

# ENJOY

ENGLISH JOURNAL FOR YOU

DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE

## WHAT HAPPENED

photo reports from Teacher's  
Day and Diversity in ERL

## CREARTIVITY

poems, songs and more

## TRANSLATION

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# EnJoy English Journal for You

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# **Education and work should be fun. Otherwise, people cannot be expected to learn and work effectively.**

By Marián Domian

*We are on the threshold of a technical and industrial revolution. New jobs are rapidly emerging that require new abilities and skills. At the same time, manual and monotonous work is being replaced by robots and machines.*

*Sci-fi films point to the near future, but it is also addressed by scientists from various fields, whether sociological or technical. The introduction of new technologies into everyday life will have a major impact on the individual and his role in society. Serious scientists and filmmakers basically come up with two perspectives. Humanity can become lazy and stupid. Or we can use the time we gain for creative activity.*

*What is the current situation compared to the possible future? How many people currently work in an area that they enjoy? How many people have studied what they do today? And how many people are happy with the work they do? The answers to these questions are likely to raise even more difficult questions such as: Do we see meaning in the work we do? What exactly is the meaning of life? Are we happy with our lives and are we happy?*

*The truth is, not everyone does what they enjoy. We are not all happy with our lives. Often there is a problem in priorities and we do things that we don't like because they are paid better than what we might enjoy. It also happens that we do not get room for self-realization due to the family or other obstacles. Yes, unfortunately, the current reality is that many people work to provide for basic needs and cannot choose. Sometimes it is possible to compensate for tedious work by realizing something we enjoy in our free time as a hobby.*

*Here we come to the next question. Are we all the same? Critical minded, creative, open? These are values that are often shown in connection with the role of people in the future, but also with education. The answer is obvious, no. We have different levels of creativity in different areas, we are simply different. From uncritically thinking, boring and grumpy to others to open, fun and very creative individuals.*

*The future society will bring new challenges and opportunities. Just like today, it will suit some people more and some less. Rather, the pessimist will tend to believe that robotics will take away our will and perhaps a certain compulsion to act, to activity, and this will lead to the laziness of humanity. An optimist sees in the future an opportunity and free time to apply creativity and devote himself to what we enjoy.*

*Let's hope that there will be a lot of optimism among people in the future. It is possible to take a creative approach to the possibility of painting a picture, but also to a situation where you have to sit behind the belt in a factory. Maybe the future will rid us of tedious work and make room for everyone to do what they want. Let everyone imagine what it will be - sex, football, research. However, change must take place within us. The change coming from outside is just an impulse and it is up to each of us how to react to it. Getting rid of boring jobs will not reduce the number of boring people. Try to take the first step today, have fun and watch your surroundings react to it, you don't have to wait for better times in the future - the future is already now.*



# HAPPY TEACHERS' DAY

## THE GATE OF LANGUAGES UNLOCKED

28.3.2022



9:15-9:35

Interview with J. A.  
Komenský

9:40-10:00

the countdown

10:05-10:45

Let Rupi Kaur teach you  
how to love yourself

11:00-11:25

Sweet Bookish Quiz

11:25-11:40

Key Competences for  
Lifelong Learning

11:40-12:00

the day the Saucers  
came by Neil Gaiman



# TEACHER'S DAY PHOTO REPORT





# CREARTIVITY

## ACROSTIC POEM

### SAINT PATRICK'S DAY

Special foods, music, drinking,  
All around a lot of green.  
Is this true or am I dreaming?  
Need the date to be seen...Oh!  
Today is March the 17th!

Pirates once kidnapped a boy  
As a slave sold in Ireland.  
Thanks to praying he filled with joy,  
Riskily reached the French land.  
In his sixties the priest returned,  
Converted the Irish to Christianity.  
Keen believers through the shamrock learned  
'Secrets about the Trinity.'

Decision to honour the apostle's death  
Achieved annual celebration and parades.  
Yuppie then! Let's have fun without barricades!

