

INTRODUCTION

I decided to use Richards' words at the beginning of the introduction to my Diploma work:

Topic-based syllabus is organized around different themes, topics, or other units of content and how to talk about it in English. With a topical syllabus, content rather than grammar, functions, or situations is the starting point of syllabus design. Content provides the vehicle for the presentation of language. (Richards, 2001: 152)

Topic-based teaching is connected with development of communicative method. The main aim is to use the target language as much as possible so that the children could be in touch with English and would not get the only possibility to speak when visiting some English speaking country.

The main reason why I decided to engage in topic-based syllabus is my profession of teacher. I appreciate that being a teacher of foreign languages is not any easy task, but I really love my job. I always reason about some possible improvement of my teaching methods. I know I receive some experience with practice.

Topic-based teaching is very suitable way how to variegate some lessons. I have been interested in topic-based teaching for quite a long time, I consider it for very good varieagation of present style of tuition and that is why I made a decision to compile it in my diploma work.

I am aware of importance of language knowledge for our present and future and I believe that contemporary teaching methods will still improve.

Language skills:

LISTENING	SPEAKING	READING	WRITING
passive, receptive	active, productive	passive, receptive	active, productive

This sequence is the most suitable one for teaching and learning languages. It is not only theory, it is real-life practice.

We can compare it with learning of mother tongue. Everyone of us has already undergone the procedure of mother tongue learning. At first we listened and caught some sounds, first words from our parents, when it was repeated enough we began to pronounce basic words. Time elapsed and our lives were enriched in conversation and communicative competence. At the age of 6 or 7 the compulsory school attendance started and we continued in the sequence of language skills and after a few months we were able to read and write. Then the world was getting wider and wider and our home-country – the Czech Republic seemed to be too small for us, so we went on to learn foreign languages.

To be a teacher is a big gift for me, I got the opportunity to influence children's future in a positive way.

Children usually do not understand the usefulness and importance of foreign languages, they learn it because it is their option and one of the school subjects. I would like to change their attitude a bit. And topic-based teaching enable me to pass on my knowledge to my pupils in an enjoyable form (games, role-plays, interesting activities, etc.), conceive a topic as a unit so that they could win a feeling they managed some theme, they know something new and would not be confused and afraid of speaking, they are able to use it when necessary. The nearer the tuition is to common communication and situations, the bigger contribution it is for learners. I did my best to suggest some possibility how to teach 3 topics (health, food, travelling) in accordance with mentioned language skills (listening, speaking, reading, writing).

I conceived the particular topics as a general revision for the 8th class of primary school. I chose the 8th class purposefully, from simple reason – pupils have already mastered all important grammatical structures and features and vocabulary and before they leave primary school I consider revision and coherence as something meaningful and useful. In this way I would continue with general revision of next topics (sport, shopping, environment, etc.) There are 15 pupils in this group and they have 3 English lessons a week.

Diploma work is divided into two parts. The first part is theoretical introduction to the problematic of topic-based teaching, includes characteristic of particular syllabuses, issues that arise in developing a topic-based syllabus, potential problems, valuable pieces of advice concerning materials and activities.

The second part deals with practical compiling of three chosen topics (health, food, travelling) on the basis of theoretical and methodical information, study of the most common textbooks for English courses at the second level of primary school and my pedagogical practice. I chose these topics in accordance with European Framework of Reference determined for the second level of primary school and with a respect to difficulty and requirements of language level.

The target of my diploma work is to suggest tuition of three chosen topics on the basis of vocabulary, grammar and four language skills. Concerning grammar teaching I decided to use inductive approach, I find it more suitable for children.

I. THEORETICAL PART

Topic-based syllabus

ERIC/CLL. Language Link. Content-Based Language Teaching through Technology (CoBaLTT). March 2001 [online].c2007

<<http://www.cal.org/resources/archive/langlink/0301.html>>

1. Shifting to content-based instruction

Second language education aims to help individuals communicate across linguistic and cultural boundaries (Tedick & Walker, 1994). To enable students to reach that goal, it is crucial that second language instruction prepares them to use their skills in demanding, real-world situations. Teaching them to talk about a language, describe its grammar, and conjugate verbs in sterile, clinical isolation from a broader cultural context will not serve that goal. Students must be able to participate in culturally appropriate ways in interaction with members of other cultures. They must be able to interpret and understand the nuances of concepts, ideas, and opinions as they are expressed through media and literatures (National Standards for Foreign Language Education, 1996).

However, in order to emphasize the communicative nature of language and to acknowledge that language has meaning only within social and academic contexts, educators must view the target language "largely as the vehicle through which subject matter content is learned, rather than as the immediate object of study" (Brinton et al., 1989: 5).

Many teachers have responded to the need to refocus language instruction in more meaningful ways by organizing their lessons around content. This approach content-based instruction or CBI - has been defined as "...the integration of particular content with language teaching aims" (Brinton et al., 1989: 2). It is based on the principle that successful language learning occurs when students are presented with target language material in meaningful, contextualized forms with the primary focus on acquiring information and knowledge. Content is the organizing principle, and other aspects of language (linguistic structures, vocabulary, functions) are presented as needed (Snow et al., 1989).

2. Selecting syllabus framework

Richards (2001: 152) emphasizes that: „a syllabus describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and content”.

According to Richards (2001: 152) we differentiate more types of syllabus:

- **Situational**: organized around different situations and the oral skills needed in those situations
- **Topical**: organized around different topics and how to talk about them in English
- **Functional**: organized around the functions most commonly needed in speaking
- **Task-based**: organized around different tasks and activities that the learners would carry out in English

If we decide to choose a particular syllabus framework for a course, we can take Richards’ advice and let us influence by the following factors: (Richards 2001: 152)

- Knowledge and beliefs about the subject area: a syllabus reflects ideas and beliefs about the nature of speaking, reading, writing, or listening
- Research and theory: research on language use and learning as well as applied linguistics theory sometimes leads to proposals in favour of particular syllabus types
- Common practice: the language teaching profession has built up considerable practical experience in developing language programs and this often serves as the basis for different syllabus types
- Trends: approaches to syllabus design come and go and reflect national or international trends

Development of communicative language teaching

Richards (2001: 152) informs us about development of teaching based on communicative method and notes that

in the 1980s and 1990s, the communicative language teaching movement led to a reexamination of traditional approaches to syllabus design and a search for principles for the development of communicative syllabuses.

In his opinion “ a communicative syllabus is either an attempt to develop a framework for a general language course or one that focuses on communication within a restricted setting, such as English for Specific Purposes”.

2. 1 Definition of topical syllabus

Richards’ definition of topical syllabus

Topical syllabus is organized around different themes, topics, or other units of content and how to talk about it in English. With a topical syllabus, content rather than grammar, functions, or situations is the starting point in syllabus design. (Richards, 2001: 152)

Content may provide the sole criterion for organizing the syllabus or a framework for linking a variety of different syllabus strands together. „It is the teaching of content or information in the language being learned with little or no direct effort to teach the language separately from the content being taught“ (Krahnke, 1987: 65).

All language courses, no matter what kind of syllabus they are based on, must include some form of content. But with other approaches to syllabus design, content is incidental and serves merely as the vehicle for practicing language structures, functions, or skills.

- In a typical lesson in a grammar-based course, for example, a structure is selected and then content is chosen to show how the item is used and to provide a context for practicing the structure. (Richards, 2001: 157)

We can use two different approaches when teaching some grammatical structure or feature. It can be either inductive approach, which is more suitable for children (at first teacher gives examples of the structure, then pupils should find how the structure works and how it is used afterwards and finally teacher says the rule / the grammatical structure itself) or deductive approach, which is appropriate for older learners (it is quite abstract – at first we say the rule and then we practise it on some examples). It is important to point out the contrast between the grammatical structure in mother tongue and target language. Of course, grammar is a meaningful language subskill but it is more effective to connect teaching grammar with some topic.

- In a topic-based syllabus, in contrast, content provides the vehicle for the presentation of language rather than the other way around. Maximum use is made of content to provide links and continuity across the skill areas. Topic-based syllabus is built in accordance with the main aims of communicative method. (Richards 2001: 157)

2.2 Claims made for the advantages of content-based courses

According to Richards (2001: 158), there are the following claims made for the advantages of courses based on content-based syllabuses:

- They facilitate comprehension
- Content makes linguistic form more meaningful
- Content serves as the best basis for teaching the skill areas
- They address students' needs
- They motivate learners
- They allow for integration of the four skills
- They allow for use of authentic materials

(Brinton, Snow, and Wesche 1989, Mohan 1986)

He notices that

topic-based syllabuses have often been a feature of ESL programs in elementary or secondary schools where the teaching of English is integrated with science, mathematics, and social sciences, as well as of ESL programs for students at the university level. Brinton et al. (1989, 27) give the following example of how a content-based course can be organized:

In a theme-based course, a high-interest topic such as „culture shock“ could serve as the organizing principle for a 2-week integrated skills course, with the linguistic focus of the instruction determined by the students´ needs, their proficiency level, and the degree to which the content „maps“ onto the course objectives. (ibid. 158)

2.3 Issues in developing a topic-based syllabus

Richards (2001: 158) writes about issues that arise in developing a topic-based syllabus:

- How are themes, topics, and content decided on?
- What is the balance between content and grammar or other strands in the syllabus?
- Are teachers qualified to teach content-based courses?
- What should be the basis for assessment – learning of content or learning of language?

Although choosing appropriate content is an issue in the design of any language course, using topics as the overarching criterion in planning a course leaves other questions unresolved because decisions must still be made concerning the selection of grammar, functions, or skills. It may also be difficult to develop a logical or learnable sequence for other syllabus components if topics are the sole framework. Different topics may require language of differing levels of complexity and, as a consequence, it may not always be possible to reconcile the different strands of the syllabus. (ibid. 158/159)

2.4 Topic and cross-topic areas

Richards (2001: 159) divided the curriculum's language competencies into topic and cross-topic areas. A topic refers to the context in which language is used. For example, the competency „Report basic household problems“ is found in the topic „Housing“.

A cross-topic is a topic which can occur in other topic areas.

For example, the competency „Read and write dates“ from the cross-topic „Time and Dates“ also occurs in the topics „Shopping“ (reading expiration dates of food), „Health“ (reading appointment times), „Banking and Bills“ (reading the date due on bills), etc. (Mrowicki 1986, ix)

3. Ways of conceptualizing and categorizing content

Kathleen Graves (1996: 20) offers us some ways of conceptualizing and categorizing content and affords a point of view to its problematic:

The boundaries between categories are permeable. They overlap conceptually and are not exclusive of each other. The teacher's challenge is to figure out which ones are appropriate for her course and how she will integrate them. They will be described and then outlined in a syllabus grid, which will be added to with each successive component. In my experience, teachers do not usually use syllabus grids to lay out the content of a course, but a grid is a graphic way to illustrate possible categories.

3.1 Grammar, pronunciation, vocabulary

The traditional way of conceptualizing content, which many teachers have experienced in their own learning of language, is according to Graves (1996: 20) a grammar structures, sentence patterns, and vocabulary. These aspects of language are relatively systematic and rule-governed and are often the basis of content found in textbooks. They include rules of word formation (morphology), rules of pronunciation (phonology), and grammatical structures and relationships among words at the sentence level (syntax).

A syllabus grid that includes these aspects of language might look like this:

Grammar	Pronunciation	Vocabulary
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3. 2 Functions, notions and topics, communicative approach

For language teachers, the possibilities for what to include in a syllabus opened up with the advent of what has come to be called the communicative approach (Larsen - Freeman 1986). The work of sociolinguists such as Hymes (1972) and Halliday (1973, 1975) and of applied linguists such as Wilkins (1976) and Van Ek (1975) has helped reorient thinking about the nature of language.

Graves (1996: 21) emphasizes that

the communicative approach is based on ideas about language, on the one hand, and about the purposes of language learning, on the other. Language is used in a context, which determines and constrains the choices that language users make with respect to purpose, style, register, and topic. Learners must use the language and have purposes for using it. From the point of view of conceptualizing content, the communicative approach added several dimensions.

