

TEACHING PRACTICE 2 – LOWER SECONDARY SCHOOL

STUDENT'S NAME: Bc. Tereza Mašitová

MENTOR'S NAME: Mgr. Zdeňka Prosová

SCHOOL: Základní škola Havlíčkův Brod, Štáflova 2004

TEACHING PRACTICE DATES: 29.9.2025 – 24.10.2025

1. BRIEF SCHOOL CHARACTERISTICS (approx. 2 PARAGRAPHS)

- characterize the ŠVP and the specifics of teaching English at the school
 - which *grades* it is taught in,
 - number of *lessons* a week,
 - number of *teachers* and their qualifications,
 - *classrooms, teaching aids, school projects, after-school activities* etc.

General Characteristic

The Framework instructional Programme for Basic Education's (RVP ZV) instructional area of Language and Language Communication serves as the foundation for the English language course. Cross-curricular topics including media education, multicultural education, education towards thinking in European and global contexts, environmental education, and personal and social education are all incorporated.

The goal of teaching English is to help students utilize the language naturally in their personal and future professional lives, as well as to be able to communicate in a foreign language in everyday contexts. In order to reach level A2 of the CEFR by the end of grade 9, the curriculum places a strong emphasis on the development of all four skills: speaking, listening, reading, and writing.

Grades

English is therefore taught in grades one through nine.

Students in the first and second grades receive one lesson every week. They get three classes a week from third to ninth grade.

To increase the effectiveness of instruction, students are typically split up into smaller groups of 12 to 18.

Teachers and Their Qualifications

Four certified English language teachers with a university degree in pedagogy or English language teaching teach the language.

Additionally, some teachers participate in language methodology courses, Erasmus+ exchanges, or CLIL programs.

Classrooms and Teaching Aids

Depending on availability, either homeroom or specialized language classrooms are used to teach English. Teaching tools consist of: interactive whiteboards, Computers and CD/MP3 devices, audiovisual resources, dictionaries, realia and flashcards, Worksheets and course materials categorized by grade level, online materials and interactive activities.

In certain classes, students use the computer lab to work on projects or practice reading and listening comprehension.

School Projects and Activities

Numerous initiatives and cultural events enhance English instruction, such as: involvement in Olympiads and linguistic contests, school assignments covering subjects including holidays, the environment, English-speaking nations, or multicultural issues, movie and theater outings, posters and displays at schools, Project days centered on the customs and culture of nations that speak English and sometimes language classes or school excursions overseas.

These initiatives foster intercultural awareness, increase motivation, and assist students in making the connection between language acquisition and real-world situations.

After-school Activities

Activities involving English after school could include: English-speaking groups for games and conversation, training programs for language contests, additional tutoring for students that struggle, as well as optional language support programs that use online resources or interactive games.

2. THREE (3) OBSERVATION SHEETS - lessons taught by your mentor/colleague and observed by you (you can use the sample observation sheet below)