BY BOGLÁRKA CSÁMPAIOVÁ

# THE GIRL

I am the girl in the mirror  
wind-blown flower petal  
loose hair on your pillow  
pink, covered with metal

a complex problem,  
but not for you to solve!  
stubborn wine stain  
if it's me you'll involve

something broken, hollow, lonely,  
worried frown of eyebrows  
rising bread on a Sunday morning  
contradictory; paradox

a night loving creature  
blooming weed on the street  
connected to nature  
and somehow still naive

BY KATA ZSÓFIA KIS

# INCLUSION EDUCATION INTERCULTURALITY

Nowadays, we live in a multicultural society,  
which requires having respect and fight for equality.

We can see it in our University,  
where we are united in diversity.

Interaction and knowledge acquisition,  
that's our main source of motivation.

We all come from different countries  
yet, our friendships have no boundaries.

Creating a space where you feel welcome,  
is the best possible outcome.

Different way of thinking is not wrong,  
the Earth is a place where we all belong.

We are learning how to teach,  
solidarity is what we preach.

BY ŠIMON HASPRA

# SIMON

BY TERÉZIA GUTTENOVÁ

Why did you call me to have fun last Friday?

When all I wanted was you

Your eyes were burning and I was on the dancefloor

Looking at your point of view

Feed me with purity

I don't need any medication

Fangs out, feeling high

Please don't judge me until I'm your creation

Dance all alone on your own

Pretend that you've never known

His heart is harder than stone

Oh, Simon

He feels you to the bone

How many girls in his phone

Want to get into his zone

Oh, Simon

Why did you say that I'm driving you crazy?

When all I wanted was you

Your hands were shaking and I was on the dancefloor

Take me home, I'm feeling blue

Feed me with purity

I don't need any medication

Fangs out, feeling high

Please don't judge me until I'm your creation

Dance all alone on your own

Pretend that you've never known

His heart is harder than stone

Oh, Simon

He feels you to the bone

How many girls in his phone

Want to get into his zone

Oh, Simon

YOUTUBE: TERÉZIA GUTTENOVÁ

LINK:

SIMON /E/ WHAT HAVE YOU DONE TO ME? [HTTPS://WWW.YOUTUBE.COM/WATCH?V=PH2UVCUBJHG](https://www.youtube.com/watch?v=Ph2UVCUBJHG)

© TERÉZIA GUTTENOVÁ

# HIGHER

Baby get me higher now  
All my dreams are blue  
Baby get me higher now  
Make my wish come true  
Baby get me up to sky  
Pick the biggest star you find  
Baby get me up to sky  
Make me lose my mind  
I've been running for the ages  
Still feeling stuck like birds in cages  
Baby get me high

