACTFL, which is developing tests in multiple languages that would be usable for the Seal of Biliteracy across all states. The test is called "ACTFL K-12 OPI and WPT Bundle" and it tests all four skills, has various proficiency levels, and it is developmentally appropriate for teenagers (high-school students). Czech is among the many languages for which these tests are being developed. More information should become available from ACTFL during the year 2019. The major benefit of this effort is that most states and their respective Departments of Education are familiar with other ACTFL tests and thus will likely be willing to accept this test for the Seal of Biliteracy award. For instance, North Carolina has already listed this test among the approved Seal of Biliteracy assessments.

Overall, much progress toward establishing the Seal of Biliteracy for Czech language skills has been made both in Minnesota and at the national level. This award will recognize the bilingual/multilingual skills of Czech-speaking teenagers in the U.S. In any state, however, the initiative must come from the bottom up. Czech speakers who wish to receive recognition for

their language skills must approach their high schools to inquire about the specific rules and steps towards receiving the Seal of Biliteracy. For more information and instructions on how to proceed, the authors recommend contacting officials associated with the individual state's Seal of Biliteracy, listed by state at <https://sealofbiliteracy.org>.

Global Seal of Biliteracy

In addition to the state-issued Seal of Biliteracy, a simpler version of this award has recently become available, the "Global Seal of Biliteracy." While it is not as thorough or as widely recognized as the state Seal of Biliteracy, it offers at least two benefits. First, it is more flexible, because it does not have to be awarded by public schools or districts. Therefore, it opens a door for Saturday school students and individuals to apply for and receive the award independently of public school bureaucracy. Second, the Global Seal collaborates closely with a testing company called "Avant Assessment," which focuses on developing tests of less-commonly taught languages, such as Czech or Slovak. In the year 2018, the company created a survey to allow different language groups to "vote" for which language tests should be developed next, and Czech was among the languages with the highest response. As a result, Czech tests are currently being developed and should become available in 2019. However, as mentioned above, the Global Seal of Biliteracy is not as thorough as the state Seal of Biliteracy, as it tests only two skills (speaking and listening). Nevertheless, this may be a viable option for students in states with relatively inflexible Departments of Education, and for with students who have only oral skills. For more information on how to obtain the Global Seal for Czech language proficiency, readers can consult the Global Seal of Biliteracy website (<http://www.globalsealofbiliteracy.net>).

Together, the state Seal of Biliteracy and the Global Seal of Biliteracy present exciting new opportunities for speakers of Czech in the United States, as for the first time they allow students to gain recognition for their Czech language proficiency. The benefits of this recognition are numerous. First, the Seal of Biliteracy certificate becomes part of the student's high school diploma and thus can be used in college applications. Second, it allows students to receive high school credit for their Czech language proficiency. Third, it validates the Czech language in the eyes of public school teachers, administrators, students, and the broader society. Finally, the exam and award can provide a largely-missing motivation for middle- and high-school students to continue their study of the Czech language. Knowing that they can receive a U.S.-based certificate for Czech language skills that is recognized by both colleges and employers, students may have a stronger incentive not to "give up" their native language during the crucial teenage years. For example, teenage students at the

Czech and Slovak School of Twin Cities were recently interviewed for a local documentary, with numerous questions addressing their motivation: “How do you feel about coming here on Saturdays?”, “Why do you come to this school?”, “What do your K-12 school friends say about your Czech roots?”, and so on. To their teachers’ pleasant surprise, they answered all of these questions positively, without hesitation and with pride. Perhaps their parents and teachers have explained the benefits of knowing the Czech language to them, or perhaps now, with the Seal of Biliteracy award available to them, they see a way to apply their skills in the society in which they live.

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Nineteenth Annual Czech and Slovak Workshop at the University of Texas at Austin

Daniel W. Pratt,
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The annual Czech and Slovak Workshop, this year with a slight name change, was held at the University of Texas at Austin on April 5-6. Mary Neuburger and Christian Hilchey graciously hosted the conference with organizational help and institutional memory from Kimberly Zarecor of Iowa State. With eighteen presentations by researchers from both North America and Europe held over two days, the conference was an unmitigated success. Graduate students, postdoctoral researchers, young faculty, and

full professors presented on topics ranging from early modern death rites to contemporary literary criticism, from German and Czech disputes over beer to arguments over the shared military past of Czech and German soldiers in the famed 91st regiment. The depth of research on all accounts combined with the usual friendly atmosphere allowed for a rich discussion on all subjects.

The conference proceeded roughly chronologically, beginning in the early-modern era, progressing to recent exhibitions concerning the underground and Czech dissent. Eva Jarošová (Univerzita Karlova/ University of Alberta) kicked off the conference with a vibrant discussion of early-modern death rituals in the Czech lands. She considered the memorialization of loved ones through tombstones and other forms of mourning that showed a good death. For the early-modern Prague residents, according to Eva, demonstrating a good death meant that the mourned person had lived a good life.

The next few presentations looked at ethnic tensions in the late Habsburg period, destabilizing the traditional distinctions and divisions between Czechs and Germans. Alison Orton (University of Illinois, Chicago) discussed a part of her dissertation on the material history of beer in the Czech lands and in America. She showed how Czechs and Germans were unwilling to change their drinking habits despite the nationalists’ concerns with beer production at the end of the nineteenth century. Marco James (University of Illinois, Urbana-Champaign) continued this theme by examining the celebrations of the Golden Jubilee of Franz Joseph’s ascension to the Habsburg throne, occurring in the same year, 1898, as the centennial of František Palacký’s birth. Marco showed that the two anniversaries did not hold two distinctive and divisive celebrations, but instead overlapped, emphasizing the complex loyalties that Czechs had to their nation and to the monarchy.