First, it added the dimension of language functions, such as to apologize, to persuade, to convey information. It also added the dimension of notions, which form a continuum from general concepts such as time, space, and relationship to specific topic-related notions such as house and home, weather, and personal identification (Van Ek 1975).

According to Graves (1996: 21)

language was seen as being used for communicative purposes in situations with other people, which call on the learner to pay attention to both the content of the language and its appropriateness with respect to formality, non-verbal behaviour, tone, and so on. Communicative situations might include ordering food in a restaurant, buying stamps at the post office, extending an invitation to a social event.

Thus we can add these categories to our syllabus grid:

Functions	Notions and topics	Communicative situations
Grammar	Pronunciation	Vocabulary

3.3 Language skills

The proficiency movement and the development of proficiency guide-lines have emphasized a four-skills-based approach to syllabus design (Omaggio Hadley 1993). For some teachers, these skills are a given, as students have to use some combination of listening, speaking, reading, and writing in class. However, because becoming proficient in each of these skills entails mastery of a set of subskills and processes, many teachers choose to emphasize certain skills or find the ways to integrate them.

It is recommended to follow this sequence of skills to learn and master some foreign language: (the same sequence as we used by mother tongue learning)

LISTENING	SPEAKING	READING	WRITING
Passive, receptive	active, productive	passive, receptive	active, productive

Thus Graves (1996: 22) adds the following categories to her syllabus grid:

Listening skills	Speaking skills	Reading skills	Writing skills
Functions	Notions and topics	Communicative situations	
Grammar	Pronunciation	Vocabulary	

3.4 Tasks and activities, competencies

The emphasis on communicative competence as based on and brought about by interaction has prompted a view of language as not just something one learns but something one does. Thus teachers may conceive of their syllabus in terms of what the students will do in the classroom as activities or tasks. Tasks have been variously defined. Prabhu defines a task as an activity that requires learners „to arrive at an outcome from given information through some process of thought,“ such as deciding on an itinerary based on train timetables or composing a telegram to send to someone. (ibid, 22)

Graves (1996: 22) has also defined tasks as projects in which learners work together to produce something, such as a putting together a newspaper or conducting a survey (Hutchinson 1984). Nunan (1989) proposes a task continuum, with real-world tasks at one end and pedagogic tasks at the other.

Real-world tasks ask students to use language in ways that they might outside the classroom, such as listening to the radio, reading the newspaper, or using a train schedule.

Pedagogic tasks are ones that would not occur outside of the classroom but help students develop skills necessary to function in that world, such as information gap activities.

However one defines them, tasks can be geared to one's specific group of learners.

During my study of literature concerning this problematic I found very interesting book which summarizes task-based syllabus: Willis, J., A Framework for Task-Based Learning: Addison Wesley Longman Limited, 1996. ISBN 0-582-25973-8.

We can add two other categories to Graves' syllabus grid:

	Tasks and activities	Competencies	
Listening skills	Speaking skills	Reading skills	Writing skills
Functions	Notions and topics	Communicative situations	
Grammar	Pronunciation	Vocabulary	

3.5 Role of culture, content

The role of culture in language learning is receiving increasing attention. Kathleen Graves (1996: 23) emphasizes that: „culture provides a broader and deeper context for how one knows or determines what is valued, appropriate, or even feasible and why”.

Damen (1986) calls culture the „fifth dimension of language teaching“.

Kramsch (1993) asserts that culture is not just a fifth skill or even an aspect of communicative competence but the underlying dimension of all one knows and does.

Thus a teacher who views culture as an integral part of a syllabus might include the development of awareness of the role culture plays in human interaction, how to understand and interpret the cultural aspects of language and behaviour, and the development of skills in behaving and responding in culturally appropriate ways in addition to knowledge of the target culture.

The learning of language through or in conjunction with subject matter can also be the focus of language course. Such courses have been called content-based because they integrate „particular content with language teaching aims“ (Brinton, Snow, and Wesche 1989). Such content may be school- or work-related – for example, history, economics, or computer technology. A content-based course may teach the subject matter directly or use subject matter as the basis for language-learning lessons. (Graves, 1996: 23)

We can add culture and content to Graves’ syllabus grid:

		Content	
Culture	Tasks and activities	Competencies	
Listening skills	Speaking skills	Reading skills	Writing skills
Functions	Notions and topics	Communicative situations	
Grammar	Pronunciation	Vocabulary	

Graves writes in her work that

another major change in how teachers conceptualize content has come about because of the view that one teaches learners, not just language. The emphasis on the learner has introduced other important elements into a teacher’s conception of what she will teach: the learner’s affect, which includes attitudes, self-confidence, and motivation, and the learner’s approach to learning, which includes both understanding and developing one’s learning skills. How to improve learners’ self-confidence or helping learners become aware of their attitude toward the target culture may be explicitly included in a syllabus, as may activities that help learners become aware of their strengths and overcome their weaknesses as learners. (Graves, 1996: 24)

The categories also overlap, both conceptually and in the classroom.

For example:

Pronunciation is an important part of speaking skills.

Vocabulary development is a part of notions and topics.

Learning strategies can be linked to specific skills.

Some teachers conceptualize content thematically.

4. Selecting and developing materials and activities

According to Graves (1996: 26/27) „the materials themselves are flexible and can be used in a number of ways, depending on the target skills or competencies”.

- Newspaper articles can be used as a basis for developing reading skills, expanding vocabulary, or discussing culture.
- Pictures can be used as a focus for learning grammar or as a starting point for a writing assignment.

For content-based courses, authentic material is the foundation. The emphasis on proficiency and learning language in context has led many teachers to use as much authentic material as possible in their classes (Omaggio Hadley 1993).

4. 1 Strategies in making lessons and activities using content-based materials

SILINA, Olga. MIDTESOL Matters. Winter 2001-02 [online]. c2001
<<http://www.midtesol.org/Newsletter/2001winter-SilinaArticle.htm>>

Strategies which we should keep in mind when making lessons and activities using content-based materials:

1. Use tasks that emphasize higher thinking skills (e.g., synthesizing, evaluating, organizing, problem solving, clarifying, etc.)
2. Visually support content – realia, video, CALL, etc.

3. Vary the ways to teach content (e.g., collaborative group work, peer editing, information gap activity, etc.)
4. Support content linguistically (e.g., clarifying, paraphrasing, modelling)
5. Explain rationales/objectives and recap/review the lesson
6. Teach vocabulary as a separate skill
7. Connect learners' background/experiences to the content

5. Situations

Woodward writes in her work concerning planning language lessons and courses that: „many course-books have little sections based on the idea of situational English. A situation may be expressed as a place, such as „at the railway station“”. (Woodward, 2001: 97)

A situation often implies:

- Roles, e.g. a ticket seller and a passenger
- Relationships, e.g. rather distanced since the seller and passenger do not normally know each other
- Attitudes, e.g. polite but perhaps slightly rushed or brisk
- Tasks, e.g. getting information, buying a ticket
- Vocabulary, e.g. platform, departure
- Skills, e.g. talking, listening, reading
- Materials, e.g. money, ticket
- Structures, e.g. the present simple for timetables (What time does the train leave?)
- Functions, e.g. asking for information

In her opinion „a situation creates a fairly meaningful and realistic context and exerts a loose binding force for the choice of vocabulary, skills, grammatical patterns, etc”.

Of course, almost anything can happen at a railway station. You can buy things and eat things, meet old friends and have arguments and use virtually any vocabulary, structure or function. Even if you take the standard task of asking for a ticket, there are hundreds of different ways of asking for one. We must recognise then that situations are useful contrivances for gathering language together for a particular lesson. We should not take them too seriously or rigidly. (Woodward, 2001: 97)

6. Topics and themes

Woodward notices that

real world topics such as „my family“, „mobile phones“, „how to solve conflicts“, „escape“ and „honesty“ are organising devices similar to situations in that they are designed to pull together vocabulary, skills work and so on into larger more integrated contexts. They are potentially more interesting than pure language topics such as „verb that take gerund complements“ or „ways of phrasing offers“. (Woodward, 2001: 97/98)

People can thus work in language classes on worthwhile things they wish to accomplish, such as finding out about themselves and others, making plans and decisions, clarifying personal values or effectively commenting on the amount of homework given to them by a range of teachers. Working with topics and themes can thus put the language user’s message first and can help learners and teachers to see the target language as the vehicle for messages rather than the central aim in itself. (ibid, 98)

6. 1 Practical principles for teaching situations, topics and themes

Woodward refers to practical principles for teaching situations, topics and themes.

- If they are to be motivating, situations, topics and themes should not be regarded just as useful contrivances for gathering language together. The emphasis, especially with topics and themes, needs to be more on the content and on conveying messages and expressing opinions than on the study of discrete of language themselves, otherwise the motivational impact on students can be lost and the whole thing seem very artificial. Thus the content of any material, whether an article, poem, song, story, phone conversation or advert, can be noted and commented on, questioned and discussed, for its content, as well as or instead of the language features the piece contains.
- Negotiate the choice of situations, topics and themes with students so that the choice has maximum relevance.
- Take time to build the background and settings with music, real objects, pictures or other props to get students into the mood of things.
- Topic and theme based lessons can be very useful for reinforcing learning in other subject areas as history or biology, so do not be afraid to stray outside „your“ patch. At primary level foreign language specialists are often teachers of other subjects too. At secondary level and above, liaison between foreign language and other specialists can be fruitful and interesting.
- When starting a topic or theme ensure that a wide enough range of target aims is included (e.g. culture, vocabulary, skills, language patterns, functions, pronunciation, social skills) so that everyone in the group can meet something new which they wish to learn. (Woodward, 2001: 98)

While situations are often used at lower levels as a setting for language functions, topics and themes can be according to Woodward particularly useful as students get better at the target language. Students will have encountered many different words and patterns already. Topics and themes draw these together giving students the chance to recall different items and choose which is appropriate for the occasion. This will enable further refinement of items already met. Topics and themes can get us away from the notion of language being „out there“, something to be studied, and can move it „in here“, inside the person who has something they want to express and understand. (ibid, 99)

7. Ideas for using a topic-based lesson

Woodward gives us some good ideas for using a topic-based lesson:

- Provided the class you are going into as a substitute teacher is „intermediate“ or above, the topic-based lesson can be a useful one to use. You will need to do a little preparation beforehand but this could be done whenever you have some free time. First you find a couple of topics. They need to be ones that are unlikely to be found in the normal range of course-books and thus not already „done“ by the class. They also need to be ones that are right for the kind of classes you are going into.

We can take any of the following topics:

„Breaking bad habits“, „TV chat shows“, „Relationships“ or „The influence of US culture on our country“. (Woodward, 2001: 226)

- If you like students to be lively and eager to participate, you may tend to choose team games as starters. (ibid, 51)
- If you need to make a friendly atmosphere, you will tend to socialise, asking students how they got on in the last lesson or whether they have been watching the sport recently. There are lots of warm-up ideas. (ibid, 51)

- If you would like to do a topic-based lesson but have literally two minutes' warning that you will have to substitute, have a look at the Cambridge International Dictionary of English. It has „Language portrait“ pages which, at a stretch, could get you through a class. Some pages show pictures of vocabulary linked by place (e.g. the bedroom), other pages show a semantic link, such as all the words for different kinds of coverings (e.g. lids, tops, etc.). Yet other pages illustrate all the meanings for one word or take, say, a topic like „Relationships“ and show pictures and phrases (e.g. “to get engaged“). These pages would certainly get you started and meanwhile you can be planning what to do in the rest of the lesson! (ibid, 228)
- Students starts - The fundamental idea here is that students are encouraged to take responsibility for their own learning and for some classroom processes without always needing the teacher to „crank start“ them. (An example would be if you told your students the topic of the lesson and asked them to recall individually, in pairs or in groups, in note form on paper, everything they know about the topic. The teacher obviously has to give clear guidance to the students on what is expected of them and why. (Woodward, 2001: 51)

8. Planning a content-based lesson

PEACHEY, Nik. Content-based instruction [online]

<<http://www.teachingenglish.org.uk/think/methodology/content.shtml>>

Here is one example how it is possible to plan a content-based lesson:

- Preparation
 - Choose a subject of interest to students.
 - Find three or four suitable sources that deal with different aspects of the subject. These could be websites, reference books, audio or video of lectures or even real people.