YOUTUBE, SPOTIFY: HDSS24

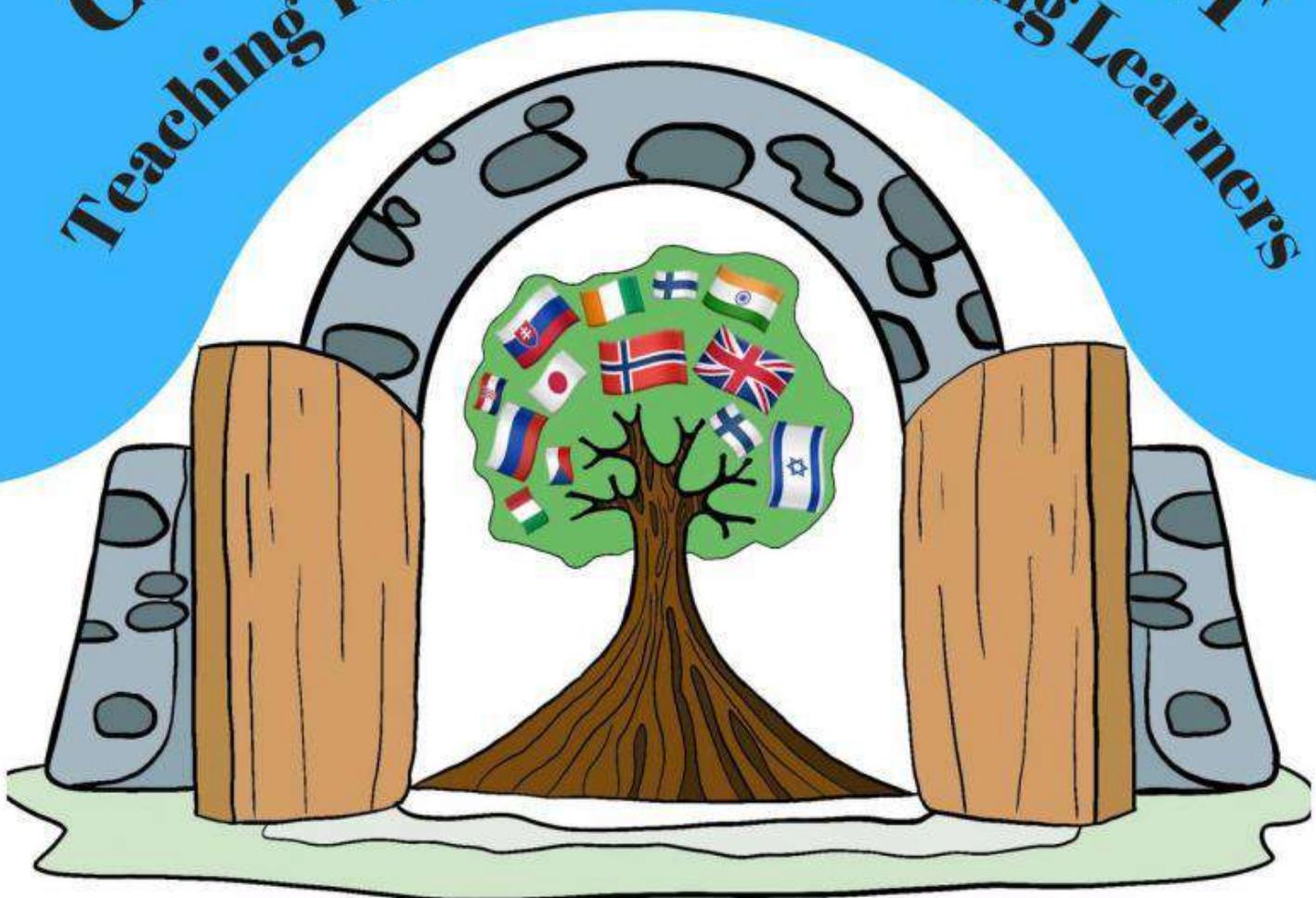
LINK:

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=BG-JONF9NzW](https://www.youtube.com/watch?v=BG-JONF9NzW)

MUSIC: JAKUB HLAVÁČKA

LYRICS AND VOCALS: TERÉZIA GUTTENOVÁ ©HDSS24

# Celebrating Diversity in ELT Teaching Young and Very Young Learners



**28 – 30 March 2022**

Department of English Language and Culture, Faculty of Education

Department of English and American Studies, Faculty of Arts

Constantine the Philosopher University in Nitra, Slovakia

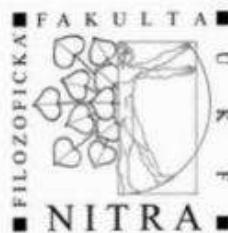
in collaboration with

Language Planet language school

This event is organized and supported within the grant projects of the Slovak Ministry of Education,  
Science, Research and Sport KEGA

- Positive Psychology in English Language Teaching No. 002UKF-4/2020

- Support of Foreign Language Education via Merging Technical and Language Content Teaching  
at Non-Philological Universities No. 003TU Z-4/2020



# Diversity in ELT Photo Report

**Celebrating Diversity in ELT  
Teaching Young and Very Young Learners**

## Program

Monday March 28

1 pm – 2 pm **Michal Bodorík**  
From Theory to Practice in ELT

3 pm – 4 pm **Miroslav Kršňák**  
When Magic Happens in In-Person and Virtual Classes

**In person:** meeting room B-004

**Online:**



Tuesday March 29

9.15 am – 10 am **Nela Stanojević**  
Drama as a Tool for ELT

10 am – 10.45 am **Elena Kováčiková**  
CLIL in Language Classroom

11 am – 11.45 am **Prima Language School**  
Designing English Language Courses for Very Young Learners – Basic Principles