The next three presentations looked to the processes by which the new Czechoslovak state, its military, and its artists tried to carve out space for themselves in Central Europe. Jonathan Parker (University of Texas, Austin) showed propaganda pamphlets issued in French and English aimed at creating a legitimate name and clear(ish) borders of the new country. Kevin Hoepfer (University of North Carolina) presented on the complex legacy of the 91st Infantry Regiment from Budweis/Budějovice, a mixed regiment of Czech and German soldiers. After the war, both sides commemorated their past military activities, but in ways that corresponded to the new national narratives of Austria and Czechoslovakia. Julia Secklehner (University of Birmingham/Masarykova Univerzita) demonstrated how Czech and Slovak photographers borrowed aspects of *Heimatphotographie*, a genre associated with German National Socialism, and used them to emphasize feminist, ethnographic, and Slovak and Czech posi-

tions. Her work not only disrupts the nationalist narrative of this form but shows how the genre reached far beyond the traditional understanding of *Heimat* itself.

The first day concluded with a keynote address from Barbara J. Falk (Canadian Forces College/Royal Military College of Canada) on Havel and his construction of responsibility. According to Barbara, Havel's oft-cited themes of power and truth cannot be fully understood without the third term, responsibility. Taking Havel's philosophical work alongside his plays, Barbara argued that Havel took responsibility for the world as the basis of his philosophy. Living in truth relies on feeling a responsibility for the world, and that this responsibility defines our ability to undermine the power of unjust systems.

The second day moved on to post-war discussions and the tensions between ideology and reality in Socialist Czechoslovakia. Traci O'Brien (Auburn University) examined Lenka Reinerová's complex relationship with the Communist government and Marxist ideology. A committed Communist as well as a member of the German-speaking, Jewish Prague community, she was an exile during the war and a prisoner afterwards. Reinerová lost faith in the Communist government after her imprisonment, but she nevertheless maintained hope in Marxism. Barış Yörümez (University of British Columbia) further investigated people's complex allegiances to the Communist government by looking at white-collar workers in the 1960s through popular New Wave films. Although they succeeded more than their neighbors, Socialist Czechoslovakia failed to establish a loyal white-collar class, despite state incentives to create a "Red Intelligentsia."

Klára Pinerová (Ústav pro studium totalitních režimů) presented her colleagues' and her work on the prison system in Czechoslovakia. Her research group has examined not only the material conditions of the prisons, but also conducted interviews with both guards and prisoners. Klára gave us an overview of her group's work by discussing the changes in the prison system, both ideological and practical, from the nineteen-fifties to 1989. Sarah Schmitt (Sam Houston State) offered her research on PanAm's attempts to establish transatlantic flights between New York and Prague. Although we might expect that these attempts would disappear after the Warsaw Pact Invasion of Czechoslovakia in Autumn of 1968, Sarah showed how these negotiations continued after this historical turning point.

Our hosts Christian Hilchey and Mary Neuburger (University of Texas, Austin) exhibited the resources that the University of Texas has to offer Czech teachers and researchers. Christian showed us his first-year Czech textbook, available now online at <https://realityczech.org> in part and soon in its entirety. The textbook is an open-resource, communicative source that incorporates videos, exercises, and grammar explanations with an innovative approach to

the living Czech language. Mary showed us the materials available online through the Lyndon Baines Johnson archive at Texas about the Warsaw Pact Invasion of Czechoslovakia, available at <http://scalar.usc.edu/works/prague-spring-archive/index>. Both websites should be immensely useful for students and scholars. (More information on the LBJ archival project is to be found in the Announcement section of this Newsletter.)

The final three presentations turned to more contemporary events in the Czech Republic. Lucie Malá (Univerzita Karlova and UNC Chapel Hill) discussed her work on the history of Czech literary criticism and its future in the Czech Republic. Due to censorship during the explosion of theory in the West, current Czech theorists have relied on a slim number of translations to develop a theoretical tradition of their own. This has created a problem in understanding the trajectory and applicability of the theories, as well as in creating a history of them. I presented a short work on Kundera and his understanding of irony. Veronika Tuckerová (Harvard University) closed the day with a discussion of two exhibitions she has worked on in the Czech Republic: *Charta Story* and *Nezlomní: Od Franze Kafky po Sametovou revoluci* (Unbreakables: From Franz Kafka to the Velvet Revolution). The first is a visual and textual representation of the events and people surrounding *Charter 77* held at the Salm Palace in Prague and soon to be viewed at the Stadtgeschichtliches Museum Leipzig, co-authored with Zuzana and Eugen Brikcius, Eva Vones, and Pavel Kohout. Continuing her work with Zuzana Brikcius, Veronika contributed texts to an interdisciplinary exhibition of text and visual art *Nezlomní* that was curated by Zuzana and will be held in Prague's Obecní dům to mark the 30th anniversary of the Velvet Revolution.

After the final presentation, all the participants moved over to Scholz's, a restaurant in an old German hall in Austin, where we discussed the work from the conference and our future work together. Even though we had talked about almost five hundred years of Czech and Slovak history and culture over two packed days, there was still plenty to discuss. Some of that, however, will have to wait until the Twentieth Czech and Slovak Workshop next year at The National Czech and Slovak Museum & Library in Cedar Rapids, Iowa!

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▣▣▣ Rubrika UčMat ▣▣▣ UČEBNÍ MATERIÁLY (UčMat), číslo 13

Kateřina Šichová
Universität Regensburg

Rubrika *UčMat* vychází v časopise *Czech Language News* od podzimního čísla roku 2012. Publikujeme zde recenze a zprávy o nových, ale i starších publikacích, které jsou na trhu k dispozici a s nimiž byste Vy, učitelé nebo autoři, chtěli své kolegy seznámit. V rubrice upozorňujeme nejen na klasické učebnice, ale i na doplňkové materiály nejrůznějšího charakteru, které jsou např. volně dostupné na internetu nebo které lze získat u nejrůznějších institucí. Starší čísla rubriky *UčMat* jsou ke stažení na stránkách časopisu Starší čísla rubriky *UčMat* (resp. kompletní čísla časopisu *CzLN*) jsou ke stažení na stránkách <http://czechlanguageassociation.tumblr.com/#25448992896>.