- During the lesson
 - Divide the class into small groups and assign each group a small research task and a source of information to use to help them fulfil the task.
 - Then once they have done their research they form new groups with students that used other information sources and share and compare their information.
 - There should then be some product as the end result of this sharing of information which could take the form of a group report or presentation of some kind.

9. Advantages of content-based instruction

PEACHEY, Nik. Content-based instruction [online]

<<http://www.teachingenglish.org.uk/think/methodology/content.shtml>>

- It can make learning a language more interesting and motivating. Students can use the language to fulfil a real purpose, which can make students both more independent and confident.
- Students can also develop a much wider knowledge of the world through CBI which can feedback into improving and supporting their general educational needs.
- CBI is very popular among EAP (English for Academic Purposes) teachers as it helps students to develop valuable study skills such as note taking, summarising and extracting key information from texts.

- Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills that can then be transferred to other subjects.

- The inclusion of a group work element within the framework given above can also help students to develop their collaborative skills, which can have great social value.

10. Potential problems

PEACHEY, Nik. Content-based instruction [online]

<<http://www.teachingenglish.org.uk/think/methodology/content.shtml>>

- Because CBI isn't explicitly focused on language learning, some students may feel confused or may even feel that they aren't improving their language skills. Deal with this by including some form of language focused follow-up exercises to help draw attention to linguistic features within the materials and consolidate any difficult vocabulary or grammar points.
- Particularly in monolingual classes, the over use of the students' native language during parts of the lesson can be a problem. Because the lesson isn't explicitly focussed on language practice students find it much easier and quicker to use their mother tongue. Try sharing your rationale with students and explain the benefits of using the target language rather than their mother tongue.
- It can be hard to find information sources and texts that lower levels can understand. Also the sharing of information in the target language may cause great difficulties. A possible way around this at lower levels is either to use texts in the students' native language and then get them to use the target language for the sharing of information and end product, or to have texts in the target language, but allow the students to present the end product in their native language. These options should reduce the level of challenge.

- Some students may copy directly from the source texts they use to get their information. Avoid this by designing tasks that demand students evaluate the information in some way, to draw conclusions or actually to put it to some practical use. Having information sources that have conflicting information can also be helpful as students have to decide which information they agree with or most believe.

While content-based instruction can be both challenging and demanding for the teacher and the students, it can also be very stimulating and rewarding. The degree to which you adopt this approach may well depend on the willingness of your students, the institution in which you work and the availability of resources within your environment. It could be something that your school wants to consider introducing across the curriculum or something that you experiment with just for one or two lessons. Whichever you choose to do I would advise that you try to involve other teachers within your school, particularly teachers from other subjects. This could help you both in terms of finding sources of information and in having the support of others in helping you to evaluate your work.

Lastly, try to involve your students. Get them to help you decide what topics and subjects the lessons are based around and find out how they feel this kind of lessons compares to your usual lessons. In the end they will be the measure of your success.

(PEACHEY, Nik. Content-based instruction [online])

II. PRACTICAL PART

When starting a topic or theme ensure that a wide enough range of target aims is included (e.g. culture, vocabulary, skills, language patterns, functions, pronunciation, social skills) so that everyone in the group can meet something new which they wish to learn.

(Woodward, 2001: 98)

Learners must use the language and have purposes for using it.

(Graves, 1996: 21)

I did not divide the topics (health, food, travelling) into particular lessons purposefully, because each group has different language level.

The topics are compiled as a general revision and that is why my target is to revise it carefully.

Quality of teaching and pupils' results are much more important for me.

INTRODUCTION TO PRACTICAL PART

I have chosen purposefully these three topics for my topic-based teaching:

- Health
- Food
- Travelling

Health – because it is the most important thing of our lives and in spite of the fact that children think they are too young to take it seriously, in my opinion they should be aware of its huge importance. And just for this importance HEALTH is the first topic we are going to revise.

Food – we need food to live and to survive and to be healthy. Healthy nutrition, fruit and vegetables belong to our healthy lifestyle. I would like to explain my pupils how important it is to eat healthy, to eat enough fruit and vegetables, to drink enough, to have enough movement, etc.

Of course I am going to connect it with some grammar too. – I would prefer to use inductive method for teaching grammar. It is more suitable for children.

Travelling – this topic is usually the most popular one, that is why all children are interested in it, they can bring some photos from their holidays, tell stories to their friends (classmates), etc. Nowadays they have got a lot of experiences and knowledge about various foreign countries, cities, places of interest, etc. Travelling is very attractive and motivating topic for them.

I conceived my practical part of diploma work as general revision of these topics.

Intermediate learners – 15 pupils in the course, 8th class, three lessons a week.

All the topics are more or less connected:

HEALTH	FOOD	TRAVELLING
Healthy lifestyle	At the restaurant	Travel agency
Medical care	Shopping food	Accommodation
Medical centres	Fruit and vegetables	Boarding
Healthy nutrition	Refreshment, fast food	Foreign countries
Vaccination	The Czech Republic <ul style="list-style-type: none"> • Cuisine • Lifestyle 	Geographical names
Health insurance	Great Britain <ul style="list-style-type: none"> • Cuisine • Lifestyle 	Travel documents <ul style="list-style-type: none"> • Health insurance
<ul style="list-style-type: none"> • Overweight • (to) keep a diet 		Active holiday <ul style="list-style-type: none"> • Sport
Sport		

1. HEALTH

The first topic I have chosen for my example of topic-based teaching is HEALTH.

I have decided without any long thinking about it, because no doubt HEALTH is the most important for each of us. We should be aware of it.

I used some textbooks and other sources for inspiration and help:

- Betáková, L., Dvořáková, K., Way to win 7. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2006. ISBN 80-7238-389-2 (Unit 4, 7)
- Betáková, L., Dvořáková, K., Way to win 7. Příručka učitele pro základní školy a víceletá gymnázia: Fraus, 2006. ISBN 80-7238-391-4 (Unit 5)
- Hutchinson, T., Project 2. student's book: Oxford University Press, 1999. ISBN 0-19-436523-9 (Unit 3, 4)
- Peters, S., Gráf T., Time to talk 2. Učebnice pro střední a jazykové školy: Polyglot, 2002. ISBN 80-86195-21-X (Unit 7)
- Švarc, J., Angličtina dětem. English for children: Švarc, 1993

I conceived it as a general revision and survey of this topic – HEALTH.

Children have already learnt vocabulary connected with health, important phrases and expressions, ...

Our collective task is to put all the topic together, use it in practice, in real life situations, so that the children would be able to use English when going abroad (not only to some English speaking countries, but also to other foreign countries), when they need some medical care, when they are injured and they need help and first aid, It is very unpleasant situation to have to call emergency, but it belongs to our lives and it can save somebody's life.

(Just now I am going to ask my pupils if they know the telephone number for an ambulance. I consider it for necessity and even small children must know it.)

- Do you know what telephone number we should call if we needed an ambulance / emergency?

It is very important for me to communicate with learners in target language – in English (it does not matter what topic we are talking about), in order that they could imagine the real situation and not to be surprised when some foreigners would like them to speak some foreign language and not only fill in some exercises and use some suitable grammatical structure.

And we can never know when it is necessary to look for some medical care / hospital / pharmacy (chemist's) ... when we are abroad. We think we go on holiday but we should be aware of the fact that something can happen and we do not have any other possibility than to find some help. And then you can imagine how important it could be to know some foreign language. Of course, English is world language number one, you can use it almost everywhere all around the world.

WHAT DO YOU REVISE?

- Vocabulary to this topic
- Important phrases and expressions connected with health
- First aid and other important information
- Healthy lifestyle, healthy nutrition
- Numerals (twice a day, three times a week, ...)
- Negative prefixes at some adjectives connected with health
- Verbs connected with health (some irregular verbs)

INTRODUCTION TO THE TOPIC

At the beginning of our general revision of this topic I would like you to write down your associations to HEALTH. (I gave you three examples, try to continue.)

	flu	
doctor		
	HEALTH	
		medicine

Then I am going to ask children:

- What do you do to be healthy?
- What about your lifestyle? Do you think you lead a healthy life?
- What belongs to healthy nutrition?
- How often do you go to the dentist? (You should know that a regular check-up at the dentist should be twice a year.!!!)
- Do you think exercise is important for good health?

(I wanted to write the most important vocabulary into this table so that the children could have some overview and could practise it at home again. When they hear the vocabulary only at school and do not notice it anywhere they cannot remember it, of course.

Even though it should be only revision for pupils, if I had not written these words they could have forgotten it.)

VOCABULARY

health	zdraví
healthy	zdravý
health insurance (medical insurance)	zdravotní pojištění
health centre	zdravotní středisko
illness / sickness / disease	nemoc
ill / sick	nemocný
(to) fall ill	onemocnět
medical care	lékařská péče
hospital	nemocnice
policlinics	poliklinika
pharmacy (chemist's)	lékárna
medicine	lék, lékařství
tablets / pills	tablety / pilulky
drops	kapky
ointment	mast

prescription	lékařský předpis, recept
(to) prescribe	předepsat (léky)
First aid	první pomoc
First aid station	stanice první pomoci
First aid kit	lékárnička
Emergency	pohotovost, nouzová situace
emergency services	pohotovostní služby
emergency phone call	tísňové volání
ambulance	sanitka
vaccination	očkování
injury	zranění
examination	vyšetření
X-ray	rentgen
(to) suffer from ...	trpět něčím
flu (= influenza)	chřipka
cold	nachlazení
cold / running nose	rýma
cough	kašel
sore throat	bolest v krku
fever	horečka
headache	bolest hlavy
angina (tonsillitis)	angína
pneumonia	zápal plic
bronchitis	zánět průdušek
appendicitis	zánět slepého střeva
fracture	zlomenina
broken arm	zlomená ruka
broken leg	zlomená noha
overweight	nadváha
(to) keep a diet	držet dietu
optician	optik
optics	optika

glasses (sunglasses) – always in plural form	brýle (sluneční brýle)
contact lenses	kontaktní čočky
vet	veterinář

If you travel to some exotic country (Thailand, ...) you need some special vaccination. (I wanted to notice this information, because nowadays it is quite common that children with their parents travel to some distant countries and it could be interesting for them.)

Now we are going to use the vocabulary from the table in practice. Pupils can have a look at the vocabulary when they need help.

- Which illnesses do usually small children suffer from?
- Which illnesses are the most common for children or adults especially in winter?
- What do you think, which illnesses could we classify to civilization-diseases?

READING AND LISTENING

Liam started to feel ill. We are going to listen to the short article about Liam. (twice → for better understanding)

Try to concentrate on these questions:

- What problems did Liam have?
- Did he have to go to the doctor?

After this activity I will give them copies of this article and their task will be to number the pictures in the correct order.

VLOZIT: Liam's week

- Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999. ISBN 0-19-436523-9 (Unit 3, page 32)

PHRASES

- at the doctor's / at the dentist's – u lékaře / u zubaře
- go to the doctor / go to the doctor's (→ ordinace lékaře)
- I am cold. – Jsem nachlazený.
- I have got a cough. – Mám kašel.
- I have got a sore throat. – Bolí mi v krku.
- I have got a headache. (V tomto spojení člen používáme vždy - a headache.) – Bolí mi hlava.
- I have got toothache. (V tomto případě člen většinou vynecháváme.) – Bolí mi zub.
- I am tired. – Jsem unavený.
- (to) keep a diet – držet dietu
- (to) be on a diet – držet dietu, být na dietě

HOSPITAL

- patient – pacient / pacientka
- doctor (dentist, dermatologist, optician, surgeon, gynaecologist, ...)
- general practitioner (GP) – praktický lékař
- specialist – odborný lékař
- nurse – zdravotní sestra
- department – oddělení
- casualty department – úrazové oddělení
- surgery – chirurgie
- surgeon – chirurg

VLOŽIT: The National Health Service

- Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999. ISBN 0-19-436523-9 (Unit 3, page 76)

VLOŽIT: Human body

- Švarc, J., Angličtina dětem. English for children: Švarc, 1993 (str. 65)

AT THE DENTIST'S

- toothache – bolest zubu
- toothpaste – zubní pasta
- toothbrush – zubní kartáček
- filling / stop – plomba
- waiting room – čekárna
- consulting-room / surgery – ordinace

Verbs connected with health:

- (to) treat – léčit (treatment – léčba)
- (to) cure / (to) heal – vyléčit
- (to) save – zachránit
- (to) fall ill – onemocnět (fall – fell – fallen)
- (to) hurt – poranit, zranit, bolet (hurt – hurt – hurt)
- (to) break – zlomit (break – broke – broken)
- (to) prescribe some medicine – předepsat nějaké léky
- (to) go to the doctor's – jít k lékaři (go – went – gone)

➤ I feel good. / I am well. X I don't feel good.