OBSERVATION SHEET

Student's name: **Bc. Tereza Mašitová**

Mentor's name: **Mgr. Zdeňka Prosová**

School: **Základní škola Havlíčkův Brod, Štáflova 2004**

Class: **9th grade**

Date: **29.9.2025**

Number of Ps in the class: **20**

Coursebook used: **Bloggers 3**

Unit/lesson: **Unit 3 - Ordinal Numbers**

Which lesson: **Revision / Practice lesson**

1.	Lesson planning - <i>timing</i> - <i>aims of the lesson (plan and reality)</i>	- Even without visual assistance, the class flowed naturally from one activity to the next. - The goal of the session was to practice speaking ordinal numbers. Discussion and one-on-one questioning accomplished the goal, but there was no written confirmation.
2.	Lesson management - <i>body language, voice</i> - <i>use of L1 and L2 by teacher/pupils</i> - <i>use of BB and other teaching aids</i>	- The instructor's voice could be heard clearly and firmly. She successfully maintained order with her composed yet assured body language. - Czech was only used when it was required for clarity; English was used constantly. - Neither teaching tools nor a blackboard were utilized during the lesson.
3.	Pupils' involvement - <i>pair/group work</i> - <i>discipline</i>	- Based on teacher-student discussion, the topic was taught as a full class. - Following the teacher's gentle rebuke, the students were immediately quieted and responsive.
4.	Lesson content - <i>appropriacy, variety</i> - <i>use of textbook</i> - <i>real communication</i>	- The activities lacked variety only oral practice was employed but the subject (ordinal numbers) was appropriate for the students' level. - Very little or not at all; oral practice was given priority. - Real communication within the parameters of the topic was promoted by the interaction that took place through questions and impromptu responses.
5.	Classroom atmosphere - <i>teacher's relationship with Ps, encouragement of Ps and their collaboration</i> - <i>Ps' cooperation with the teacher</i>	- The teacher and students had a cordial and courteous interaction. Students answered with ease and even made amusing comments. - Students appeared interested and gave a willing response.
6.	Evaluation and feedback - <i>assessment/testing</i> - <i>setting and checking HW</i> - <i>handling errors, accuracy and fluency</i> - <i>providing feedback</i>	- Informal oral verification only. - Not seen. - By asking for self-correction or providing a brief example, the teacher corrected students' pronunciation or grammar mistakes orally. - The instructor gave a verbal response, such as "Good," "Yes, that's correct," etc.
7.	Handling mixed ability classes - <i>flexibility to respond to different Ps</i>	- In order to support poorer students, the teacher scaffolded questions based on their level of expertise.
8.	Command of language - <i>correctness of language structure, register</i> - <i>pronunciation</i>	- The instructor used clear and accurate English. The register was suitable for students in secondary school. - Standard, understandable, and unambiguous.
9.	Sensitivity to Ps' level of language - <i>instructions</i> - <i>appropriate modification to T talk</i>	- Students had no trouble understanding them. - When repeating questions or introducing new terms, the instructor spoke more slowly.

10.	Any other relevant comments	<p>- Due to its size and lack of decoration, the classroom felt a little chilly. The dynamic of the lesson was quite positive in spite of this. Using purely oral communication, the instructor was able to maintain the students' interest while exhibiting a high level of rapport and personal authority.</p> <p>One suggestion is that using the chalkboard sometimes (for spelling or visual aids) could help visual learners become more engaged and reinforce new language.</p> <p>- The teacher's personality and clarity made the session successful, demonstrating that good communication and a positive classroom environment can overcome a lack of instructional resources.</p>
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OBSERVATION SHEET

Student's name: **Bc. Tereza Mašitová**Mentor's name: **Mgr. Zdeňka Prosová**School: **Základní škola Havlíčkův Brod, Štáflova 2004**Class: **6th Grade**Date: **29.9.2025**Number of Ps in the class: **18**Coursebook used: **Bloggers 1**Unit/lesson: **Unit 3 - Grammar – Present Simple**Which lesson: **Presentation and practice of new grammar**