Pokyny pro autory: Redakce *CzLN* rubriky *UčMat* žádá autory, aby své příspěvky posílali e-mailem na adresu [katerina.sichova\[at\]ur.de](mailto:katerina.sichova[at]ur.de). Text o rozsahu min. 2 a max. 4 strany (MS Word, Times New Roman 12, řádkování 1,5) by měl obsahovat i jméno a pracoviště/pracovní zařazení a pro rubriku relevantní publikace autora. O zveřejnění recenze rozhodne redakce. **Příspěvky do rubriky UčMat jsou výhradně v českém jazyce.**

Jitka Cvejnová, *Česky, prosím I, Učebnice češtiny pro cizince, Level A1* (2018), *Česky, prosím II, Učebnice češtiny pro cizince, Level A2* (2017), and *Česky, prosím II, Pracovní sešit Level A2* (2017), all published by Univerzita Karlova: Karolinum. ISBNs: 9788024615776; 988024621050

In the Introduction to *Česky, prosím I, Učebnice češtiny pro cizince*, the author, Jitka Cvejnová,

explains that this is the first volume of a four-volume Czech textbook for foreign learners, which is composed of four levels A1, A2, B1, B2 *Společného evropského referenčního rámce pro jazyky*. *Jak se učíme jazykům, jak je vyučujeme a jak v jazycích hodnotíme*¹ (Olomouc 2002). This first volume is based on *Čeština jako cizí jazyk* (Czech as a Foreign Language), Level A1 (MŠMT, Praha 2005) by Marie Hádková, Jan Línek a Kateřina Vlasáková. This volume is intended to be covered within the first 100 hours of instruction. It is designed for young adults (*dospívající mládež*) as well as for adult learners. All instructions are given in Czech and learners need to work with oral listening devices and a workbook, which allow them to practice pronunciation, spelling, grammar, and vocabulary. As the author claims, grammar is limited to basic communication—fast, effective and reliable. The workbook is comprised of phonetic transcription of oral texts, the key to some exercises, the key with explanation of included tests, and a vocabulary.

This series is designed for foreign learners of Czech who reside in the Czech Republic. It is conceived within the traditional frame of learning languages in Europe, and the textbook is an efficient tool for students who are familiar with basic structures of European languages, such as noun declensions and grammatical gender as in German, French, etc. Grammar frames, such as the conjugation of verb *být*, are highlighted by different colors for a quick reference, with the patterns of practice based on rote memorization rather than on conceptual understanding and communicative practice. To learn the various grammatical patterns, one needs to use the reference section at the end of the book (pp. 183-200). The overview of grammar (*Přehled gramatiky*) is organized by a Czech structural approach, as traditionally presented in school to Czech children. For instance, examples of female surnames formed by the suffix *-ová*, such as *Urban > Urbanová, Barták > Bartáková, Černý > Černá*, etc., are addressed with a note of “special cases:” *Hudec > Hudcová, Havel > Havlová, Hájek > Hájková and Duben > Dubnová*. As simple as this looks to native speakers and sophisticated learners of languages, American students would be confused why these forms are as they are. Moreover, these forms are given only in the nominative case, so once students encounter forms with additional endings, such as *o Hájkové* and *s Hájkovou*, they may be confused.

The section on the genitive case introduces four prepositions (*do, z, u, vedle*) and examples of the endings of grammatically inconsistent words: *do Prahy, do Londýna, z Maroka, z výletu, do Prahy, u*

¹ These levels are in accordance with the Common European Referential Frame for Languages: How we Learn Languages, how we Teach Languages and how we Evaluate Languages.

řeky, u nádraží, vedle školy, etc. There are nine short sections in gray color with possible noun endings in the singular and plural. Learners hearing Czech every day might gradually learn these endings, but American college students would be confused because they first need to understand why these particular endings are attached to each noun. This presentation shows multiple endings appearing in the nouns with variety prepositions. Another example is the presentation of shifting the enclitic *jsem* in the past tense: *Byl jsem doma, včera jsem byl doma, včera večer jsem byl doma, včera večer v deset hodin jsem byl doma*. This simple pattern is too simplified because it gives no explanation why the position of *jsem* must be in this particular order nor does it indicate the form for female speakers and for more than one speaker. The section and examples on “Active Verbs,” *Akční slovesa – imperfektivní a perfektivní futurum*, are clearly presented, as in *bude nakupovat a bude uklízet* versus *nakoupí a uklidí*, but the clarification of the verbal aspects is to be found in the textbook Level A2 on p. 239. It would be beneficial to add a brief note that the perfective future is used when an action is perceived as completed.

While grammar exercises are practical and include good everyday vocabulary, some provide inadequate instructions, as in lesson 9: “*Utvořte věty a napište.*” For instance, the structure consisting of *nemít - (my) - rádi - a - zima - podzim* calls for changes in noun cases and the verb ending according to its subject *my* in parenthesis: *my nemáme rádi podzim a zimu*. However, the next pattern in the same exercise is less clear: *foukat - dnes - být - vítr - a - zataženo*, for it can be rendered either in the present tense with a verb change: *dnes fouká vítr a je zataženo*, or presented as an infinitive pattern *má* (it’s supposed to): *dnes má foukat vítr a být zataženo*. The next pattern requires a preposition *v* (in) without any clear indication: *léto - být - bouřky - večer - často*. This inconsistency, which may be obvious to students immersed in the Czech language environment, may be frustrating for students who are exposed to the language instruction just a few hours per week.

This series might be adequate for students in the Czech Republic, but less so for students in the US and Canada. The essence of the problem consists not only of the differences in structural systems but also in cultural sensitivity and/or insensitivity. American and Canadian students who have been developing their analytical skills from childhood may find contextual “warning” in these texts that a native speaker might not be aware of. A good example is in one of the readings about non-Czech students who take a train to visit the Karlštejn Castle. The description of their journey is factual and quite dry (*Prohlídka trvala hodinu a půl a byla moc zajímavá*), but it contains practical vocabulary, such as *zpáteční jízdenka, vagon, obsazený, zastávka, vesnice*, etc. Here, for instance, an adverb *historicky* after *zajímavá*, would make its

context slightly more informative, especially if a brief storyline relating to Karlštejn historicity would be mentioned. The sentence that follows, *Navíc průvodkyně mluvila dobře anglicky*, contains a filler *navíc* that in analytically oriented students evokes an expectation of (female) local guides “not speaking English well.” While in many situations this may be true, the fact remains that today some young Czechs master English better than Czech émigrés living in English-speaking countries. In addition, this context presents cultural realia as negative, which is unnecessary if not hurtful. Fillers in Czech (*navíc, vůbec, ještě*, etc.) may be interpreted in a variety of ways, and while native speakers usually perceive them the way they are intended, they also could be easily misunderstood by non-native learners of Czech.