11.45 am – 12.30 pm **Erik György**  
Using Twine in the Classroom

1 pm – 2 pm **Richard Graham**  
Educational consultant and creator of Genki English

2.15 pm - 2.45 pm **Nikola Lehotská**  
Empowering Young Learners to Become Change Makers through Virtual Exchange

Wednesday March 30

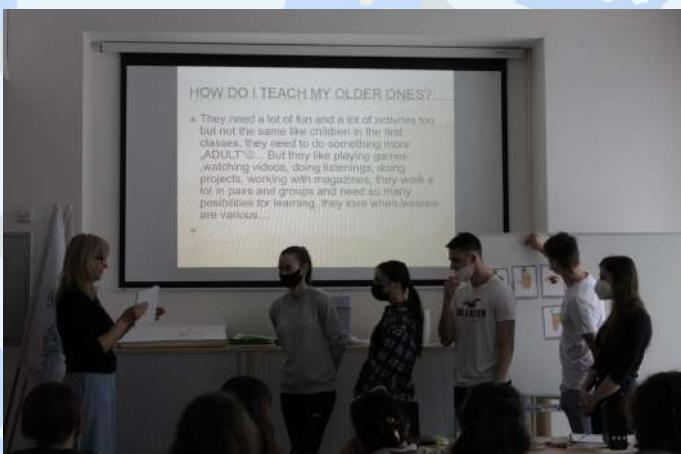
9.15 am – 10 am **Andrea Maňovská**  
Teaching English to Gifted Learners

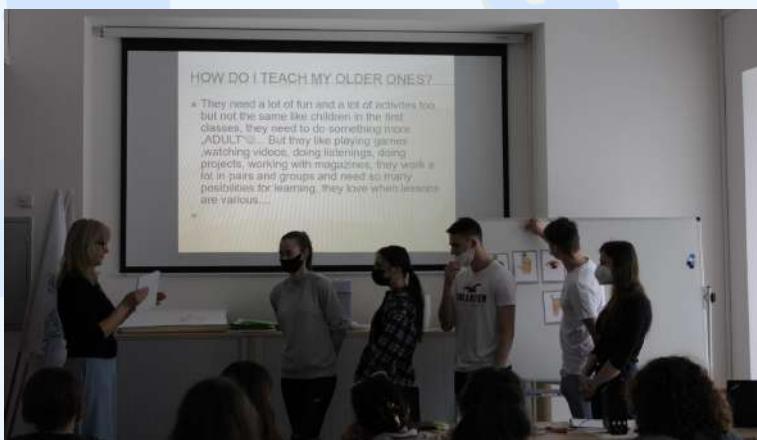
10 am – 10.45 am **Lubomíra Mošťová and Ema Riznárová**  
Enriching skills – developing pronunciation through drama

11 am – 12.30 pm **Miroslav Kršňák**  
How to Make Language Learning Meaningful and Creative

1 pm – 2 pm **Conversation with Emmanuel Ogabidu**  
On Being a Primary English Teacher in Nigeria

2 pm - 2.15 pm **Conversation with Steve R. Watts**  
Road from teacher to edutainer





# Teaching Practice in Denmark

By Šimon Haspra

I had a chance to experience Erasmus programme in Denmark (Esbjerg). I had to take my teaching practice there and I have decided to share my experience with you.

My studies consisted of three modules:

- Inclusive Practice where we were learning especially how to deal with children with special needs not to feel excluded.
- Intercultural Competence where we were taught how to teach young learners English as a foreign language (TEFL) and how to develop their intercultural communicative competence.
- Classroom Management and Inclusion was part of first two modules the course module focusses on classroom management conceived of as a skill of managing, organising and collaborating with classrooms in the light of differentiated teaching and inclusive pedagogy.

We had to work on 2 module assignments for each module in groups which were focused on practical teaching methods and approaches how to achieve teaching English together with intercultural and inclusive aspects.