1.	Lesson planning - <i>timing</i> - <i>aims of the lesson (plan and reality)</i>	- Even without visual assistance, the class flowed naturally from one activity to the next. - The goal of the session was to practice speaking ordinal numbers. Discussion and one-on-one questioning accomplished the goal, but there was no written confirmation.
2.	Lesson management - <i>body language, voice</i> - <i>use of L1 and L2 by teacher/pupils</i> - <i>use of BB and other teaching aids</i>	- The instructor's voice was audible, forceful, and clear. Her composed yet assured body language successfully upheld order. - The language was always English. - During the lesson, there was no use of a blackboard or instructional tools.
3.	Pupils' involvement - <i>pair/group work</i> - <i>discipline</i>	- Based on teacher-student discussion, the topic was taught as a full class. - Following the teacher's gentle rebuke, the students were immediately quieted and responsive.
4.	Lesson content - <i>appropriacy, variety</i> - <i>use of textbook</i> - <i>real communication</i>	- The activities lacked variety like only oral practice was employed but the subject (ordinal numbers) was appropriate for the students' level. - Very little or none at all. - Real communication within the parameters of the topic was promoted by the interaction that took place through questions and impromptu responses.
5.	Classroom atmosphere - <i>teacher's relationship with Ps, encouragement of Ps and their collaboration</i> - <i>Ps' cooperation with the teacher</i>	- The teacher and students had a cordial and courteous interaction. Students answered with ease and even made amusing comments. - Students appeared interested and gave a willing response.
6.	Evaluation and feedback - <i>assessment/testing</i> - <i>setting and checking HW</i> - <i>handling errors, accuracy and fluency</i> - <i>providing feedback</i>	- Informal oral verification only. - No HW - By asking for self-correction or providing a brief example, the teacher corrected students' pronunciation or grammar mistakes orally. - The instructor gave a verbal response, such as "Good," "Yes, that's correct," etc.
7.	Handling mixed ability classes - <i>flexibility to respond to different Ps</i>	- In order to support poorer students, the teacher scaffolded questions based on their level of expertise.
8.	Command of language - <i>correctness of language structure, register</i> - <i>pronunciation</i>	- The instructor used clear and accurate English. The register was suitable for students in secondary school. - standard.
9.	Sensitivity to Ps' level of language - <i>instructions</i> - <i>appropriate modification to T talk</i>	- Simple, clear, and short. Students had no trouble understanding them. - When repeating questions or introducing new terms, the instructor spoke more slowly.

10.	Any other relevant comments	<p>- Due to its size and lack of decoration, the classroom felt a little chilly. The dynamic of the lesson was quite positive in spite of this. Using purely oral communication, the instructor was able to maintain the students' interest while exhibiting a high level of rapport and personal authority.</p> <p>One suggestion is that using the chalkboard sometimes (for spelling or visual aids) could help visual learners become more engaged and reinforce new language.</p>
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OBSERVATION SHEET

Student's name: **Bc. Tereza Mašitová**Mentor's name: **Mgr. Zdeňka Prosová**School: **Základní škola Havlíčkův Brod, Štáflova 2004**Class: **7th grade**Date: **29.9.2025**

Number of Ps in the class:

Coursebook used: **Bloggers 2**Unit/lesson: **Unit 0 - Grammar – Present Simple (Revision)**Which lesson: **Revision and practice**

1.	Lesson planning - <i>timing</i> - <i>aims of the lesson (plan and reality)</i>	- The timing was adequate. - Revision of the Present Simple tense usage was the aim. The instructor accomplished this by having the students practice both orally and in writing, as well as by assessing their comprehension throughout the class.
2.	Lesson management - <i>body language, voice</i> - <i>use of L1 and L2 by teacher/pupils</i> - <i>use of BB and other teaching aids</i>	- In order to control classroom noise, the instructor talked clearly and forcefully. - Czech was used to control behavior and provide prompt clarification, while English was used for exercises and instruction. - No technology, just blackboard.
3.	Pupils' involvement - <i>pair/group work</i> - <i>discipline</i>	- None, because of the way the seats are arranged and the way some students behave. - The instructor had to deal with a number of discipline issues. Some students needed assistance and interrupted the class with offensive remarks or arbitrary language.
4.	Lesson content - <i>appropriacy, variety</i> - <i>use of textbook</i> - <i>real communication</i>	- The lesson's content, which concentrated on strengthening grammar, was suitable for the class level. Although the activities were repetitive, they were essential for revision. - Used to practice grammar. - Grammar was the primary topic of the lesson.
5.	Classroom atmosphere - <i>teacher's relationship with Ps, encouragement of Ps and their collaboration</i> - <i>Ps' cooperation with the teacher</i>	- The instructor treated every student, including those with behavioral issues, with professionalism and patience. - The majority of students were obedient yet passive. Due to frequent disruptions, the classroom environment was stressful overall, but the instructor kept things under control and carried on with her lesson.
6.	Evaluation and feedback - <i>assessment/testing</i> - <i>setting and checking HW</i> - <i>handling errors, accuracy and fluency</i> - <i>providing feedback</i>	- Both written and oral evaluation methods were employed. - None - The teacher offered straightforward verbal feedback, correcting mistakes right away ("Yes, that's right"). - Encouraging.
7.	Handling mixed ability classes - <i>flexibility to respond to different Ps</i>	- The instructor was adaptable and considerate of students with specific needs. The lesson's tempo was impacted since a number of students who would have benefited from formal support measures lacked them.
8.	Command of language - <i>correctness of language structure, register</i> - <i>pronunciation</i>	- The English used by the teacher was accurate, fluid, and suitable for the students' level. - Easy and simple to comprehend.
9.	Sensitivity to Ps' level of language - <i>instructions</i> - <i>appropriate modification to T talk</i>	- Brief, straightforward, and simple to understand. - When needed, the instructor slowed down and used simpler language.
10.	Any other relevant comments	Although it was functional, the classroom lacked visual appeal and offered little to encourage learning. The teacher calmly and successfully led the class in spite of