(After feel, sound, taste, smell, look we use adjectives, not adverbs!)

(for example: It sounds good. / She looks good.)

When you do not feel good you must go to the doctor's. He examines you and prescribes some medicine. Then you go to the pharmacy (chemist's) and you must take some pills / drops / ... according to the prescription.

I would like to help you to understand how often you should take some medicine.

- once a day – jednou denně
- once an hour – jednou za hodinu
- twice a day – dvakrát denně
- three times a day – třikrát denně
- four times a week – čtyřikrát týdně

REMEMBER!

1 x once

2 x twice

3 x three times

4 x four times

10 x ten times

20 x twenty times

There are some negative prefixes which help us to create the opposites of some adjectives or some nouns:

healthy X **un**healthy

curable X **in**curable

pleasant X **un**pleasant

smoker X **non**-smoker

- mentally or physically **disabled** people – mentálně nebo fyzicky postižení lidé
 - disabled person – invalida
 - handicapped – tělesně postižený
- Do you think we have got good services for disabled people in our town?

VLOŽIT: Can he live with us?

- Betáková, L., Dvořáková, K., Way to win 7. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2006. ISBN 80-7238-389-2 (Unit 7, page 94)

VLOŽIT: Can he live with us?

- Betáková, L., Dvořáková, K., Way to win 7. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2006. ISBN 80-7238-389-2 (Unit 7, page 95)

VLOŽIT: Accident!

- Betáková, L., Dvořáková, K., Way to win 7. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2006. ISBN 80-7238-389-2 (Unit 5, page 39)

VLOŽIT: Ten Great Health Tips!

- Peters, S., Gráf T., Time to talk 2. Učebnice pro střední a jazykové školy: Polyglot, 2002. ISBN 80-86195-21-X (Unit 7, page 103)

Ask your classmates the questions on this questionnaire.

(I found this material in Sounds English, by J. D. Connor and I find it an interesting and suitable activity at the end of our revision of this topic health.)

HEALTH QUESTIONNAIRE

- Do you get regular exercise?
 - Do you eat fresh fruit every day?
 - Do you eat plenty of vegetables?
 - Do you go to bed before ten?
 - Do you remember to brush your teeth at bedtime?
-

5x YES – Excellent!

4x YES – Very good!

3x YES – Not bad, but could be better!

2x YES or less – Oh dear! Not very healthy!

Are you able to guess the meaning of some following proverbs or set expressions?

- Blood is thicker than water.
- The way to a man's heart is through his stomach.
- With all one's heart and soul
- By word of mouth – z doslechu
- Bored to death
- Turn a blind eye to ... – přimhouřit oko

VLOŽIT: Human body (s doplňováním)

Test yourselves! Do you remember some parts of human body?

- Švarc, J., Angličtina dětem. English for children: Švarc, 1993 (str. 65)

Are you able to guess the next topic we are going to talk about?

It is very close topic to health. We need it to stay healthy. We do not need it so much when we need to lose some weight. What topic is it?

2. FOOD

The second topic I have chosen for my example of topic-based teaching is FOOD.

I used some textbooks and other sources for inspiration and help:

- Anglicko-český, Česko-anglický slovník: FIN publishing, 2001. ISBN 80-86002-62-4
- Betáková, L., Dvořáková, K., Way to win 6. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2005. ISBN 80-7238-370-1 (Unit 8)
- Betáková, L., Dvořáková, K., Way to win 7. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2006. ISBN 80-7238-389-2 (Unit 4)
- Betáková, L., Dvořáková, K., Way to win 7. Příručka učitele pro základní školy a víceletá gymnázia: Fraus, 2006. ISBN 80-7238-391-4 (Unit 4)
- Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999. ISBN 0-19-436523-9 (Unit 4)
- Peters, S., Gráf, T., Time to talk 1. Učebnice pro střední a jazykové školy: Polyglot, 2001. ISBN 80-86195-11-2 (Unit 4, 6, 9, 10)
- Peters, S., Gráf T., Time to talk 2. Učebnice pro střední a jazykové školy: Polyglot, 2002. ISBN 80-86195-21-X (Unit 4)
- Švarc, J., Angličtina dětem. English for children: Švarc, 1993

I conceived it as a general revision and survey of this topic – FOOD.

Children have already learnt some vocabulary connected with food, important phrases and expressions (at the restaurant, shopping), countable and uncountable nouns connected with food, ...

Our collective task is to put all the topic together, use it in practice, in real life situations, so that the children could use English to buy some food, order some meal at the restaurant and not to stay hungry.

I consider this topic itself broad enough, therefore we can spend longer time with it and practise as much as possible. I have chosen suitable vocabulary, phrases and expressions, pictures, exercises, communicational activities, articles, information and interests about eating in English speaking countries, grammatical structures and we are going to engage in this topic as long as it is necessary.

WHAT DO YOU REVISE?

- Vocabulary to food and shopping food (shops where we can buy some food)
- Important phrases connected with food
- Communicative abilities (to be able to buy some food, order some meal at the restaurant)
- Pronouns some / any
- Countable and uncountable nouns (in connection with food)
- Irregular verbs connected with this topic

SHOPS, WHERE WE CAN BUY SOME FOOD

- Where do people buy their food?

(I would like to make note – in British English we use SHOP, in American English they use STORE)

- Grocer's – potraviny
- Greengrocer's – ovoce & zelenina
- Baker's – pekařství
- Butcher's – řeznictví
- Supermarket

- shopping list – nákupní seznam

Try to write down what we can buy at Baker's, ... :

<u>GROCER'S</u> pastries dairy products	<u>BAKER'S</u> bread
<u>GREENGROCER'S</u> apple orange onions	<u>BUTCHER'S</u> poultry pork

Then we are going to check it together and everyone adds missing words.

When necessary I will tell pupils more goods that we can get at these shops.

- Do you prefer shopping in a supermarket or in some smaller shop? Why?

VLOŽIT: OVOCE (s doplňováním)

- Švarc, J., Angličtina dětem. English for children: Švarc, 1993 (str. 26)

VLOŽIT: ZELENINU (s doplňováním)

- Švarc, J., Angličtina dětem. English for children: Švarc, 1993 (str. 25)

I chose one suitable article about shopping some food in Way to win (unit 4, page 32).

Sally and Jenny are helping Tracy with shopping for the Bonfire Night Party.

At first I write two questions on the blackboard so that the pupils could know what they should concentrate on.

- What sorts of fruit and vegetables did they buy?
- Did they buy anything to drink?

We are going to listen to the text (twice) and then children should try to answer my questions afterwards.

(Listening – Pupils hear how native speakers pronounce. They get used to listening for specific things (according to my questions) and not understanding everything. This is good practice for real-life situations.)

VLOŽIT: Sally and Jenny are helping Tracy with shopping for the Bonfire Night Party.

- Betáková, L., Dvořáková, K., Way to win 7. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2006. ISBN 80-7238-389-2 (Unit 4, page 32/33)

REMEMBER!

(Write it down into your exercise-book and when you do not understand the meaning look up the word in the dictionary.)

- a bar of chocolate
- a packet of crisps
- a bottle of lemonade
- a loaf of bread
- a bunch of grapes
- 2 kilos of apples
- a carton of orange juice
- a bag of potatoes

PAIRWORK (ROLE-PLAY)

(In each pair, the two students are given different information, their task is to act dialogues - shop assistant and customer.)

(Notice: We say shop assistant in British English and salesman in American English.)

CUSTOMER	SHOP ASSISTANT
<u>Shopping list</u>	<u>You sell:</u>
2 packets of tea	tea – 50p a packet
1 kilo of sugar	sugar – 30p a kilo
3 cans of orange juice	orange juice – 25p a can
1 kilo of rice	rice – 20p a kilo
10 rolls	roll – 2p a piece
1 loaf of bread	bread – 25p a loaf

REMEMBER!

(We can practise some irregular verbs which we need during shopping.)

buy	bought	bought
get	got	got
sell	sold	sold
pay	paid	paid
cost	cost	cost
choose	chose	chosen
show	showed	shown / showed
take	took	taken

- be thirsty – mít žízeň
- be hungry – mít hlad
- I am hungry. – Mám hlad.

- Where can you get something to eat when you are hungry?
 - Café (coffee bar) – kavárna (People usually go there to have a chat with their friends. We can order tea or coffee and some cake or sweet.)
 - Restaurant (How often do you go to the restaurant? At which occasion? What do you usually order there?)
 - Canteen (school canteen) (Do you like eating at the school canteen?)
 - Fast food – rychlé občerstvení (Do you like fast food? Do you think it is healthy to eat there? What can we get there?)
 - Refreshment – občerstvení
 - Snack bar – občerstvení

- When do people usually eat their meals?
- What do you usually eat at each meal?

- Breakfast (have breakfast – snídat)

(An English breakfast – cereal, fried eggs, bacon, sausages, tomatoes, toast, fried bread, ...) And what about your breakfast? What do you like for breakfast? What did you eat this morning?

- Snack (have a cup of tea – dát si čaj, šálek čaje)
- Lunch (have lunch – obědvat) (a break for lunch – přestávka na oběd)

(What do you like for lunch?)

- Tea (have tea – dát si lehčí večeři, odpolední svačinu)
- Dinner (have dinner – večeřet) (before dinner – před večeří) (after dinner – po večeří)

(What do you like for dinner?)

- Supper (have supper – večeřet)

- (to) make a cup of tea/coffee – udělat šálek čaje
- (to) make a pizza – udělat pizzu
- (to) make lunch/dinner – udělat oběd/večeři

VLOŽIT: BREAKFAST (s doplňováním)

- Švarc, J., Angličtina dětem. English for children: Švarc, 1993 (str. 9)

VLOŽIT: Meals and meal times

- Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999. ISBN 0-19-436523-9 (Unit 4, page 77)

- Can you tell me some differences between eating in the Czech Republic and in Great Britain?
- What is typical for Czech cuisine?
- What is typical for British cuisine?

Are the sentences true or false? Correct the false sentences.

- Many British people have a big breakfast.
- People often have cereal or toast for breakfast.
- All British people have usually a hot lunch.
- Lunch is the main meal of the day as it is in the Czech Republic.
- British people eat dinner late in the evening.
- British people do not like Chinese and Italian cuisine.

VOCABULARY to this topic

fish	ryba, ryby	carp (kapr), trout (pstruh), tuna (tuňák), salmon (losos)
spice	koření	salt (sůl), pepper (pepř)
egg	vajíčko	scrambled eggs – míchaná vejíčka soft-boiled eggs – vejíčka naměkko hard-boiled eggs – vejíčka natvrdo
mushrooms	houby	
go mushrooming	jít na houby	
dining room	jídelna	
kitchen	kuchyně	- místnost v bytě
cuisine	kuchyně	- způsob vaření
cook	vařit, kuchař, kuchařka	
cooker	vařič	
fridge	lednice	
freezer	mrazák	
microwave oven	mikrovlnná trouba	
barbecue	grilování	

COUNTABLE AND UNCOUNTABLE NOUNS

❖ Countable nouns

- Countable nouns denote something what we can count.
- They exist in both singular and plural form.
 - a girl – two girls
 - an apple – two apples
 - a chair – five chairs
 - a car – three cars

❖ Uncountable nouns

- Uncountable nouns denote something what we cannot count.
 - They do not exist in plural form.
 - We cannot use them with indefinite article a / an.
 - We cannot use them with numerals one, two,
 - Pronouns and verbs connected with them must be in singular form.
 - butter
 - water
 - music
 - love
 - money (Where is my money?)
-
- **much** – hodně, mnoho (for uncountable nouns – pro nepočítatelná podstatná jména)
How much ... ? – Kolik ... ?
 - **many** – hodně, mnoho (for countable nouns – pro počítatelná podstatná jména)
How many ... ? – Kolik ... ?