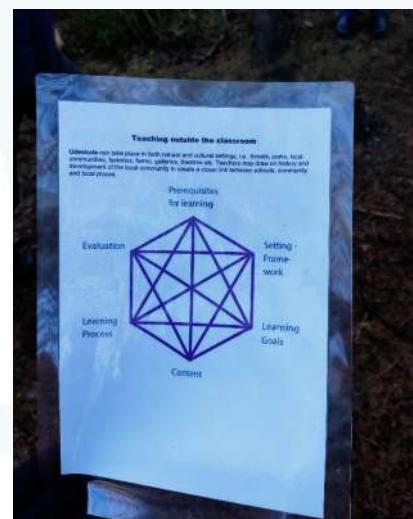
During the semester, we visited 3 schools or institutes where we could see in practice how education works in Denmark. Generally, they focus on developing children's critical thinking, the use playful approach a lot as well as group works and assignments rather than working with workbooks and exercise books.

## Sfo Spangsbjergskolen

The first observation took place in primary school in Esbjerg where we were observing English class in 2nd grade. The topic was COLOURS and teacher used a lot of repetition, brain breaks, audio-visual support and playful teaching. They played several games which lowered their affective filter and they learnt easier thanks to games. The teacher was trying to use only English during the whole lesson except for explaining the game when she used Danish to be sure that children understood clearly. When pupils didn't pay attention, teacher used clapping to calm them down instead of raising her voice.



Myrthuegård – nature, culture and learning <https://myrthue.esbjerg.dk/>  
Together with other excursions, visit on Myrthugard gave us many ideas how to teach outside the classroom, we were shown many activities with children which we can use in our future careers. For example, it can be a good idea to teach through experience when it comes to vocabulary acquisition (ecology, animals, plants, weather, etc.).



## Esbjerg Realskole

<https://www.esbjergrealskole.dk/>

This observation was probably the most relevant for me because we visited a private primary school, where we could observe English class in 8th grade. We also had a school tour where they showed us various types of classroom (art, chemistry, kitchens, playgrounds, etc.). The topic of English class was idioms and children were working on their projects where they were supposed to make a comparison of idioms in different countries which developed their vocabulary as well as intercultural communicative competence. They also explained us how they treat students with special needs. Children with disabilities or disorders were included and teachers and staff are trying to create a friendly and safe environment. They also put a lot of effort to secure bully-free school by educating students about this topic.



Besides these observations, we were also in FGU and Ribe Vikingecenter <https://fguvest.dk/>. It is a combination of a school for young people between the ages of 17 and 25 who are struggling to find a way into the system of youth education or realizing what kind of vocational route they would like to take into the labour market, and a busy tourist site. There we found students with disabilities and disorders that weren't able to finish their studies.



To conclude, I can say that the educational system of Denmark is very effective. They want to ensure education for all, all young people can acquire knowledge and competencies. Education is mainly regulated and financed by the state and is generally free of charge. Lifelong learning is a key principle in Denmark. Treating pupils and students as independent people with a right to form their own opinion and a duty to participate actively in discussion is a matter of course here. They also carry out project work, either on an individual basis or in small groups. I really like that I could learn something more about Inclusion here because I haven't really heard about it in Slovakia. Thanks to these experiences, I feel more open-minded and educated in these topics.



# TRANSLATION

*Langston Hughes: Thank you ma 'am*

*Langston Hughes: Ďakujem pani*

Bola to veľká žena s obrovskou kabelkou, v ktorej mala všetko okrem kladiva a klincov. Taška mala dlhý popruh a ona ho nosila prehodený cez rameno. Bolo okolo jedenástej večer, tma a ona kráčala sama, keď v tom sa za ňou rozbehol chlapec s cieľom ukradnúť jej kabelku. Po potiahnutí sa popruh na kabelke odtrhol. Keďže kabelka bola ľahká, chlapec stratil rovnováhu a spadol s ňou na zem.

Tá veľká žena sa len otočila a kopla chlapca do zadku. Potom sa zohla, vytiahla ho za tričko a zatriasla ním až mu zuby drkotali.