		<p>the difficulties with inclusion and discipline.</p> <p>Recommendation: To keep the classroom in order, regulations should be enforced more strictly and punishments should be applied consistently. It can be difficult to be included in mixed-ability classes. The class's overall progress suffers when multiple students require support but do not receive it. It emphasized how crucial it is for parents and schools to work together to make sure all students get the support they require.</p>
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3. TEN (10) LESSON PLANS

Each LESSON PLAN must include:

1 *theme, thematic unit, expected outcomes according to ŠVP, cross-curricular links* (this part is sufficient to mention once for all the lessons in the same grade)

2 *lesson focus/topic*

3 *lesson objectives (cognitive, psychomotor, affective)*; they must be measurable, e.g. *Learners will use the present simple in simple sentences to talk about their daily routine.*

4 *lesson procedure*

5 *specific tasks and activities*

6 *timing*

7 *classroom language - specific classroom English phrases for the individual stages of the lesson, e.g. instructions for each activity*

8 *teaching aids, supplementary materials*

9 *reflection*: You should reflect on each lesson, each after-lesson reflection should discuss the following:

- a) *successful and less successful points* of the lesson and your performance,
- b) *suggestions* for the following lesson (or improvement in general).

1 LESSON PLAN

Grade: 9

Date: 30.9.2025

Teacher: Bc. Tereza Mašitová

Subject: English

Theme: *Czech Holidays*

Duration: 45 minutes

Theme, Thematic Unit, Expected Outcomes (according to ŠVP), Cross-Curricular Links

Thematic unit:

- *Traditions and Cultural Customs in the Czech Republic and English-Speaking Countries*

Expected outcomes :

- Students will be able to describe four Czech holidays, including their significance, traditions, and vocabulary associated with each event.

Cross-curricular links:

- Civics: customs, cultural legacy, and communal ideals (Občanská výchova)
- History: the beginnings of customs and their historical context
- Art (Výtvarná výchova): inventiveness, poster design
- ICT: the potential use of phones or computers to look for more information

Lesson Focus / Topic

- Czech Holidays – Witch Burning, All Souls' Day, Saint Nicholas, and Love Day (May 1st)

Lesson Objectives

- Cognitive - Learners will recognise and use vocabulary related to Czech holidays (e.g. bonfire, cemetery, angel, couples, spring, tradition).
- Psychomotor - Learners will use English to discuss and summarise information with their peers.
- Affective – Learners will develop a sense of pride and respect for Czech traditions while learning to describe them in English.

Lesson procedure

Stage	Procedure	Purpose	Time
Warm up	I write "Czech Holidays" on the board and welcome the class. Students list any Czech holidays they are familiar with, either in Czech or English. The activity's four primary ones are introduced by the teacher.	To activate prior knowledge and introduce topic	5 min
Vocabulary Introduction	I write new words (such as bonfire, saint, cemetery, love, spring, couples, kids, and sweets) on the board. Students match words with brief	To build vocabulary base	8 min

	descriptions or visuals while repeating aloud.		
Group Division & Task Explanation	Students are split up into four groups. Information papers are given to each group. Who is it for? When and where? What takes place? One holiday—Witch Burning, All Souls' Day, Saint Nicholas Day, or Love Day—is assigned to each group to work on.	To build vocabulary base	5 min
Group work	Using the information sheet, students talk about their vacation and create a brief English poster that includes the following details: 1) name, 2) date, 3) location, 4) target audience, and 5) program or usual activities. The teacher circulates, offers assistance, and corrects English as necessary.	To practise reading, summarising and teamwork	15 min
Sharing idea	Each group gives the class a quick (1–2 minute) preview of their prepared material; the full presentations will be given the following week.	To practise speaking and summarising	8 min
Wrap up	"Which one is your favorite and why?" "What do you like about it?" "What holiday did you prepare?"	To reflect and close lesson	4 min