In Lesson 10, page 164, is a series of four schematic dialogues that American students might find contextually inappropriate. Their title alone, *Nedělejte si starosti* (Don’t worry), expresses cultural differences: what Czech culture might find amusing, another culture might find appalling. From the viewpoint of the authors of the textbook, the embedded humor is in negative situations, in possible everyday occurrences that are resolved easily, almost brushed over. From the American viewpoint, the negative situations emphasize factual realia as in a) On the street, *Na ulici*, in which Speaker A asks Speaker B for help because his car was stolen from the parking lot near the town square. In b) On the highway, *Na dálnici*, Speaker B calls for help because he was in a car accident, is injured and his wife has shown no signs of movement, *nehýbe se*. Speaker B assures the man involved in the accident that this is no problem (because) he will call an ambulance. However, Speaker A’s reaction to Speaker B’s help is: What a bad luck! My car is new and not insured yet. *Je to hrozná smůla. Auto je úplně nové a ještě není pojištěné*. This brief dialogue is disconcerting because Speaker A is concerned more about his car rather than his injury and possible injury, if not death, of his wife. In addition, it relates a message that in the Czech Republic (new) cars don’t have to be insured. The dialogue c) Near Train Station, *U nádraží*, can even produce anxiety in students by throwing a negative connotation onto life. Speaker B intends to take a train to the town of Plzeň. Approaching the train station, he is warned by Speaker A: You can’t! Run! Fast, away! *To nesmíte! Utečte! Rychle pryč!* While Speaker B believes that there is a fire, Speaker A tells him that there might be a bomb at the train station—the police were warned by a message. Speaker B does not worry about the bomb threat but about his disrupted journey: But how do I get to Plzeň now? *No ale jak se teď dostanu do Plzně?* Again, while these simple dialogues are rich in lexical and morphological substance and are embedded with black humor, they emphasize negative occurring and lack the true representation of characters of Czechs. If American and Canadian students know virtually

nothing about history and culture of the country, they may create a picture of everyday terrorism, theft and lack of empathy in Czech citizens. It is a well-known fact that textbooks should be unbiased and if they aim at any culturally real situations, they should be void of confusing nuances and possible negative interpretations and connotations.



Česky, prosím III (2016, ISBN: 978802463512), which was examined only partly for this review, has a good comprehensive review of grammar, including an alphabetical list of imperfective verbs that lack their perfective aspect. This basic information is valuable because it is rarely mentioned in textbooks. In this part III, readings are at practical and sophisticated levels: how to conduct a job interview, information about the Czech Republic, etc. It also includes factual information about the required level of Czech in order to apply for Czech citizenship and the importance of holding a work permit in order to work in the Czech Republic. Occasionally a sentence sounds a bit un-Czech, like this one: *Ale hned po několika minutách, co se dáte do práce, už vidíte, že váš úkol není zase tak obtížný, že jej můžete zvládnout.* The last two subordinations of this statement should be either: ... *že váš úkol není zase tak obtížný, že jej nemůžete zvládnout*, or ... *že váš úkol není zase tak obtížný, takže jej můžete zvládnout.* Needless to say, *zase* is an unnecessary filler in this statement. In another example, *Nepřerušujte práci klidně několik hodin v kuse a teprve pak si dejte delší přestávku*, an educated Czech speaker would say: *Nepřerušujte práci po několik hodin, (klidně) pracujte v kuse² a teprve pak si dejte delší přestávku.*

In conclusion, while the value of this textbook series is primarily in lexical richness, phonetic transcription, auditory recordings, and the overview of grammatical features (especially in *Česky, prosím III*), it is supportive of learning structures within European countries, aimed at non-native learners residing on the

Czech-speaking territory. This textbook series is less practical for learners on the North American continent unless they are highly advanced and/or fluent heritage speakers of Czech.

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Czech Summary:

Několikadílnná učebnice Jitky Cvejnové, *Česky, prosím, Učebnice češtiny pro cizince*, cílí na dospívající mládež a dospělé, kteří nejsou rodilí mluvčí, ale žijí v České republice a chtějí se obstojně naučit česky. Učebnice je zkoncipována tradičním způsobem a je vhodná a přínosná především pro ty, kteří mají znalost evropských jazyků a základů gramatických pojmů. Pro americké studenty je však k používání obtížná z několika důvodů: a) důraz je kladen na slovní zásobu, nikoliv na logický přístup; b) příklady, pomocí nichž je vysvětlována gramatika, jsou občas nesrozumitelné; c) z amerického hlediska jsou některé dialogy a články společensky nekorektní.

Boccou Kestřánková, Marie/Štěpánková, Dagmar/Vodičková, Kateřina (2017): *Čeština pro cizince A1 a A2*. Brno: Edika, 570 stran, ISBN: 978-80-266-1187-5.

Nabídka učebnic češtiny pro cizince rozšířila v roce 2017 nová publikace týmu autorek pod vedením Marie Boccou Kestřánkové. Jedná se o učebnici *Čeština pro cizince A1 a A2*, která doplňuje publikace *Čeština pro cizince B1* a *Čeština pro cizince B2* a vytváří tak s nimi ucelenou trojdílnou řadu. Objemná učebnice (čítající 570 stran) vychází jako komplet společně s pracovním sešitem a audio CD.

Autorky samy knihu prezentují jako vhodnou pro všechny národnosti, jejímž cílem je dovést studenty na úroveň A2 podle Společného evropského referenčního rámce (SERR).