Potom povedala: „Zdvihni moju kabelku, chlapče, a daj ju sem.“ Stále ho držala pevne, ale dostatočne na to, aby na kabelku dočiahol. Potom sa ho spýtala: „Nehanbíš sa za seba?“

Pevne zovretý za prednú časť trička, chlapec odpovedal: „Áno pani.“

Žena povedala: „Prečo si to chcel spraviť?“

Chlapec: „Ja som to nechcel.“

Žena: „Klameš!“

Okolo nich prešli dvaja alebo traja ľudia, otočili sa aby sa pozreli a niektorí ostali a sledovali, čo sa deje.

„Ak ťa pustím tak utečieš, však?“ spýtala sa žena, ale nepustila ho.

„Pani, prepáčte mi to,“ zašeptal chlapec.

„Hm! Tvoja tvár je špinavá. Chcem ti ju umyť. To ti nikto doma nepovedal, aby si si umyl tvár?“

„Nie, pani,“ povedal chlapec.

„Tak teda, dnes večer bude umytá,“ povedala žena a začala kráčať ulicou a ľahala vystrašeného chlapca za sebou.

Vyzeral tak na 14 alebo 15, krehký a divoký ako vrba, v teniskách a džínsoch.

Žena hovorí: „Keby si bol môj syn, naučila by som ťa, čo je správne a čo nesprávne. Jediné čo pre teba môžem urobiť je že ti umyjem tvár. Si hladný?“

„Nie pani,“ povedal chlapec. „Len ma prosím pustite.“

„Obťažovala som ťa, keď som zatočila za roh?“ spýtala sa žena.

„Nie, pani.“

„Ale, nadviazal si so mnou kontakt,“ povedala žena. „Ak si myslíš, že tento kontakt nebude trvať dlho, tak sa mýliš. Keď s vami skončím pane, budete si pamätať kto je pani Luella Bates Washingtonová-Jonesová.“

Chlapec sa začal potiť a bojovať. Pani Jonesová sa zastavila, trhla ním pred sebou, a pokračovala tiahajúc ho po ulici.

Keď prišli k jej domu, vtiahla chlapca dnu cez chodbu až do veľkej zariadenej izby v zadnej časti domu. Zapla svetlo a nechala otvorené dvere.

Chlapec počul ako sa ostatní ľudia v dome smejú a rozprávajú. Niektoré z ich dverí boli otvorené tiež, takže vedel, že žena tu nie je sama. Tá ho stále držala pod krkom v strede izby.

Spýtala sa: „Ako sa voláš?“

„Roger,“ odpovedal chlapec.

„Tak, Roger, chod' k umývadlu a umy si tvár,“ povedala žena. Potom ho konečne pustila. Roger sa pozrel na dvere, potom na ženu a znova na dvere a šiel k umývadlu.

„Nechaj vodu trochu odtiečť, nech ju máš teplú,“ povedala.

„Tu máš čistý uterák.“

„Zoberiete ma do väzenia?“ spýtal sa chlapec, ohýbajúc sa nad umývadlom.

„Nie s takou tvárou. To by som ťa nikde nevzala,“ povedala žena. „Ja som sa len chcela dostať domov, uvaríť si večeru a ty si mi schmatol kabelku! Možno si ani nemal večeru, pravda?“

„U nás nie je nikto doma,“ odpovedal chlapec.

„Tak sa teda najeme,“ povedala žena. „Myslím si, že si hladný, alebo si bol keď si sa snažil ukradnúť mi kabelku!“

„Chcel som pári modrých semišových topánok,“ povedal chlapec.

„Nemusel si mi kradnúť kabelku kvôli semišovým topánkam,“ povedala pani Luella Bates Washingtonová-Jonesová. „Mohol si sa ma spýtať.“

„Pani?“

Z tváre mu tiekla voda, nevedel čo má robiť, tak si ju znova osušil. Otočil sa, dvere boli otvorené. Mohol kľudne utieť.

Žena sedela na pohovke a po chvíli povedala: „Aj ja som bola raz mladá a chcela som veci, ktoré som nemohla mať.“

Ďalšia dlhá pauza. Chlapec otvoril ústa a potom sa zamračil.