Specific Tasks and Activities

- Practice matching words and pronouncing words correctly
- Information sheets are read in groups.
- Creation of posters (basic written production)
- A brief speech presentation of the holiday highlights

Classroom Language

Warm-up:

- "What holidays in Czech do you know about?"
- "Have you ever observed All Souls' Day or Witch Burning?"
- "Let's try to explain them in English."

Vocabulary:

- "Speak again after me."
- "What is the meaning of this word?"
- "Can you match the word to the picture?"

Group work:

- "Work in four-person groups."
- "There is one Czech holiday for each group."
- "To assist you, ask yourself: Who is it for? Where? When? What takes place?"
- "Write brief sentences; they don't need to be flawless."

Sharing:

- "Describe your holiday to us."
- "What takes place today?"
- "Thanks, excellent work!"

Wrap up:

- "Which holiday is your favorite?"
- "For what reason is it celebrated?"
- "You'll show your posters to the class the next time."

Teaching Aids and Supplementary Materials

- Whiteboard/Blackboard
- Picture cards and a printed vocabulary list
- Informational documents for every holiday

Reflection**Successful and less successful points:**

- Pupils were enthusiastic about Czech traditions and enjoyed sharing what they already knew.
- Stronger scaffolding could help some weaker students create more language since they concentrated more on drawing than on using English.

Suggestions for the following lesson:

- Start the following lesson by quickly going over the important vocabulary.
- Encourage students to talk more (read less) during presentations the following week.

Our traditions

WITCH BURNING = PÁLENÍ

ČARODEJNIC

DAY OF LOVE = DEN LÁSKY nebo

PRVNÍ MÁJ

ALL SOULS' DAY = DUŠIČKY

ST NICHOLAS = SVATÝ MIKULÁŠ

invitation

- 3 GROUPS OF 4
- 1 GROUP OF 3
- Includes – When, Where, For who and the programme
- 13.10.2025 on MONDAY presentations

2 LESSON PLAN

Grade: 6

Date: 1.10.2025

Teacher: Bc. Tereza Mašitová

Subject: English

Theme: *Daily Routines – Present Simple Negative*

Duration: 45 minutes

Theme, Thematic Unit, Expected Outcomes (according to ŠVP), Cross-Curricular Links

Thematic unit:

- My Day – Daily Routines

Expected outcomes :

- Students will be able to create and translate sentences using the present simple negative tense in the context of daily routines.

Cross-curricular links:

- Civics: everyday duties and obligations
- ICT: online exercises (optional assignments)
- Czech language: negation and sentence construction

Lesson Focus / Topic

- *Present Simple Negative – Daily Routines*

Lesson Objectives

- Cognitive - Students will be able to identify and appropriately construct negative sentences using the don't and doesn't.
- Affective – Students will gain self-assurance when speaking and structuring English phrases.
- Psychomotor - Students will use verbs from everyday life to construct and translate phrases.

Lesson procedure

Stage	Procedure	Purpose	Time
Revision	I inquire about the students' recollections of the Present Simple from the previous lessons. produces affirmative examples.	To activate prior knowledge and introduce topic	5 min
Explanation	I demonstrate how to create the negative by writing some sentences on the board: I wake up at seven → I don't wake up at seven. Notes are copied into notebooks by students.	To explain the structure and usage of Present Simple Negative	10 min
Practice – Written	Students construct a number of negative statements and translate them into Czech. Together with the class, I	To practise sentence formation and translation	10 min

	check and make corrections.		
Oral Practice	When I use a positive statement, students are required to use a negative one as well (for example, She watches TV → She doesn't watch TV).	To reinforce correct structure orally	5 min
Game – Live Memory	Two students step outside. When students are divided into pairs in class, one student is given a Czech phrase, and the other is given its English equivalent (e.g., čistit si zuby / wash teeth). Students outside come back and address their peers by name; they have to locate corresponding verb pairs.	Revision of daily routines through movement and fun activity	12-13 min
Wrap up	Short reflection: "What did we learn today?" "Can you sum up your day in one negative sentence?"	Lesson closure and feedback	2-3 min