² Another possibility would be: *Nepřerušujte práci a klidně pracujte několik hodin v kuse...*



Obálka učebnice

Učebnice sestává z dvanácti kapitol, její textová složka je v každé z nich rozdělena do několika kategorií. Každá lekce je zahájena částí MINIDIALOGY, které odpovídají reálným situacím a jsou uvedením do komunikačního tématu lekce, přičemž každá z lekcí se věnuje tématu jinému (např. návštěva, nakupování, město, v restauraci, u lékaře, v hotelu, policie, kultura atd.). Dále následuje část SLOVNÍ ZÁSoba, která postupně nabývá na objemu s tím, jak postupujeme učebnicí. S ohledem na jazykově různorodé uživatele učebnice neobsahuje překladové ekvivalenty v jiných jazycích, přehledný česko-anglicko-ruský slovníček ke každé lekci je možné najít na webových stránkách nakladatelství Albatros media (<https://www.albatrosmedia.cz/tituly/35446306/cestina-pro-cizince-a1-a-a2/>). Další částí jsou DIALOGY, které jsou rozsáhlejší než minialogy a dále do hloubky propracovávají dané komunikační téma. Po textové části, která klade důraz především na praktické využití prezentovaných slov a vět, následuje část GRAMATIKA, opět navázaná na komunikační téma. Další částí je ČTENÍ + PSANÍ a POSLECH + PSANÍ. Následují části ZOPAKUJTE SI a VÝSLOVNOST. V každé lekci je v závěru zařazena část REÁLIE, která se týká sociálních a kulturních aspektů života v České republice. Veškeré texty v učebnici obsažené jsou psány jazykem sice samozřejmě přizpůsobeným dané jazykové úrovni studentů, zároveň ale působícím přirozeně a živě.

Stejně jako učebnice je i cvičebnice v jednotlivých lekcích dále diferencována, a to na části SLOVNÍ ZÁSoba, GRAMATIKA, ZOPAKUJTE SI a PSANÍ. Cvičebnice slouží především pro upevnění probrané gramatiky – ta se zde důsledně procvičuje a opakuje, objevují se nejrůznější typy úloh, včetně

práce s obrázky.

Mezi pozitivní aspekty publikace bych rozhodně zařadila to, že působí na první pohled graficky velice sympaticky, stránky jsou přehledné, nechybí množství zdařilých ilustrací, které jsou pro studenty srozumitelné a mohou velice dobře posloužit jako podnět ke konverzaci. Gramatické tabulky jsou zde jasně a přehledně zpracované, student má zároveň dostatek místa k psaní případných vlastních poznámek. Učebnice se drží jednotného grafického zpracování, které se objevilo už u předchozích publikací dané řady.

Hlavním pozitivem učebnice je však bezesporu její komplexnost. Zabývá se poctivě všemi aspekty jazyka a díky přiložené cvičebnici je i důkladně procvičuje. Obzvláště cenné je to v oblasti produktivních kompetencí – psaní a mluvení, které je podpořeno i soustavným nácvikem výslovnosti. Ta je v řadě dalších učebnic zastoupena pouze okrajově, zde se objevuje v rámci celé publikace, a je dle mého názoru zpracovaná vynikajícím způsobem. Část VÝSLOVNOST je samostatnou součástí každé lekce, studenti zde mají možnost systematicky procvičovat například délku vokálů, znělost konsonantů, větnou melodii, slovní přízvuk atd. Cvičení jsou vždy nedílně propojena s poslechem (nahrávkami na CD), studenti se tedy učí nápodobou, opakováním, či sami doplňují grafémy podle poslechu.

Jak student postupuje učebnicí, jsou na něj kladeny čím dál vyšší nároky, které mu pomáhají požadované kompetence logicky postupně rozvíjet. Například v lekci 5 má student napsat minimálně 5 vět na téma „Výlet – sport nebo kultura“, v dalších lekcích jsou po něm požadovány už i delší písemné projevy, přičemž délka textu je vždy zadána (jedná se např. o e-mail do jazykové školy v lekci 6, e-mailová rezervace do restaurace v lekci 7, nebo vyprávění o minimálně 40 slovech v lekci 11).

Část REÁLIE se klasicky zaměřuje především na rozvíjení socio-kulturních kompetencí. Předpokládá se, že tuto část ocení především Slované. Zde jsou studenti seznamováni s kulturou, historií, geografii a architekturou či zvyklostmi v České republice (např. jak Češi používají akademické tituly, jak se zde Vánoce či Velikonoce, jak se chovat na návštěvě), nechybí ani oblíbená témata jako slavní Češi, slavné české filmy nebo populární seriály (např. *Vyprávěj*). Témata jsou poměrně různorodá, nicméně jejich originalita je limitována úrovněmi A1 a A2. Zpestřením jsou krátká videa, která byla vytvořena přímo pro učebnici *Čeština pro cizince A1 a A2* a která lze stáhnout na webových stránkách nakladatelství Albatros media (<https://www.albatrosmedia.cz/tituly/35446306/cestina-pro-cizince-a1-a-a2/>). Tato videa zachycují běžné, každodenní, často specificky české situace – přezouvání se doma, nepříliš příjemné chování sekretářky na studijním oddělení atd.

Přes všechna svá pozitiva má učebnice i slabší stránky. Jako jednu z nich bych viděla část

MINIDIALOGY v prvních třech lekcích. Zde je poměrně nutné studentům přehrát audio, na kterém se kromě proslovů objevují i další aspekty komunikační situace – ruch okolí, emoce v hlasech účinkujících, zazvonění telefonu, ztišení nahrávky atd. Bez audio podpory je pro studenty na této úrovni (A0) poměrně náročné pochopit kontext a rozpoznat, o co se v dané komunikační situaci jedná. V dialozích se objevuje poměrně velké množství eliptických vyjádření (nedořečené fráze, vynechaná slova a nedořešené situace). Na této jazykové úrovni by ale měl student v učebnici nacházet jasné a ukončené věty, které může poté sám používat v reálných situacích.

DIALOGY 1

DIALOGY

Přečtěte si úkol č. 1 k dialogu A. Poslechněte si dialog A, pak udělejte úkol č. 1.

DIALOG A: Formulář

Ivana: Dobrý den.

Ekonomka: Dobrý den.

I: Já jsem Ivana Štátná. Vy jste paní ekonomka?

E: Ano, Jana Tichá, ekonomka.

I: Jsem studentka a jsem...