Žena povedala: „Hm“ Čakal si, že poviem ale, že? Čakal si, že poviem ale nekradla som kabelky! No nechcela som to povedať.“

Ticho. „Aj ja som robila veci, ktoré ti nebudem hovoriť synu, ani Bohu, aj keď ten o nich iste vie. Každý máme niečo spoločné. Takže si sadni a ja nám niečo uvarím. A mohol by si sa aj očesať nech vyzeráš reprezentatívne.“

V druhom kúte izby za obrazovkou bol plynový sporák a mraznička. Pani Jonesová sa postavila a šla za obrazovku. Nesledovala chlapca či sa pokúša ujstť alebo ukradnúť kabelku. Ale chlapec si náročky sadol čo najďalej od nej. Neveril, že žena mu neverí a nechcel ju sklamáta.

„Nepotrebujete ísť do obchodu,“ spýtal sa chlapec, „nakúpiť nejaké mlieko alebo niečo?“

„Nepotrebujem,“ povedala žena, „iba že by si chcel sladené mlieko. Chcela som spraviť kakao z tohto konzervovaného mlieka.“

„To je v poriadku,“ povedal chlapec.

Zohriala fazuľu so šunkou z mrazničky, spravila kakao a prestrela stôl. Žena sa chlapca nepýtala nič o tom, kde žil, alebo o jeho rodičoch aby ho nestrápnila. Radšej mu rozprávala o svojej práci v hotelovom kozmetickom salóne, ktorý bol otvorený dlho do večera. Hovorila o tom, aká bola práca a o všetkých ženách, čo tam chodili. Potom mu odkrojila polovicu z koláča.

„Daj si kľudne viac, synu,“ povedala.

Keď dojedli, postavila sa a povedala: „Na, tu máš desať dolárov a kúp si tie modré semišové topánky. A nabudúce už mi nekradni kabelku, ani mne alebo niekomu inému. Pretože topánky získané diabolským spôsobom ti spália nohy. Ja si idem ľahnúť. Takže dúfam, že odteraz sa budeš správať slušne.“

Odprevadila ho ku vchodovým dverám a otvorila ich. „Dobrú noc“ Správaj sa slušne, chlapče!“ povedala, hľadiac do ulice keď kráčal po schodoch.

Chlapec chcel povedať niečo iné ako „Ďakujem, pani Luella Bates Washingtonová-Jonesová.“ No aj keď sa jeho pery hýbali, nemohol vyslovíť ani len toto. Len sa otočil a hľadel na tú veľkú ženu vo dverách. Potom zavrela dvere.

# Nick Hornby: High Fidelity

## Nick Hornby: Vysoká vernosť

Môj obchodík nesie názov Platne Majstrov. Predávam v ňom vinylové platne takmer všetkých známych hudobných štýlov: punk, blues, soul, R&B, aj trochu jamajského reggae nazývaného aj „ska“, mám aj nejaké indie platne, či dokonca pop šesťdesiatych rokov. V skratke povedané, seriózny zberateľ platní tu nájde naozaj všetko. Nájdete to napísané aj priamo vo výklade, mierne ironicky a staromódne, ale predsa. Obchodík sa nachádza v tichej ulici v časti Holloway. Miesto sme vyberali naozaj starostlivo, chceme totižto prilákať len serióznych zákazníkov. Ľudia, ktorí o nás nevedia, nemajú dôvod nás navštíviť, pokiaľ teda v tejto štvrtinebývajú. Ako sme však už spozorovali, aj tí, ktorí v tejto časti žijú, neprejavujú nejaký prevratný záujem o moju zbierku kapely Stiff Little Fingers (ktorý mimochodom teraz stojí 25 libier, ale ja som zaň zaplatil len 17v roku 1986) alebo o moju jedinú kópiu albumu Boba Dylana - Blonde on Blonde.