Specific Tasks and Activities

- Grammar clarification and notebook notes
- Exercise in translation (EN–CZ / CZ–EN)
- Activity involving oral correction
- Play the movement game Live Memory (vocabulary for daily routines)

Classroom Language

Revision:

- "What aspects of Present Simple do you recall?"
- "Are you able to form a sentence?"

Explanation:

- "We use don't or doesn't to make a negative sentence."
- I work every day, you see. Sundays are off for me.
- "Put this in your journal."

Practice:

- "Translate this sentence."
- "Can someone give me another example?"
- "Take care to say 'He doesn't like' rather than 'He doesn't like.'"

Game – Live Memory:

- "Go outside, two volunteers, please!"

- "You all have a card, either Czech or English."
- "Call a name and look for matching pairs when I say go."

Wrap up:

- "What did today teach us?"
- "Can you describe your daily routine in one negative sentence?"

Teaching Aids and Supplementary Materials

- Whiteboard/Blackboard
- Presentation
- Prepared flashcards with daily routine verbs (EN / CZ)


Reflection

Successful and less successful points:

- They have a solid understanding of negative sentence form.
- Writing took a little longer than anticipated; cut back on the quantity of instances the next time.

Suggestions for the following lesson:

- Start with a quick oral review exercise that involves the don't/doesn't.
- Keep practicing your everyday routines, paying particular attention to the question forms (Do you...?).



Jak se tvoří?
do not / does not
(= don't / doesn't).
Za tím je sloveso *v*
základním tvaru (bez -s!).

Důležité pravidlo

He/She/It → DOESN'T

He plays football. → He doesn't play football.

Přepiš věty do záporu:

I play football.

She likes pizza.

They read books.

He works in the garden.

We watch TV.

3 LESSON PLAN

Grade: 9

Date: 6.10.2025

Teacher: Bc. Tereza Mašitová

Subject: English

Theme: *UK Traditions – Burns Night, Pancake Day, Guy Fawkes Night*

Duration: 45 minutes

Theme, Thematic Unit, Expected Outcomes (according to ŠVP), Cross-Curricular Links

Thematic unit:

- Traditions and Cultural Customs in the United Kingdom

Expected outcomes :

- Students will be able to explain the significance of Burns Night, Pancake Day, and Guy Fawkes Night, including key vocabulary and traditions associated with each holiday.

Cross-curricular links:

- History: the celebrations' beginnings and context
- Civics: tolerance and cultural awareness
- ICT: using video content to improve listening skills

Lesson Focus / Topic

- *Understanding and describing UK traditions – Burns Night, Pancake Day, Guy Fawkes Night*

Lesson Objectives

- Cognitive - After watching a videos, students will be able to recollect the fundamentals of each tradition, including when, why, and how.
- Affective – Students will demonstrate curiosity about British culture and identify parallels and divergences with Czech customs.
- Psychomotor - Students will write brief responses after listening to brief video parts for important information.

Lesson procedure

Stage	Procedure	Purpose	Time
Introduction / Warm-up	I ask the question, "What British holidays do you know?" as I introduce the subject of "UK traditions." evokes a few concepts (e.g. Halloween, Christmas).	To activate prior knowledge and introduce topic	5 min
Vocabulary Revision	Students complete a workbook exercise in which they must match verbs (such as bonfire, burning, event, celebration, and procession) with pictures. They match the	To revise and pre-teach key vocabulary	8 min