E: Ano, ano, ano. Formulář?

I: Ano. Jeden prosím.

E: Vy jste Ivana Štátná. Adresa?

I: Adresa je Podskalská 16, Brno 6.

E: Podskalská 16, Brno. ... Paní Štátná!

I: Mobil.

E: Telefon!? No, ne!

I: Promiňte. Já...



01-06

Úkoly k textu:

1. Poslechněte si text. Odpovězte.

- a) Kdo je Ivana?
b) Kdo je Jana?

2. a) Přečtěte si text. Pracujte podle vzoru.

- | | |
|--------------|--------------------------|
| 1. Jméno: | a) Štátná |
| 2. Příjmení: | b) Ivana |
| 3. Adresa: | c) studentka |
| 4. Povolání: | d) Podskalská 16, Brno 6 |

b) Pracujte podle vzoru. Co je správné?

Vzor 1: V dialogu nemluví Ivana.

Vzor 2: V dialogu mluví Ivana.

- a) Jana Tichá je studentka.
b) Paní Štátná je ekonomka.
c) Adresa je Podskalská 16, Brno 6.

— 9

Ukázka dialogů z lekce 1

MINIDIALOGY

Minidialog 1

A: Prosím vás! Paní, prosím vás!

B: Eee...

A: S dovolením!

B: Já, já, já...

A: S dovolením.

B: Moment!

A: Prosím vás. S dovolením.

C: Prosím? Pane, tady je náměstí. Tady nejste...



02-01

Minidialog 2

A: Haló! Haló, paní! Haló!

B: Aaa...já?

A: Ano.

B: Aha. Prosím.

A: Telefon!

B: Jeéé, já jsem...

A: To nic. Tady je.

B: Ach jo, děkuju. Moc děkuju.



02-02

Minidialog 3

A: Hele, to je ... eee ... Pavel Malý.

B: Kdo to je?

A: No, zpěvák.

B: Zpěvák?! Aha.

A: Ano, to je on!



02-03

Minidialog 4

A: Pardon. Nejste pan doktor Nádvořník?

B: Ne, to nejsem já.

A: Aha, tak pardon.

B: To nic.

A: Na shledanou.

B: Na shledanou.



02-04

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Ukázka minidialogů z lekce 2

Snaha napsat učebnici pro všechny národnostní skupiny studentů je vždy ošemetná. U této učebnice je poměrně zásadní, aby si lektor uvědomil, že je potřeba poměrně striktně diferencovat typy úloh, které zadá jednotlivým studentům. Autorky k tomu ve svých metodických poznámkách i vyzývají – učebnice lektorovi nediktuje pořadí aktivit, ani žádné nepreferuje. Nabízí jich širokou škálu a ponechává lektorovi volnost, aby si vybral ty, které považuje pro svoji skupinu za nejvhodnější, případně se k některým později vrátil. Zkušený lektor se tedy může zaměřit na cvičení na produkci nebo porozumění; kreativní cvičení nebo drillová; skupinové či individuální aktivity, přičemž se stále bude pohybovat v daném tématu a procvičovat danou gramatiku. Zároveň má šanci zohlednit národnostní složení své skupiny a preference svých studentů, aniž by si musel vytvářet vlastní doplňkové materiály. Méně zkušenému lektorovi se však může takové množství úloh a aktivit zdát nepřehledné, možná až zahlcující.

Pokud se na lekci sejde více studentů, zvyklých na anglosaskou realizaci komunikační metody (založenou především na vyvozování gramatiky), může je *Čeština pro cizince A1 a A2* svým přístupem poněkud zaskočit. Gramatiku je zde sice možné vyvozovat z rozhovorů v sekci DIALOGY, spíše se ale klade důraz na její prezentaci v sekci GRAMATIKA. Někteří studenti tedy mohou učebnici vnímat jako lineární, věřím však, že například Slovanům bude naopak tato metoda vyhovovat.

Co se týče práce s učebnicí, lektorům je

k dispozici jak předmluva (uvedená přímo v učebnici), tak i soubor *Metodika – jak na to*, který je ke stažení na stránkách nakladatelství Albatrosmedia (<https://www.albatrosmedia.cz/tituly/35446306/cestina-pro-cizince-a1-a-a2/>). Autorky podle mých informací pracují na rozšíření tohoto metodického pomocníka, jež by měl obsahovat konkrétní tipy, jak pracovat s učebnicí (například se zmiňovanými audio-nahrávkami v prvních 3 lekcích) a uvádět i další rozšiřující aktivity a metodické instrukce. K dispozici zájemcům by se měl objevit během letních měsíců roku 2019.

Učebnice týmu Marie Boccou Kestřánkové zřejmě není přelomovým dílem na trhu publikací pro studenty – začátečníky, nicméně na něm má své zasloužené místo a to především díky svému preciznímu zpracování a komplexnosti, kterou se věnuje úrovním A1 a A2.

Kristýna Horáčková

Kristýna Horáčková vystudovala bohemistiku na Karlově univerzitě v Praze. Více než 8 let se věnuje výuce češtiny pro cizince, a to jak v kurzech nejrůznějších jazykových škol, tak v neziskové organizaci Centrum pro integraci cizinců, o. p. s. Zde působí také jako metodička dalšího vzdělávání lektorů a garantka Kurzu lektorských dovedností. Kontakt: kristyna.horackova@icpraha.org

Teaching Materials - Announcement

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Časopis AHOJ je určen studentům a lektorům češtiny pro cizince. Je to materiál vhodný pro samostudium, ale také jako doplňkový materiál v kurzech češtiny pro cizince, a to ve všech typech zařízení a pro všechny věkové kategorie. Časopis vychází čtyřikrát ročně od jara 2016. V současné době je distribuován online (v .pdf formátu) a je k dispozici ke stažení v uživatelském účtu na webových stránkách časopisu po uhrazení poplatku (195 Kč za jedno číslo, 615 Kč za předplatné 4 čísel. Rozsah jednoho čísla je 30–38 stran.