You may use **a lot of / lots of** instead of much / many in positive statements

- **little** – málo (for uncountable nouns – pro nepočítatelná podstatná jména)
 - a little – trochu
- **few** – málo (for countable nouns – pro počítatelná podstatná jména)
 - a few – pár, několik

Project 2, Student's book (Unit 4, page 45)

Are these words countable or uncountable? Write C or U.

lemonade – U	coffee	ham
tomatoes – C	butter	milk
sausages	bread	beans
potatoes	crisps	fruit
dog food	chips	fish
oranges	eggs	tea
onions	wine	peas

VLOŽIT: At the restaurant

- Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999. ISBN 0-19-436523-9 (Unit 4, page 40)

Here we have some other menu and I invite you to my restaurant.

MENU

STARTER

- Cheese plate £2.85
- Cheese omelette £2.15
- Ham plate £3.00
- Ham omelette £2.25

SOUP

- Vegetable soup £1.75
- Potato soup £1.70
- Mushroom soup £1.85
- Tomato soup £1.70

MAIN COURSE

- Lamb fillet, chips/croquettes £6.20
- Beef pockets with mushrooms, rice £6.00
- Roast pork with apple, roast potatoes £6.10
- Pork chops with red cabbage, potatoes £6.15
- Chicken with vegetables in white wine,
new potatoes £5,80
- Fish pie £4.50
- Pasta 'Mexico' (beans, tomatoes, cheese –
spicy!) £4.30
- Spaghetti bolognese £4.20
- Spinach pancakes (2) £2.30
- Omelette: £1.55
chicken/ham/mushroom/tuna/cheese
- Salad: chicken/tuna/beans £2.25
- Jacket potato with tuna £3.95

- Potatoes 65p
- French fries (= chips) 70p
- Czech dumplings 65p
- Potato dumplings 65p
- Hairy dumplings 70p
- Rice 55p
- Pasta 55p
- Bread 10p

SANDWICHES

- Chicken, lettuce and tomato £2.10
- Ham, cheese and lettuce £2.00

SALADS

- Large £2.80
- Small £1.60
 - Tomato salad
 - Vegetable salad

DESSERTS (= SWEET COURSES)

- Pancake with fruit and cream £2.95
- Pancake with strawberries £2.75
- Pancake with bilberries £2.75
- Chocolate cake £2.60
- Apple pie with cream £2.75
- Fruit salad £2.40
- Ice cream – vanilla/chocolate/strawberry 95p

DRINKS

○ Mineral water	60p
○ Fanta	80p
○ Sprite	80p
○ Tonic	80p
○ Orange juice	£1.30
○ Coca-cola	80p
○ Coffee	90p
○ Fruit tea	80p
○ Hot chocolate	95p
○ White wine	£1.20
○ Red wine	£1.20
○ Beer	£1.60

- What is your favourite meal?
- How often do you go to the restaurant? (occasionally, from time to time, rarely / seldom, often, every weekend, ...)

- on the menu – na jídelním lístku
- I'm not too keen on pizza. – Pizzu zrovna moc nemám v lásce.
- at the restaurant – v restauraci
- waiter – číšník
- waitress – číšnice
- bill – účet

ROLE-PLAY

Now we must adjust our classroom to the restaurant. Put every two desks together and chairs around it.

I am a waitress and you are guests at my restaurant. (I prepared copies of this menu so that we could imagine the situation at the restaurant.)

Pupils tell me their orders, we can act dialogues.

(Most children find using this real-life activity a satisfying and motivating learning experience. Prices are real – it is motivating for pupils too.)

HOMEWORK:

Activity (I chose this activity from Time to talk 1, Unit 6, page 83.) – Nowadays it is quite common that some people do not want to eat any meat products. If we do not eat any meat, it is not very healthy for our organism.

- But despite this, you can have some friends or relatives who really do not like meat. What could you recommend them?

- You want to open your own restaurant for vegetarians. Use the vocabulary and ideas here to make a complete vegetarian menu for your restaurant. Include starters and desserts, and plenty of salads.

Some other irregular verbs:

eat	ate	eaten
drink	drank	drunk

I chose this activity from Way to win 7 (Unit 4, page 36)

WORD WATCH

Food, food, food?

What did Jenny eat and drink last week? Make a list.

Not all the words are food!

CORNFLAKES PEANUT BUTTER PLATE FISH AND CHIP STIN
SAUSAGES MILK CHICKEN LEGS BAG COLA ORANGE JUICE
BOTTLE TOMATOES KILO LEMONADE APPLES CRISPS JAR TEA
CANS SANDWICHES PACKET BANANAS POTATOES CARTON

She ate	She drank
cornflakes	milk

And the other words? Find 'partners' like this:

- a plate of sandwiches
- a tin of ...
-

How many words can you find?

(Crosswords are very amusing for children.)

There are 15 food words.

Write them here:

Q	W	A	C	H	E	E	S	E
X	P	T	L	R	I	C	E	W
L	I	E	N	P	I	J	G	Y
P	E	A	N	U	T	S	G	B
I	R	M	V	C	B	H	P	I
Z	D	S	O	U	P	L	V	S
Z	O	R	A	N	G	E	S	C
A	M	J	X	C	A	K	E	U
T	O	Y	L	P	W	D	N	I
B	A	N	A	N	A	Q	E	T

I found this song in Muzzy comes back. Cvičebnice k televiznímu kurzu BBC (Diana Webster).

I am aware that this book is determined for small children, but in my opinion it is suitable to use it just now at revision of food and especially in this part – BIRTHDAY PARTY.

SONG (to Birthday party)

WE ARE READY FOR THE PARTY

We're ready for the party,
everyone's coming along.
We're ready for the party,
so let's all sing a song.

There are peanuts and crisps
and biscuits and buns,
lemonade and orange juice,
pizzas and pies,
and a great big huge
enormous cake.

What about chocolate
or strawberry ice?
Would you like some spaghetti or rice?
Have a biscuit! Have a bun!
Here are some peanuts. Let's have fun!

- (to) celebrate – slavit
- celebration – oslava
- anniversary – výročí
- birthday party – oslava narozenin
- birthday-card – přání k narozeninám

- (to) invite to ... – pozvat na ...
 - invitation – pozvání
 - (to) congratulate somebody on something – gratulovat někomu k ...
 - Congratulations on – Gratuluji k
 - Hearty congratulations – srdečné blahopřání
-
- Happy birthday to you !
-
- When do you celebrate your birthday?
 - How do you usually celebrate it?
 - How did you celebrate your last birthday?
 - Write a birthday-card to some friend of yours.

VLOŽIT: BIRTHDAY PARTY (s doplňováním)

- Švarc, J., Angličtina dětem. English for children: Švarc, 1993 (str. 34)

VLOŽIT: BIRTHDAY PARTY (s doplňováním)

- Švarc, J., Angličtina dětem. English for children: Švarc, 1993 (str. 35)

Now we can read and listen to the story and concentrate on using SOME and ANY:

VLOŽIT: Mut goes shopping

- Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999. ISBN 0-19-436523-9 (Unit 4, page 44)

(I would like to use an inductive approach of presenting grammar, it is more appropriate for children.)

Pronouns SOME and ANY:

(During my explanation I am writing on the blackboard:)

SOME

- Positive statements (some = nějaký, některý)
(There are some people at the door.)
(I've got some bread, so we can make sandwiches.)
- Questions (we expect positive answer → offer)
(May I offer you some more coffee?)
(Would you like some drink?)

ANY

- Negative statements (any = žádný)
(We haven't got any pastries. I must go and buy some.)
- Questions (nějaký)
(Are there any oranges in the fridge?)
- Positive statements (any = jakýkoli, kterýkoli)
(You can buy any ice-cream you want.)

VLOŽIT: Your project

- Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999. ISBN 0-19-436523-9 (Unit 4, page 48)

Can you guess the meaning of these proverbs or set expressions?

- Appetite comes with eating.
- The apple never falls far from the tree.
- Fish and guests stink after three days.
- Charming as a dead mouse in a loaf of bread. (something is not very pleasant)

Now you should not have any problems to order some meal at the restaurant in English. So we are going to travel all around the world so that you could practise it in real-world situations!

3. TRAVELLING

The third topic I have chosen for my example of topic-based teaching is TRAVELLING.

I used some textbooks and other sources for inspiration:

- Anglicko-český, Česko-anglický slovník: FIN publishing, 2001. ISBN 80-86002-62-4
- Betáková, L., Dvořáková, K., Way to win 6. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2005. ISBN 80-7238-370-1 (Unit 5, 10)
- Betáková, L., Dvořáková, K., Way to win 7. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2006. ISBN 80-7238-389-2 (Unit 1, 3, 10, 7)
- Betáková, L., Dvořáková, K., Way to win 7. Příručka učitele pro základní školy a víceletá gymnázia: Fraus, 2006. ISBN 80-7238-391-4 (Unit 1, 10)
- Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999. ISBN 0-19-436523-9 (Unit 5)
- Murphy, R., English Grammar in Use (Third edition): Cambridge University Press, 2004. ISBN 0-521-53289-2 (Unit 119)
- Peters, S., Gráf, T., Time to talk 1. Učebnice angličtiny pro střední a jazykové školy: Polyglot, 2001. ISBN 80-86195-11-2 (Unit 9, 11)
- Peters, S., Gráf T., Time to talk 2. Učebnice angličtiny pro střední a jazykové školy: Polyglot. 2002. ISBN 80-86195-21-X (Unit 9)

I conceived it as a general revision and survey of this topic – TRAVELLING.

Children have already learnt vocabulary connected with travelling, important phrases, names of foreign countries, present perfect simple ...

Our collective task is to put all the topic together, use it in practice, in real life situations, so that the children would be able to use English when going abroad, arrange their own holiday, make a reservation for accommodation, order some meal at restaurant, book an air ticket ...

It is very important for me to communicate with learners in target language – in English, in order that they could imagine the real situation and not to be surprised when some foreigners would like them to speak some foreign language and not only fill in some exercises and use some suitable grammatical structure.

Of course, travelling is more and more popular nowadays and that is why we (teachers) and our pupils (learners) should be aware of the importance of language knowledge and ability to communicate with foreigners.

WHAT DO YOU REVISE?

- Vocabulary to travelling
- Important phrases connected with travelling
- Names of continents and foreign countries
- Communicative abilities (to be able to arrange holiday, accommodation, boarding, transport, ..., to ask the way)
- Some information about the Czech Republic, Great Britain, the USA and festivals
- Present perfect simple
Have you ever been **to** Greece?
It was the most beautiful country, I have ever visited.
(ever, never, already, so far, yet, ...)
- Using of articles (in connection with geographical names)
- Grammatical structure – (to) be worth-ing
- Some irregular verbs (usefull for travelling)
- Prepositions (by, ago, before, in front of, for, in, during) – in connection with travelling
- Adjectives (comparatives and superlatives)

INTRODUCTION TO THE TOPIC

At the beginning of our general revision I am going to ask children:

- Where do you usually go on holiday?
- Where do you stay?
- Where do you eat?
- How do you spend your days and evenings?
- Where was your last holiday?
- Can you recommend me some places of interest in the Czech Republic that are really worth visiting?

Because it is revision, children should not have any problems to answer my questions. This topic is their favourite one that is why they do not mind speaking about it. At the beginning of some topic we can ask pupils what they know about it in order that they start to think of the topic and to be interested in it.

In order that I could be sure that everybody knows it I can point out:

- (to) be worth-ing = stát za to

(then it is better to mention more examples.)

- Prague is really worth visiting. – Stojí za to navštívit Prahu.
- This movie is worth seeing. – Stojí za to vidět tento film.