	appropriate images to the vocabulary.		
Checking & Translation	I go over the answers with the students and, if needed, assist in translating new terms into Czech. Brief conversation: "Which of these terms is also associated with Czech holidays?"	To consolidate meaning and context	5 min
Listening Activity (Video 1) – <i>Burns Night</i>	Students are given a worksheet that includes questions about the video, such as "Who? Where? When? What are people doing? They finish the answers after watching the little video. The responses are then collectively verified.	Listening comprehension and note-taking	8 min
Listening Activity (Video 2) – <i>Pancake Day</i>	After reading the next set of questions and having the teacher check any unfamiliar words, the video is played. Students summarize the holiday, write brief responses, and check their work together.	Understanding and summarising main points	8 min
Listening Activity (Video 3) – <i>Guy Fawkes Night</i>	The same process: read the questions, watch the video, check, and then have a brief class summary discussion.	Listening comprehension and cultural comparison	8 min
Wrap-up	I give a quick rundown of the three holidays, asking, "Which one did you like best and why?" The worksheet is filed into the students' notebooks.	Reflection and closure	3 min

Specific Tasks and Activities

- Workbook vocabulary matching exercise
- Verification of pronunciation and translation of vocabulary
- Three quick listening comprehension exercises with accompanying worksheets
- Following each video, there are class discussions and summaries

Classroom Language

Warm-up:

- "We will study three British holidays today."

- "Are there any holidays in the UK that you are aware of?"

Vocabulary:

- "Match the verbs with the correct pictures."
- "What does bonfire mean?"
- "Can you tell me what this is called in Czech?"

Before listening:

- "Start by reading the questions."
- "Are you sure you understand everything? Let's translate the challenging terms."
- "Pay close attention and write brief responses."

After listening:

- "What is the first question's answer?"
- "What takes place on Pancake Day?"

Wrap up:

- "In your opinion, which holiday is the most fascinating?"
- "Which of these holidays would you like to observe?"

Teaching Aids and Supplementary Materials

- Pupils' workbook
- Printed worksheet with video questions
- Video clips

Reflection

Successful and less successful points:

- The "video-check-summary" format was efficient and maintained their attention.
- It was crucial to pre-teach important terminology since some poorer students required assistance with listening comprehension.

Suggestions for the following lesson:

- Review UK customs at the beginning of the following session with a quick test or Kahoot.
- Students should be encouraged to make brief posters that contrast Czech and British holidays.

Burns Night



Pancake day



Guy fawkes night



4 LESSON PLAN

Grade: 7

Date: 6.10.2025

Teacher: Bc. Tereza Mašitová

Subject: English

Theme: *Present Continuous – Revision and Mind Map*

Duration: 45 minutes

Theme, Thematic Unit, Expected Outcomes (according to ŠVP), Cross-Curricular Links

Thematic unit:

- *Everyday Activities and What People Are Doing Right Now*

Expected outcomes :

- Students will be able to explain the present continuous tense, including its structure, usage, and signal words, and create sentences using this tense.

Cross-curricular links:

- CT/Art: information organized visually (mind map)
- Comparing the grammatical structures of the Czech language
- Civics: cooperation and dialogue in group projects

Lesson Focus / Topic

- *Revision of Present Continuous – form, use, signal words, and sentence types*

Lesson Objectives

- Cognitive - Students will remember the formation of the Present Continuous and its usage.
- Affective – Through innovative and engaging techniques, learners will take pleasure in remembering well-known grammar.
- Psychomotor - Students will actively participate in making a mind map on the board for the lesson.

Lesson procedure

Stage	Procedure	Purpose	Time
Introduction	I welcome the class and instruct the students to put the following on paper: "What is Present Continuous? When should we use it? How can we identify it within a sentence?"	To activate prior knowledge	5-7 min
Mind Map on the Board	I draw "Present Continuous" in the center of a vast mind map. Students take turns contributing ideas (uses, examples, signal words, verb endings, etc.) to the board.	To visualise structure and promote cooperation	8-10 min