V časopise jsou uveřejňovány články, lexikální a gramatická cvičení, obrázkové materiály a další aktivity. Materiály jsou určeny pro studenty různých pokročilostí a náročnost je přehledně znázorněna pomocí barev – modrou barvou jsou označeny snadné texty a úlohy (zhruba pro úroveň A1–A2 podle SERR), žlutou středně obtížné (pro úroveň B1–B2), červenou obtížné (pro úroveň B2–C1).

Texty jsou doplněny slovníkem s vysvětlením obtížných slov, u nejnižší pokročilosti navíc s překladem do angličtiny. Po některých textech následují také úkoly na porozumění a procvičení lexika

a gramatických jevů. Od roku 2019 jsou některé texty navíc doplněny o podcasty, je tedy možné také pracovat s audio verzí textů a procvičovat dovednost poslechu s porozuměním.

Články jsou rozděleny do pravidelných rubrik, ve kterých se čtenář dozví informace o životě a místech v České republice, českých tradicích, o významných českých osobnostech i důležitých datech v kalendáři. Může si podle receptu připravit tradiční české jídlo, procvičit si výslovnost s jazykolamy nebo se pobavit u komiksu.

Jednotlivá čísla časopisu jsou vždy zaměřena na určité téma, a podle daného tématu jsou i nazvaná. Nejnovější vydání představují témata *Rodina a ženy* (01/2019), *Nej!* (04/2018), *100 let Československa* (03/2018), *Moderní* (02/2018), *Předsevzetí* (01/2018).

Redaktorkami časopisu jsou lektorky češtiny pro cizince s dlouholetou praxí ve výuce a také sami studenti češtiny, jejichž příspěvky jsou uveřejňovány ve studentské rubrice.

Jana Kalinová Zmrzliková, šéfredaktorka AHOJ

Mgr. Jana Kalinová Zmrzliková vystudovala obory český jazyk a baltistika (se zaměřením na finštinu) na Filozofické fakultě Masarykovy univerzity. Je šéfredaktorkou časopisu AHOJ a provozuje jazykovou školu Study Czech v Brně.

Receptář

Smažený sýr – král českého fast-foodu

1. Napište ingredience, které na smažený sýr potřebujete. Recept najdete ve 4. odstavci článku.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Na ulici nemluví lidé vždycky spisovně. Jaké jídlo se skrývá pod těmito jmény?

1. smažák _____
2. hambáč _____
3. hranle _____
4. vepřo-knedlo-zelo _____
5. zmrzka _____

3. Co si můžete dát u okýnka rychlého občerstvení?

- | | | | |
|----------------|--------------|--------------------|-----------------------|
| a. smažený sýr | c. hamburger | e. hranolky | g. palačinky |
| b. pizza | d. bramborák | f. párek v rohlíku | h. nudle se zeleninou |



1



2



3



4



5



6



7



8

4. Na co se vás můžou zeptat v rychlém občerstvení? Spojte otázku a její význam.

- | | |
|------------------------------|---|
| 1. S hořčicí nebo s kečupem? | A. Chcete jídlo s rajčatovou omáčkou, nebo ne? |
| 2. Do ruky, nebo zabalit? | B. Chcete jíst jídlo v restauraci, nebo si ho vzít ven? |
| 3. Tady, nebo s sebou? | C. Chcete jídlo jen na papír, nebo do sáčku/krabičky? |
| 4. S kečupem, nebo bez? | D. Chcete jídlo s rajčatovou omáčkou nebo s oranžovou omáčkou z hořčičného semínka? |

5. Doplňte fráze ze cvičení 4 do dialogů.

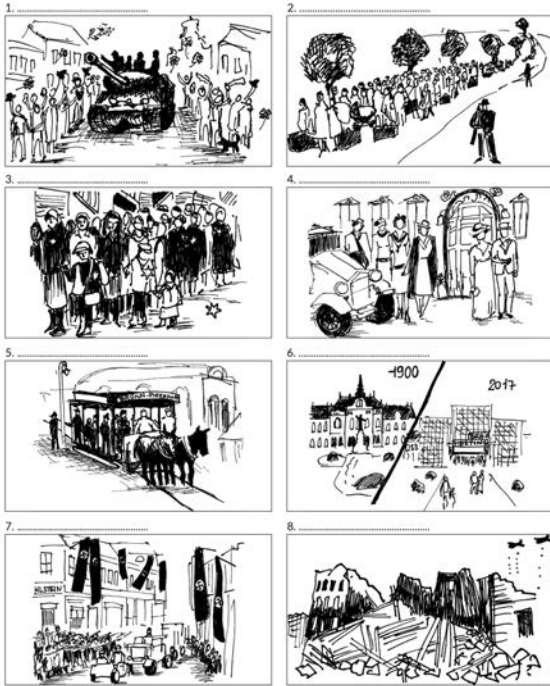
- | | |
|--|--|
| 1. A: Jeden párek v rohlíku, prosím.
B: _____?
A: S hořčicí. | 3. A: Žampionovou pizzu, prosím.
B: _____?
A: Bez kečupu, děkuju. |
| 2. A: Dala bych si velký kuřečí hamburger.
B: _____?
A: Dám si ho tady v restauraci. | 4. A: Dobrý den, jednu nudle se zeleninou.
B: _____?
A: Do krabičky, prosím. |

Život v České republice

Historické smíření – Brno německé, židovské či české?

5. Podívejte se na obrázky a doplňte k nim události.

- a. odchod Němců z Brna
- b. Hitlerova návštěva Brna
- c. židovské transporty
- d. bombardování Brna v roce 1945
- e. staré Brno za Rakouska-Uherska (první tramvaj)
- f. Brno prosperující 1918-1938
- g. Německý dům na Moravském náměstí a jeho replika
- h. osvobození Brna Rudou armádou



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Významný den

Zimní měsíce

Hodně studentů říká, že v češtině je pro ně nekomplikovanější naučit se měsíce. Je pravda, že čeština má pro měsíce specifická jména, hodně stará, trochu poetická a také hodně neresozumitelná. Nejtěžší je vysvětlit význam názvů zimních měsíců – prosince a února. Proč se tedy zimní měsíce jmenují tak, jak se jmenují? První zimní měsíc je prosinec. Hodně lidí si myslí, že prosinec je spojený se slovesem prosit. Asi přitom myslí na chudé lidi, kteří dnes a také v historii prosili o teplo jítlo nebo o peníze. Toto ale není pravda, je to jenom lidová etymologie. Prosinec je podle lingvistů spojený s adjektivem siný. Když je něco siné, má to šedivou až modrou barvu. V prosinci je obloha typicky šedivá – siná, protože málo svítí slunce. Dny jsou hodně krátké a slunce svítí nejméně v celém roce.