- Where were you in the summer holidays? Were you ... ?
 - by the sea (at the seaside)
 - on an island
 - by a lake
 - in the country
 - at home

I used this exercise from Way to win 6 (Unit 9, page 72), because I find it important to practise the basic questions just at the beginning of this topic.

Complete the questions with suitable words:

- you go on holiday?
 - I went to Austria.
- you go there?
 - Because I wanted a holiday in the mountains.
- you go?
 - I went in July.
- you go there?
 - I went by plane.
- you stay?
 - I stayed at a hotel by a lake.
- you do?
 - I went climbing in the mountains a lot.

VOCABULARY

journey	cesta
go travelling	jet na cesty
travel agency	cestovní kancelář
travel guide	cestovní průvodce
travelling on my own	cestovat na vlastní pěst
self-catering	možnost sami si vařit
pack	balit
beach	pláž
sunbathe	slunit se
accommodation	ubytování
facilities	vybavení, zařízení, možnosti
boarding	stravování

cruise	plavba
harbour	přístav
airport	letišťe
station	nádraží
petrol station	benzínka
driving licence	řidičský průkaz
accident	nehoda
means of transport	dopravní prostředek, dopravní prostředky
(to) hitchhike	cestovat (auto)stopem
foreign	cizí
foreigner	cizinec
foreign country	cizí země
foreign language	cizí jazyk
holiday resort	letovisko
border	hranice
passport	pas
visa (entry visa)	vízum (vstupní vízum)
insurance	pojištění
vaccination	očkování
luggage	zavazadlo/a
baggage	zavazadlo/a (Am. angličtina)
rucksack	ruksak, batoh
suitcase	kufr
hand luggage	příruční zavazadlo/a
handbag	kabelka
excess luggage	zavazadla nad povolenou hmotnost

NOTICE:

rucksack ≈ backpack

backpacking = cestování s batohem na zádech

backpacker = ten, kdo cestuje s batohem na zádech

PHRASES

- I went travelling. – Cestoval jsem.
- (to) go for a trip to ... – jet na výlet do ...
- (to) go on holiday – jet na dovolenou
- (to) be on holiday – být na dovolené
- in the holidays – o prázdninách
- (to) go abroad – jet do ciziny
- (to) be abroad – být v cizině
- at the border – na hranicích
- (to) go to the seaside – jet k moři
- (to) be at the seaside – být u moře ((to) be by the sea)
- by the river – u řeky
- (to) go to the mountains – jet na hory
- (to) be in the mountains – být na horách

(Last year we had a wonderful skiing holiday in the mountains.)

- (to) go by car / bus / coach / train / plane / ferry ...
- (to) be homesick – stýskat se po domově

➤ sightseeing – we use it usually with verbs GO / DO

We went sightseeing.

We did plenty of sightseeing.

- Do you like sightseeing?
- Which types of monuments can we visit?
- Could you recommend foreigners where to go in the Czech Republic to see some beautiful historical monuments?
- Can we find some historical monuments in our town?

When you want to tell your friends when you are going on holiday, for how long you want to go there, ... you need some suitable prepositions which can help you.

(Pupils have ever learnt this grammar. I would like to show them the comparison of prepositions: ago, before and in front of – so that they understand when to use each of these prepositions.)

... ago: (= před)

- 5 years ago – před pěti lety
- 10 weeks ago – před deseti týdny
- 3 months ago – před třemi měsíci
- ! last year – loni last week – minulý týden

Before: (= před)

- before summer – před létem
- before our departure – před naším odjezdem
- before breakfast – před snídaní

! X in front of: (= před – but only in connection with place !!!)

- in front of our house – před naším domem
- in front of the cinema – před kinem

In: (In connection with time it means 'za nějakou dobu')

- in 2 weeks – za 2 týdny
- in 4 years – za 4 roky
- in a moment – za okamžik
- in an hour – za hodinu

For: (In connection with time it means 'na nějakou dobu' / 'po nějakou dobu')

- for a week – na týden
- for 2 weeks – na 2 týdny
- for 14 days – na 14 dní
- I have been learning English for 6 years. – Učím se anglicky 6 let.
- For how long are you going on holiday? – Na jak dlouho jedeš na dovolenou?

During: (= během)

- during our holiday – během naší dovolené
- during his stay in Italy – během jeho pobytu v Itálii

EXERCISE

I used some sentences from Murphy, R., English Grammar in Use (Unit 119, page 238 / 239) to practise using of prepositions for and during.

Put in **for** or **during**.

- 1) We met some really nice people our holiday.
 - 2) Martin hasn't lived in Britain all his life. He lived in Brazil four years.
 - 3) our stay in Paris, we visited a lot of museums and galleries.
 - 4) We were hungry when we arrived. We hadn't had anything to eat the journey.
 - 5) We were hungry when we arrived. We hadn't had anything to eat eight hours.
 - 6) Diane is going away a week in August.
- When would you like to go on holiday?
- At the beginning of June / July / August / September /
 - X
 - At the end of May / June / July /
 - At the end of this month.
 - I am going away at the end of January / at the end of the month.
 - I am going away at the beginning of August.
 - Are you going away at the beginning of July or at the end?

MEANS OF TRANSPORT

- Bicycle (bike) – kolo ((to) ride a bike – jet na kole, cycle track – cyklistická stezka, helmet – helma, přilba)
- Car – auto (petrol station – benzínka, petrol – benzín, diesel – nafta)

(In Britain they drive on the left.)

- Coach – dálkový autobus, zájezdový autobus (when we travel on holiday we do not use 'bus', 'bus' is a public means of transport that is typical for the transport in the town)
- Train – vlak (railway station – vlakové nádraží)
- Plane – letadlo (airport – letiště)
- Ship – loď (a cruise on a ship – plavba na lodi)
- Ferry – trajekt

- Have you ever flown by plane? Was it nice experience?
- What is the most comfortable way of transport for you?
- What is the quickest means of transport?
- What is the safest means of transport?
- Do you know that you should use safety belt in a car?
- How fast can we drive in a village or town?
- How fast can we drive outside the town?

VLOŽIT: Bike safety

- Betáková, L., Dvořáková, K., Way to win 7. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2006. ISBN 80-7238-389-2 (Unit 6, page 47)

EXCUSE ME, MAY I ASK YOU THE WAY ?

(My target is to practise asking the way. It is very important to be able to ask the way when you are in some town / city / country ... and you do not know exactly where to go. You must help yourself. And on the contrary sometimes you could help some foreigner in your home-country.)

- Excuse me, may / could I ask you the way to the station / airport / center / square / ..., please?
- Excuse me, could you help me to find ..., please?
- Excuse me, could you advise me where the station / airport / square ... is, please?
- How far is it?
- Is it far from here?
- Where's the swimming pool, please?

- (to) go straight on – jít rovně
 - (to) turn left / right – odbočit doleva / doprava
 - at the crossroads – na křižovatce
 - at the traffic lights – na semaforech
 - at the round-about – na kruhovém objezdu
 - (to) go over the bridge – jít / jet přes most
 - (to) cross the road – přejít silnici
 - on the left / on the left-hand side – nalevo
 - on the right / on the right-hand side – napravo
 - opposite the station / bank ... – naproti nádraží / bance ...
 - on a map – na mapě
- Try to explain us the way from your house to the school.
 - We are in front of our school. How can we come to the hospital?

How can we come to the railway station?

HOMEWORK

At the beginning of next English lesson we are going to practise this once more. Your task is to prepare the explanation of the way from our school somewhere. – It depends on you where it will end. According to your explanation we should guess the target of your way.

Use the phrases which we have already learnt.

Then we are going to sum up what we have learnt. I will give a copy of this exercise to each pupil.

I found inspiration for this exercise in Time to talk 1 (Unit 11, page 139)

Match the English phrases with their Czech translations:

It's not far.	Na kruhovém objezdu.
Go straight on.	Dejte se ... ulicí vlevo/vpravo.
Cross the road.	U ... odbočte doleva/doprava.
At the traffic lights	Je to daleko.
Go over the bridge.	Na křižovatce
It's a long way.	Jděte rovně.
Take the street on the left/right.	Na semaforech
At the roundabout	Přejděte ulici.
It's on the right.	Je to napravo.
At the crossroads	Jděte přes most.
Turn left/right at ...	Není to daleko.

ACCOMMODATION

- Hotel (at a hotel)

Here are some facilities we can find in the hotel:

- Restaurant
- Café
- Food shop
- Toilet
- Telephone
- Showers
- Sports
- Swimming pool
- Television
- Car park
- Disco

- boarding house (at a boarding house)
 - holiday apartment (at a holiday apartment)
 - villa (in a villa)
 - tent (campsite) (at a campsite) (Where is the nearest campsite?) (caravan – karavan, obytný přívěs)
-
- Which type of accommodation do you use when going on holiday with your family?

(If we want to speak about travelling, sometimes we need some geographical names and then it is important to know some rules of using articles.)

USING OF ARTICLES:

❖ We do not use article at:

- Names of towns and its parts

Prague, Smíchov, Wenceslas Square, London, Hyde Park, ...

X the Old Town Square – Staroměstské náměstí

- Names of countries and its parts and names of continents

Great Britain, England, America, Texas, Yorkshire, Europe, South Africa

X the Czech Republic, the United States of America (the USA), the United Kingdom of Great Britain and Northern Ireland (the UK)

- Names of mountains (not ranges of mountains) and lakes

Sněžka, Etna, Mount Everest, Titicaca

❖ We use definite article at:

- Names of rivers, seas and oceans

The Amazon, the Thames, the Vltava, the Pacific (Ocean), the Black Sea

- Cardinal points

In the north, in the south, in the east, in the west

Children will get a copy with this short exercise at the beginning of the following lesson and they can practise what they have learnt, if they remember it. In my opinion it is better to give pupils enough time for learning it at home. Each of them has different ability how fast they manage to learn something, which strategy is suitable for them etc.

Fill in articles where it is necessary:

..... Vltava, Prague, England, Czech Republic, Krkonoše, USA, Europe, Mount Everest, Himalayas

GEOGRAPHICAL NAMES

CONTINENTS:

- Europe – European
- America (North America, South America) – American
- Australia – Australian
- Africa – African
- Asia – Asian
- Antarctica – Antarktida

COUNTRIES – INHABITANTS:

Country:

- a) země, vlast (The Czech Republic is a beautiful country.)
- b) venkov (= countryside) (I'd love to live in the country.)
- c) krajina, kraj (The country around here is quite hilly.)

- Canada – Canadian
- Mexico – Mexican
- Egypt – Egyptian
- Japan – Japanese
- China – Chinese
- Portugal – Portuguese
- Thailand – Thai
- Tunisia – Tunisian
- New Zealand – New Zealander
- Belgium – Belgian
- The Netherlands – Dutchman / Dutchwoman
- Switzerland – Swiss
- Denmark – Dane
- Finland – Finn
- Sweden – Swede
- Norway – Norwegian
- Poland – Pole

- Russia – Russian
- The Czech Republic – Czech – Prague
- Slovakia – Slovak – Bratislava
- The United States of America – American
- The United Kingdom of Great Britain and Northern Ireland
- Great Britain – British – London
- England – Englishman / Englishwoman
- Scotland – Scotsman / Scotswoman
- Northern Ireland – Northern Irish
- Germany – German – Berlin
- Austria – Austrian – Vienna
- Italy – Italian – Rome
- Croatia – Croatian – Zagreb
- Spain – Spaniard – Madrid
- France – Frenchman / Frenchwoman – Paris
- Greece – Greek – Athens
- Hungary – Hungarian – Budapest
- Turkey – Turk – Ankara

(I can ask children some basic questions.)

(We can show the countries / cities ... on a map.)

- What is the capital of ...?
- Which of these countries belong to English / German speaking countries?
- Which of these countries are our neighbours?
- Where can we find the Alps?
- Where can we find France / ... ? (It's in the west of Europe.)
- Where can we find San Francisco / ... ? (San Francisco is on the west coast of the United States.)

GUESSING GAME

At first I must explain the children the rules of the game.

Each of you will get a sticker with a mark of a country (D – for Germany, A – for Austria, GB – for Great Britain, ...) on your backs.

Your task is to guess the name of the country you have written on the sticker on your back.

And how can you find out the name of the country?