Náš obchodík môže fungovať najmä vďaka ľuďom, ktorí vynakladajú naozaj mimoriadne úsilie aby u nás nakupovali v sobotu. Sú to najmä mladí muži, teda, vždy sú to mladí muži. Všetci sú si veľmi podobní, nosia lenonky, kožené bundy a plné papierové tašky. Reklamu mám umiestnenú vždy na zadných stránkach nabľýskaných rockových časopisov. Dokonca dostávam listy od mladých mužov, vždy len od mladých mužov, z Manchestru, Glasgowa a Ottowy. Sú to všetko mladí muži, ktorí podľa všetkého trávia nesmierne veľa času hľadaním vymazaných singlov kapely The Smiths a albumov s označením „ORIGINÁL, NEVYDÁVANÉ“ Franka Zappa. Títo muži sú však tak blízko k šialenstvu, že na tom vlastne ani len nezáleží.

Meškám do práce, a keď tam prídem, Dick sa už opiera o dvere a číta knihu. Má 31 rokov a dlhé mastné čierne vlasy. Na sebe má oblečené tričko kapely Sonic Youth, čiernu koženú bundu, ktorá už isto zažila aj lepšie časy, hoci si ju kúpil len pred rokom. Na ušiach má pári smiešne veľkých slúchadiel, pripojených k walkmanu, ktoré zakrývajú nielen jeho celé uši ale aj polovicu tváre. Kniha, ktorú číta je biografia Lou Reeda v mäkkej väzbe. Papierová taška, ktorá mu leží pri nohách, má rozhodne lepšie časy už dávno za sebou. Dalo by sa povedať, že násilne propaguje módnu americkú nezávislú nahrávaciu spoločnosť. Vynaložil obrovské úsilie, aby sa tohto kúsku zmocnil, a je vždy veľmi nervózny, keď sa k nej čo i len priblížim. Používa ju na prenášanie kaziet. Počul už väčšinu hudby v našom obchode a radšej by do práce priniesol aj nové veci, napríklad kazety od priateľov či pirátske nahrávky, ktoré si objednal cez poštu, než by mal strácať čas počúvaním čohokoľvek po druhýkrát.

# Nick Hornby: High Fidelity

## Nick Hornby: Vysoká vernosť

Hned' v pondelok ráno odchádza s menšou cestovnou taškou a kabelkou. Je to pre mňa naozajstným vytriezvením, vidieť ju odchádzať s tak málo vecami. Táto žena miluje všetky svoje veci, svoje čajníky, svoje knihy či časopisy. Dokonca má aj malú sošku, ktorú si priniesla z Indie. Pozerám sa na tú jej malú tašku a hovorím si, Ježiš, toto je dôkazom toho ako veľmi so mnou nechce byť. Pred vchodom sa objímame a jej steká po tvári zopár sĺz.

„Naozaj nemám tušenia, čo robím,“ povie.

„To vidím,“ poviem napoly ako vtip, napoly vážne. „Nemusíš predsa teraz nikam chodiť. Môžeš zostať dokedy len budeš chcieť.“

„Vďaka. Ale myslím, že tú najťažšiu časť už máme za sebou. Ved' aj ja som mohla, vieš...“

„Tak teda zostaň ešte aspoň na noc.“

Ale ona sa len uškrnie a načiahne sa ku kľučke dverí. Je to veľmi nemotorný odchod. Nemá volnú ani jednu ruku, ale aj tak sa snaží otvoriť si dvere. Kedže sa jej to nedarí, otvorím jej dvere ja, lenže stojím v ceste a tak sa musím najskôr uhnúť nabok, aby mohla okolo mňa prejsť. Ona však musí dvere pridržať, aby ostali otvorené, pretože nemám klúče a musím sa stihnúť prestrčiť naspäť dnu, aby sa dvere nestihli za nami zabuchnúť. A to je všetko. Odišla.

S polútovaním musím povedať, že tento „skvelý“ pocit je z časti veľkým oslobodením, no z časti ma aj nesmierne znervózňuje. Preniká do mňa od končekov prstov na nohách a prejde celým mojim telom, akoby to bola jedna veľká vlna. Cítil som to už aj predtým a viem, že tomuto pocitu nemusím prikladať príliš veľký význam. Je však mätúce, že napríklad to neznamená, že budem najbližších pári týždňov sršať šťastím. Ale viem, že by som s tým mohol pracoval a užívať si, kým tento mätúci pocit ešte trvá.

*Translated by Simona Riedlmajer*



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