Druhý zimní měsíc je leden. V lednu je největší zima. Dnes je realita trochu jiná, ale byl to měsíc, kdy bylo všechno pod ledem a sněhem. Slovo leden bylo originální adjektivum, které dnes už nepoužíváme. Dnes máme adjektivum ledový a vy možná znáte z restaurace ledový čaj nebo ledovou kávu. Pro únor, poslední zimní měsíc, je podle meteorologů typická obloha. To znamená, že je tepleji a sníh a led taje. A co se stane s ledem, když taje? Pomalu se ponořuje pod vodu. Dříve existovalo ještě sloveso unofovat. Všechna jména zimních měsíců jenom reflektují typické přírodní procesy. Není to vlastně vůbec komplikované!

1. Víte, jaké významné dny jsou v prosinci, v lednu a v únoru?

Doplňte informace do tabulky.

- a. Valentýn
- b. Období čtyř neděl, je to čas, kdy se připravujeme na Vánoce.
- c. Mikuláš
- d. 14. 2.
- e. Nový rok
- f. Poslední den v roce
- g. 24. - 26. 12.
- h. Vánoce
- i. 1. 1.
- j. Den, kdy se Kašpar, Melichar a Baltazar přišli podívat do Betléma na malého Ježíše.
- k. 2. 2.
- l. 5. - 6. 12.

Významný den	Definice	Datum
Advent		2. 12. - 24. 12. (2018)
	Večer před svátkem svatého Mikuláše chodí Mikuláš, čert a anděl za dětmi. Pokud byly děti hodné celý rok, dostanou dárky a sladkosti.	
	Svátek, který oslavuje narození Ježíše Krista.	
Silvestr		31. 12.
	První den v roce.	
Tři králové		6. 1.
Hromnice	Katolický svátek, který připomíná den, kdy Marie přinesla Ježíše do chrámu.	
	Svátek lásky a zamilovaných.	

Slovníček							
byť spojený	V, impf + Adj	mít něco dohromady	to be connected	obloha	S, F	nebo	sky
nerozumně- tevný	Adj	je komplikované	to be complicated	tát	V, impf	sníh se mění na vodu	to melt
obloha	S, F	čas, kdy je teplo a sníh se mění na vodu	a thaw	vysvětlit	V, pf	fict, co to znamená	to explain

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David Cooper edited and translated the first scholarly edition in English of the Czech forged manuscripts, *The Queen's Court and Green Mountain Manuscripts With Other Forgeries of the Czech Revival*, published by Michigan Slavic Publications in 2019. The volume includes an annotated poetic translation of the manuscripts, an introduction to their history and reception, and a selection of reviews and polemical articles provoked by the manuscripts. The book is available from the publisher here:

<https://lsa.umich.edu/slavic/msp/all-publications/the-queen-s-court-and-green-mountain-manuscripts.html>

Masako Fidler co-edited with Václav Cvrček the volume *Taming the Corpus: From Inflection and Lexis to Interpretation*, published by Springer in 2018. With 10 chapters from scholars in the US, UK, and Czechia, the book bridges the gap between qualitative and quantitative text analyses by using grammar found in the Czech language as a crucial source of investigation, demonstrates ways in which grammatical markers besides lexis play a crucial role in discourse, and provides quantitative studies of texts in a diverse area of the Czech culture. The book is available from Springer here:

<https://www.springer.com/us/book/9783319980164>

Lída Holá published, with Pavla Bořilová, the latest in her series of textbooks for Czech as foreign language, *Čeština expres 4. Czech Express 4* covers material included in the second half of level A2, building on the foundations laid by *Czech Express 1-3*. In seven practically-focused lessons, it teaches Czech learners how to orient themselves in and react to everyday communicative situations. It does not limit itself to a presentation of grammatical rules and exercises, but rather emphasizes practical mastery of the language and systematic development of all language skills. More information is available here: http://www.czechstepbystep.cz/en/publikace/publikace_cestina_expres_4.html

☐☐☐ Announcements ☐☐☐

The Prague Spring Digitization Project

Mary Neuburger, University of Texas at Austin

The Prague Spring Digitization Project is a collaborative effort between the Center for Russian, East European and Eurasian Studies (CREEES), the University of Texas Libraries (UTL) and the Lyndon B. Johnson (LBJ) Presidential Library and Archive to make primary source materials from this important and volatile time available to researchers. The LBJ Library with its impressive collection of U.S. state documents from this time period, including those related to discreet East European-focused issues and events is a treasure trove for historical research. The documents selected for the digitization project chronicle the series of events through detailed intelligence reports, day-by-day commentaries by US policy makers, and information on global reactions to the Prague Spring and the invasion, or the “Czechoslovak crisis” which many at the time thought could precipitate World War III. The documents found here provide the foundation to a larger, growing collection of material related to US policies towards Eastern Europe during the Cold War. University of Texas students have created a curated portal to the collection under the direction of Dr. Mary Neuburger, director of CREEES and professor of history, and Ian Goodale, librarian and special projects coordinator for Slavic.

<http://scalar.usc.edu/works/prague-spring-archive/home>

<http://scalar.usc.edu/works/prague-spring-archive/home>

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CzLN is a newsletter published by the International Association of Teachers of Czech. The editorial office is currently at the Dept. of Slavic Languages and Literatures, Harvard University, and serves the diverse Czech language community as a forum for information and research, teaching, and organization of Czech language instruction. *CzLN*'s mission is to contribute to the promotion of interdisciplinary and international cooperation as well as the integration of theoretical and applied aspects of language study. *CzLN* is an open exchange of information and ideas and the editorial board welcome ideas and submissions for inclusion in the next issue.

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