You must walk in the classroom and ask your classmates some questions so that you can get some information about the country. The questions should help you to guess the name of the country.

! But, what is important – your classmates may answer your questions only YES / NO.

For example:

- Does this country lie in Europe?
- Can we go there to the seaside?
- Does this country have more than ... inhabitants?
- Do people speak English there?
- Does this country belong to English / German /... speaking countries?
- Is this country popular with football / ice-hockey / fashion / beer / history / ... ?
- Is this country larger than Austria / ...?

Children ask their classmates:

- Which countries have you already visited? (Which countries have you visited so far?)
(Children can show these countries on the map.)
- Have you ever been to Italy / Croatia / ... ?
(It is necessary to notice: Have been **TO**)
- What is the best holiday you have ever spent? (Tell the class about your experience.)
- What is the most beautiful / interesting country / city you have ever visited?

We are going to practise present perfect simple. → I would like to use an inductive method for teaching this grammar, it means that at first children will use these questions and when I am sure they remember it, they do not have any problems with it, I can turn to some grammatical structures. Because the pupils have already learnt this verb tense during the previous school-year, now it will be only revision for them, so that is why we do not need such a long time for explanation. But revision is in this case very important because especially present perfect tense is usually very difficult for them to understand and to use. When we use at first some typical questions children remember it much quicker. And it is the reason why I have decided to use inductive approach. On the other hand for adults I would rather use deductive method(grammatical structure → examples).

LISTENING

Listen to the travel agency representative speaking about their offer of trips and holidays for the following summer. Write down the most important information.

(For help I am going to draw a table on the blackboard. – Children draw it into their exercise books.)

COUNTRY (HOLIDAY RESORT)	STAY	TRANSPORT	ACCOMMODATION	ACTIVITIES	PRICE

Then we listen to it twice and at the end once more for correction.

(Inspiration – Time to talk 2 (Unit 9, page 131)

ACTIVITY

(Now children get the opportunity to practise the vocabulary in real-life situation.)

(Pupils will have 10 minutes for preparation. I will go through the classroom and when it is necessary I can help them.)

Work in pairs. You and your friend are going on a week holiday. Plan your holiday (place, time, accommodation, activities, etc.) and tell the class about your plans. How are you going to get there?

- Have a nice holiday!
- Have a good time!

- a week holiday – týdenní dovolená
- a two-week holiday – dvoutýdenní dovolená
- a ten-day stay – desetidenní pobyt
- a twelve-hour flight – dvanáctihodinový let
- (to) have a day off – mít den volna

HOMEWORK

Now you are on a week holiday with your friend.

Write a card to your family.

ROLE-PLAY: (there are 15 pupils in the classroom)

I am going to make groups of 5 people. → 3 groups (It is better when the teacher chooses 5 pupils for each group so that the groups are well-balanced.)

Now we have 3 travel agencies – each travel agency has 5 employees.

Your task is to offer us your services, holidays, trips, ... so that we would like to travel with your agency. And be aware that the competition (konkurence) is very big. There are 3 travel agencies in our town so we have possibility to choose the best one for us.

(You can bring some maps, pictures, photographs, catalogues,)

This task needs really good preparation, therefore I will give my pupils longer time for it. I am going to explain the rules and they will have 1 week time for preparation.)

I have decided to place this activity at the end of this general revision because children have already revised all the necessary things (vocabulary, phrases, grammar, ...) and now they should get opportunity to use it in real situation.

I took this idea from Way to win 7 (unit 7, page 55). I really liked this activity and it can be amusing for children.

ACTIVITY: (I think this type of homework is quite pleasant, amusing and creative for children.)

- Think of an exciting trip. Where would you like to go?

Write a card for the notice board. Why not draw a picture about the trip, too?

(Then we will decorate our classroom with pupils' own work.)

- Can you recommend me some places of interest in the Czech Republic that are really worth visiting?

After answering this question I am going to read aloud the article about a visit to the Czech Republic, which I found in Way to win 6 (Unit 5, page 35). Children should listen to me very carefully and then they can give me some other ideas where to go.

For this lesson I can bring a map of the Czech Republic so that we could show some places of interest.

VLOŽIT: A visit to the Czech Republic

- Betáková, L., Dvořáková, K., Way to win 6. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2005. ISBN 80-7238-370-1 (Unit 5, page 35)

HOMEWORK

I was inspired by Project 2 (Unit 5, page 60).

- Draw a map of the Czech Republic.
- Label the most important towns, cities, the longest rivers and the highest mountain.
- Find some pictures or photographs of some interesting places. Put them around your map.
- Write about our country, about the towns / cities, compare the different parts of the country, describe some places of interest that you like or which you have already visited.

VLOŽIT: Your project

- Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999. ISBN 0-19-436523-9 (Unit 5, page 60)

I can use the following questions as introduction for speaking about Great Britain.

- What is the capital of Great Britain? (What is the name of a river which flows through the capital?)
- What four countries does The United Kingdom of Great Britain and Northern Ireland consist of? (Show them on the map.)
- Which of these towns are not in the United Kingdom?

London – Chester – New York – San Francisco – Manchester – Cambridge

- Which famous English personality was from Stratford-upon-Avon?
- Do you know the name of the biggest British airport?
- What is the most popular tourist sight in Oxford and Cambridge?

VLOŽIT: My country – Great Britain

- Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999. ISBN 0-19-436523-9 (Unit 5, page 52/53)

VLOŽIT: Great Britain and the sea

- Betáková, L., Dvořáková, K., Way to win 7. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2006. ISBN 80-7238-389-2 (Unit 10, page 79)

VLOŽIT: A TYPICAL YEAR IN BRITAIN

- Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999. ISBN 0-19-436523-9 (Unit 1, page 74)

VLOŽIT: Festivals

- Betáková, L., Dvořáková, K., Way to win 7. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2006. ISBN 80-7238-389-2 (Unit 3, page 88)

VLOŽIT: The USA

- Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999. ISBN 0-19-436523-9 (Unit 5, page 78)

At first children will read this article quietly.

Then they will ask their neighbours some questions afterwards (in English of course). –

We use the target language (English) as much as possible, only when there is some problem with understanding or when I explain some more difficult grammatical structure it is better to use our mother tongue (Czech).

Then we can try to ask and answer some questions aloud.

While you were reading this article, you could see a lot of comparatives and superlatives. Are you able to complete this table?

large		the largest
	bigger	
		the longest
expensive		the most expensive
rich		
much / many		the most
	more interesting	
small		
good		
	worse	the worst
	higher	

VLOŽIT: Record breakers

- Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999. ISBN 0-19-436523-9 (Unit 5, page 54)

I have decided to finish this general revision of travelling with the quiz, so you have the opportunity to test your knowledge. (It is in the form of multiple choice so your deciding can be easier.)

You can try to pronounce this sentence. Are you successful?

She sells the sea-shells on the sea-shore.

III. TEXTBOOKS AND TOPICS

1. WAY TO WIN

1.1 Way to win 6

Betáková, L., Dvořáková, K., Way to win 6. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2005. ISBN 80-7238-370-1

TOPICS:

- School
- Family – pets
- House – flat – living
- Birthday party – food – drinks
- A visit to the Czech Republic – Prague
- British school
- Clothes – shopping
- School trip – animals
- Holidays – weekend – weather
- Town

VLOŽIT: TITULNÍ STRANU Z KNÍŽKY

Betáková, L., Dvořáková, K., Way to win 6. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2005. ISBN 80-7238-370-1

1. 2 Way to win 7

Betáková, L., Dvořáková, K., Way to win 7. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2006. ISBN 80-7238-389-2

TOPICS:

- Holidays – travelling
- Free time
- Festivals – celebrations
- Food
- First aid – health
- Sport – hobbies
- Environment
- Great Britain

VLOŽIT: TITULNÍ STRANU Z KNÍŽKY

Betáková, L., Dvořáková, K., Way to win 7. Učebnice pro základní školy a víceletá gymnázia: Fraus, 2006. ISBN 80-7238-389-2

2. PROJECT

Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999.
ISBN 0-19-436523-9

TOPICS:

- Giving personal information – school – in the classroom
- My life – family – birthday
- Animals – pets – at the zoo
- Health – doctor – dentist
- Food – at the restaurant – shopping
- My country – Valentine's day
- Entertainment – film – cinema

VLOŽIT: 1. TITULNÍ STRANU Z KNÍŽKY

Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999.

ISBN 0-19-436523-9

VLOŽIT: 2. TITULNÍ STRANU Z KNÍŽKY

Hutchinson, T., Project 2. Student's book: Oxford University Press, 1999.

ISBN 0-19-436523-9

3. TIME TO TALK

3.1 Time to talk 1

Peters, S., Gráf, T., Time to talk 1. Učebnice angličtiny pro střední a jazykové školy: Polyglot, 2001. ISBN 80-86195-11-2

TOPICS:

- Nice to meet you! – introducing
- Family
- School
- Birthday, party, celebration
- Trip, travelling
- Shopping

VLOŽIT: TITULNÍ STRANU Z KNÍŽKY

Peters, S., Gráf, T., Time to talk 1. Učebnice angličtiny pro střední a jazykové školy: Polyglot, 2001. ISBN 80-86195-11-2

3. 2 Time to talk 2

Peters, S., Gráf, T., Time to talk 2. Učebnice angličtiny pro střední a jazykové školy: Polyglot, 2002. ISBN 80-86195-21-X

TOPICS:

- Describing people
- Christmas and other holidays
- Literature and reading
- Food
- Health
- Daily routine and culture
- Job
- Travelling
- Hobbies

VLOŽIT: TITULNÍ STRANU Z KNÍŽKY

Peters, S., Gráf, T., Time to talk 2. Učebnice angličtiny pro střední a jazykové školy: Polyglot, 2002. ISBN 80-86195-21-X

4. Comparison of textbooks according to the topics

My target was to compare three textbooks according to the topics. The topics in my table are chosen in accordance with European Framework of Reference:

TOPICS	Way to win	Project	Time to talk
Family and pets	YES	YES	YES
Living (house / flat)	YES	YES	YES
School and daily routine	YES	YES	YES
Free time and hobbies	YES	YES	YES
Sport	YES	YES	YES
Health and lifestyle	YES	YES	YES
Food and meals	YES	YES	YES
Town	YES	YES	YES
Fashion and clothes	YES	YES	YES
Shopping	YES	YES	YES
Nature and environment	YES	YES	NO
Weather	YES	YES	YES
Travelling	YES	YES	YES
The Czech Republic	YES	NO	NO
Great Britain English speaking countries	YES	YES	YES

5. Evaluation of textbooks

5.1 Time to talk

Time to talk connects according to the authors advantages of traditional and modern types of textbooks.

Its key features are:

- It offers good overview of grammar, a lot of exercises for practising morphology, pronunciation, orthography and vocabulary.
- There are enough activities for improvement of communicative competence.
- It includes enclosures with workbook, maps and overview of vocabulary and grammar.

Each level of Time to talk consists of a Student's Book, Workbook, Class Cassettes and Teacher's Book (includes tests).

5.2 Project

Project is a five-level English course which starts from beginner level and is based on the principle of creating interest in young minds through motivating topics which bring English to life.

Its key features are: (according to the author)

- A grammar-based, analytical approach which encourages students to think for themselves within a supportive framework.
- Language presented in stimulating, realistic contexts reflecting the real-life situations in which students will want to use their English.
- Integrated skills development from the start of the course.
- Cross-curricular project work which encourages students to communicate in English about their own lives and experiences.
- A strong cultural element throughout the course on life in Britain and other English-speaking countries.
- An emphasis on learner independence through the Student's Book Progress diary and Workbook Progress check.
- Songs, puzzles and games for lively language practice.

Each level of Project consists of a Student's Book, Workbook, Class Cassettes and Teacher's Book (includes tests).

5.3 Way to win

Way to win is a modern textbook for English courses at primary school.

Its key features are:

- The whole conception is in accordance with requirements of European Framework of Reference.
- It respects contemporary trends in language teaching.
- It supports development of key skills and competences.
- It includes intercultural information.
- Visual materials (pictures, photographs, maps) build important part.

Each level of Way to win consists of a Student's Book, Workbook, Class Cassettes and Teacher's Book (includes tests).

We can use on-line version too.

6. Pupils' choice of topics

According to pupils (learners) the most interesting topics are:

- Travelling – holidays
- Sport – health
- Family
- Food
- Free time – hobbies
- Animals – pets
- Shopping
- Fashion – clothes

And on the other hand they do not need to speak about environment, literature, Great Britain, the Czech Republic, etc .

I must say sincerely that I had expected the pupils to choose these topics before I started to search for their favourite ones. Of course, it is connected with their interests and hobbies. I am aware, literature and history do not belong to this generation so much as it was in the past. Yes, the world is changing and we must try to adapt our teaching a little to our pupils and to nowadays' world and life – of course, when it is possible.

I dare say children will have to learn all four skills – listening, speaking, reading and writing and four subskills – vocabulary, pronunciation, grammar and spelling. The only question can be – HOW? – then it depends on us – their teachers.

I have very good experience with topic-based teaching, even though my practice is not too long. In my opinion pupils really like learning something what they can choose alone. When we have a look at those topics children chose, we can see that they chose mainly those topics that are suitable for their level and language knowledge. I am sure, that all these topics are broad enough for us (for teachers) to be able to find suitable articles, pictures, activities, games, role plays, poems, vocabulary, grammatical structures and features, exercises, textbooks, etc.

We are teachers and therefore we should conduct the lesson. Of course we can adjust the lesson a bit to our pupils' wishes and we can plan the lesson:

- so that our pupils would like it
- so that they would not miss any activities
- so that they would get some possibility to assert themselves

CONCLUSION

The target of my diploma work was to suggest tuition of three chosen topics according to vocabulary, grammar and four language skills (listening, speaking, reading, writing). The aim of this diploma work was fulfilled.

Diploma work is divided into two parts.

The first part is theoretical introduction to the problematic of topic-based teaching, includes characteristic of particular syllabuses, issues that arise in developing a topic-based syllabus, potential problems, valuable pieces of advice concerning materials and activities.

The second part deals with practical compiling of three chosen topics (health, food, travelling) on the basis of theoretical and methodical information, study of the most common textbooks for English courses at the second level of primary school and my pedagogical practice. I chose these topics in accordance with European Framework of Reference determined for the second level of primary school.

I conceived the particular topics as a general revision for the 8th class of primary school. I tried to develop a logical sequence so that children could have general overview.

Concerning grammar teaching I decided to use inductive approach, I find it more suitable for children.

I got the opportunity to teach some lessons based on topical syllabus. Of course, it was very interesting and valuable experience for me. I must admit, topic-based teaching is demanding for teacher from the point of view of preparation. On the other hand pupils really enjoy it, this type of tuition is for them very attractive and motivating.

When I planned the lessons I took these things into account:

- What has been already done (previous knowledge).
- What is the target of the lessons.
- What I want to revise.
- What I would like to explain more / once more.
- If the topic is adequate and appropriate.

- How to connect this topic with that previous one.
- What materials are the best for each topic.
- What can be more motivating and amusing for children .
- What textbooks offer some good ideas concerning the chosen topic.
- How to introduce some new vocabulary, phrases or set expressions.
- How to introduce some grammatical structure (inductive approach / deductive approach).
- What activities are suitable for particular grammatical structures / features.
- Classroom management – how the pupils will sit, instructions in Czech / English.
- If it is better to use Czech or English in particular situations.
- How to transfer fluently from one activity to another.

I am aware of importance of language knowledge for our present and future and I believe that contemporary teaching methods will still improve. Perhaps European Framework of Reference can be the first step.

RESUMÉ

Ve své diplomové práci jsem se zaměřila na tématické vyučování.

Cílem diplomové práce bylo na základě teoretických a metodických poznatků navrhnout výuku tří zvolených témat a rozpracovat je podle slovní zásoby, gramatických jevů a čtyř základních jazykových dovedností (poslech, mluvení, čtení, psaní). Tento cíl byl naplněn.

Diplomová práce je rozdělena do dvou hlavních částí a několika kapitol.

První část tvoří teoretický úvod do problematiky tématického vyučování, zahrnuje charakteristiku jednotlivých sylabů, poukazuje na potenciální problémy a poskytuje cenné rady týkající se správné volby pomůcek, materiálů a aktivit.

V teoretické části uvádím názory citované z odborné literatury.

Vzhledem k tomu, že většinu údajů a podkladových materiálů pro teoretickou část diplomové práce jsem získala z kvalitní literatury zaměřené na problematiku tématického vyučování, trůufám si říci, že jsem se s touto problematikou dobře seznámila.

Druhá část diplomové práce nabízí praktické zpracování a návrh výuky tří zvolených témat (zdraví – péče o zdraví, jídlo – stravování, cestování) na základě teoretických, metodických a pedagogických poznatků.

Tématické okruhy byly detailně rozpracovány podle slovní zásoby, gramatiky a čtyř základních jazykových dovedností. Velká pozornost byla věnována komunikativním a poslechovým aktivitám, čímž jsem se snažila přiblížit výuku reálným životním situacím.

Výběr tématických okruhů odpovídá Rámcovému vzdělávacímu programu pro základní vzdělávání; stupeň obtížnosti a požadavky jsou přiměřené jazykové úrovni žáků 8. třídy základní školy.

Jen pro informaci uvádím tématické okruhy dle Rámcového vzdělávacího programu pro základní vzdělávání: domov, rodina, bydlení, škola, volný čas a zájmová činnost, sport, **péče o zdraví, stravování**, město, oblékání, nákupy, příroda, počasí, člověk a společnost, **cestování**, sociokulturní prostředí příslušných jazykových oblastí a České Republiky.

Provedla jsem také průzkum zájmu žáků 8. třídy základní školy o tématické okruhy vhodné pro výuku anglického jazyka. Mohu potvrdit, že výsledek korespondoval s mým očekáváním. Žáci spojovali výběr témat se svými zájmy a koníčky, ale často zapomínali na základní cíl jejich učení se cizímu jazyku – komunikativní a interkulturní kompetenci, schopnost konverzovat na běžná, někdy životně důležitá témata, jakým je například zdraví. Po vlastním uvážení a posouzení užitečnosti a důležitosti jsem toto téma zařadila na začátek našeho komplexního opakování.

Různá témata vyžadují různou jazykovou úroveň, proto je nutné, aby učitelé přistupovali k volbě témat zodpovědně.

Nesmím opomenout zdůraznit významnou a zároveň řídicí úlohu učitele v hodinách angličtiny založených na tématickém vyučování a neméně důležitou roli žáka jako aktivního příjemce a spolutvůrce v hodině.

V průběhu pedagogické praxe na základní škole jsem dostala příležitost promítnout svou přípravu do reálných hodin angličtiny. Dospěla jsem ke zjištění, že hodiny vystavěné na tématickém sylabu jsou náročné na přípravu pro učitele, ale na druhou stranu jsou mnohem přínosnější a více motivující pro žáky a pro mne není lepší odměna za odvedenou práci než znalosti dětí a vědomí, že pro děti je tato forma výuky atraktivní, efektivní, ucelená a zábavná.

Při plánování výuky jsem zohlednila tyto faktory:

- Probrané učivo – co již bylo probráno a na co je třeba znovu upozornit, případně vysvětlit
- Stanovení cíle opakování
- Návaznost na předchozí téma
- Volba tématu – zda je téma vhodné pro žáky 8. třídy základní školy a odpovídá jejich jazykové vyspělosti
- Motivace
- Gramatické jevy – jaké gramatické jevy zařadit a jakou formou je interpretovat
- Výběr aktivit – jaké aktivity jsou efektivní, zajímavé, zábavné, ... a kdy je vhodné je zařadit
- Angličtina / čeština ? – zda je v problémových situacích lepší přejít do mateřského jazyka či nikoliv

- Plynulý přechod z jedné aktivity do druhé
- Volba pomůcek, materiálů, učebnic

V současnosti máme k dispozici mnoho typů pomůcek (vizuálních, audiovizuálních, ...), materiálů a učebnic pro zpestření a obohacení výuky cizího jazyka.

Mohu jmenovat například video, počítač (internet), učebnice, knihy, časopisy, mapy, obrázky, atd.

Prostřednictvím vhodných pomůcek a metod výuky se hodiny anglického jazyka stávají zajímavějšími, atraktivnějšími a efektivnějšími pro žáky i pro učitele.

Rozvoji tématického vyučování a modernizaci jazykového vzdělávání může napomoci Rámcový vzdělávací program (Společný evropský referenční rámec – jak se učíme, vyučujeme a hodnotíme), který se zaměřuje na komunikativní metodu výuky, definuje úroveň jazykové kompetence, a jehož cílem je docílit vícejazyčnosti (plurilinguismu) – zkušenosti jedince s jazykem v jeho kulturním kontextu. Podle mého názoru je velkým přínosem pro jazykové vzdělávání.

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Jihočeská univerzita v Českých Budějovicích

Pedagogická fakulta

Katedra anglistiky

DIPLOMOVÁ PRÁCE

Tématické vyučování

Topic-based syllabus

Autor: Martina Maránková

Ročník a studijní kombinace: 6. ročník Aj – Nj/ZŠ

Vedoucí práce: PhDr. Lucie Betáková, MA, Ph.D.

Rok odevzdání práce: 2007

Prohlašuji, že jsem diplomovou práci na téma Topic-based syllabus vypracovala samostatně s použitím pramenů uvedených v bibliografii.

Prohlašuji, že v souladu s § 47b zákona č. 111/1998 Sb. v platném znění souhlasím se zveřejněním své diplomové práce, a to v nezkrácené podobě - elektronickou cestou ve veřejně přístupné části databáze STAG provozované Jihočeskou univerzitou v Českých Budějovicích na jejích internetových stránkách.

Ve Strakonících, 8. dubna, 2007

.....

Dovoluji si touto cestou poděkovat PhDr. Lucii Betákové, MA, Ph.D. za konzultace a poskytnuté cenné rady a odborné vedení při zpracování diplomové práce.

Martina Maránková

Topic-based syllabus

Diplomová práce

Jihočeská Univerzita v Českých Budějovicích

Pedagogická fakulta

Vedoucí diplomové práce: PhDr. Lucie Betáková, MA, Ph.D.

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ANOTACE

Diplomová práce se zabývá tématickým vyučováním se zaměřením na výuku anglického jazyka na 2. stupni základní školy.

Praktické zpracování a návrh výuky tří zvolených témat (zdraví, jídlo, cestování) bylo provedeno na základě teoretických a metodických poznatků, prostudování nejběžněji používaných učebnic angličtiny na 2. stupni základní školy a získané pedagogické praxi.

Výběr témat, řazení a rozpracování je v souladu s Rámcovým vzdělávacím programem pro základní vzdělávání, svou náročností a požadovanou jazykovou úrovní odpovídá znalostem a schopnostem žáků 8. třídy základní školy.

Na základě vlastního výzkumu při pedagogické praxi, prostudování učebnic a užitečnosti pro každodenní životní situace jsme se žáky zvolili již zmíněná tři témata. Tématické okruhy jsou zpracovány formou komplexního opakování z hlediska slovní zásoby, gramatiky a čtyř základních jazykových dovedností.

Klíčová slova: syllabus, téma, tématický okruh, tématické vyučování

ABSTRACT

This Diploma work deals with topic-based syllabus with a view to English courses on the second level of primary school.

Practical part – proposal of tuition of three chosen topics (health, food, travelling) was compiled on the basis of theoretical and methodical pieces of knowledge, pedagogical practice and study of the most common textbooks suitable for English courses on the second level of primary school.

Choice of topics, sequence and compiling is in accordance with European Framework of Reference determined for the second level of primary school, its level of difficulty and requisite language knowledge corresponds to the pupils of the 8th class of primary school.

On the basis of my research during my pedagogical practice, importance for every day life, study of the most common textbooks determined for English courses at the second level of primary school, I have decided for those three already mentioned topics. The topics are compiled in the form of general revision from the point of view of vocabulary, grammar and four language skills.

Key-words: syllabus, syllabus design, topic-based syllabus, topic, content, theme, topic-based teaching

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