Notebook Notes	The completed mind map is copied into the students' notebooks. I assist with its clear structure, including use, form, and examples (question, negative, and affirmative).	To create structured written summary	7 min
Grammar Focus	The class as a whole reviews the add-ing spelling rules (e.g. run → running, make → making, write → writing). Verbs are suggested by the students, and the teacher posts examples on the board.	To practise spelling and recognise patterns	6-7 min
Worksheet Practice	Worksheets with a variety of exercises (fill in the blanks, fix errors, and select the appropriate form) are what I distribute. Students collaborate under the direction of their teachers. The first three activities are finished collectively and reviewed out loud.	To practise and reinforce grammar	12 min
Wrap-up	In order to retain their worksheets for the following class, students sign them. Summarized by the teacher: "What have we changed today?" and commends students for their diligent work.	To reflect and prepare for next time	3-4 min

Specific Tasks and Activities

- Individual composition of well-known details on the tense
- Making a mind map in class (board work + taking notes)
- Spelling corrections for -ing endings
- Controlled grammar practice on worksheet (3 activities done concurrently)

Classroom Language

Introduction:

- "What aspects of present continuous do you recall?"
- Put in writing what it is, how we use it, and how it looks.

Mind Map:

- "Let's collaborate to create a mind map."
- "Who would like to attend the board?"
- "Nice concept! "Now" is a signal word, indeed."

Notebook Notes:

- "Make a note of this in your notebooks."
- Negative: I'm not playing; affirmative: I'm playing; I wonder whether I'm playing.

Grammar Focus:

- "What happens if we add the suffix -ing?"
- "Look—run becomes running, make becomes making."
- "Can you provide me with one more example?"

Worksheet Practice:

- "Come on, let's do this exercise."
- "What is the right response to question number two?"
- "To ensure you don't lose your worksheet, kindly sign it."

Wrap-up:

- "What was changed today?"
- "Well done, everyone. We'll practice more the next time."
-

Teaching Aids and Supplementary Materials

- Presentation
- Blackboard
- Worksheets with Present Continuous exercises

Reflection

Successful and less successful points:

- Students did a good job of developing the mind map and retained the primary rules of the Present Continuous.
- Present Simple vs. Present Continuous is still unclear to some people; further comparison might be beneficial the next time.

Suggestions for the following lesson:

- Start with a quick test that contrasts the Present Simple and Continuous.
- Complete the speaking exercise (What are you doing now?) on the worksheet.

JAK SE TO TVORÍ?

BE + sloveso + -ING

I am playing.

You are watching TV.

He/She/It is eating.

VYJÍMKY

Write

Končí na -ie → změni se

na -y + ing

die → dying

lie → lying



Present Continuous



1 Write the -ing form of the verbs below.



- | | |
|------------------|----------------|
| 1 swim | 7 read |
| 2 shine | 8 do |
| 3 make | 9 have |
| 4 run | 10 wear |
| 5 decorate | 11 study |
| 6 lie | 12 play |

2 Complete the sentences with the correct form of be.



- I working.
- You smiling.
- Tom eating a pizza.
- It raining.
- We writing.
- Kate and Julia watching a film.



3. Choose the correct item.



- Ann at the moment.
A am sleeping B is sleeping
C is sleeping D are sleeping
- The sun ...
A is shineing B is shining
C am shineing D am shining
- The boys in the park.
A are runing B is runing
C is running D are running



4 Write negative sentences.



- I'm sitting at the desk.

- They are playing football.

- She is eating dinner.

- You are writing a letter.

5. Complete the sentences with the correct form of be and the -ing forms from exercise 1.



- I a skirt
- We gymnastics.
- My mum a cake in the kitchen.
- Brenda the Christmas tree.
- Joe's at university. He French.
- Jake and Judy in the pool.
- Tina a shower.
- The cat by the fire.
- They chess.
- Mark in the park.



6 Put the words in the correct order to write questions.



- Kate / is / tea / drinking / ?

- eating / friends / are / what/ your / ?

- Dave / playing / and / are / Sue / tennis / ?

- you / going to / bed / why / are / ?

- you / what / doing / are / ?

- Sally / the Net / surf / is / ?

7 Fill in the gaps with the correct form of the verbs in brackets.



It is Sunday today. It is summer and we are all at the beach. Mum (sunbathe) at the moment and dad (read) a book. My sister (not / swim) now. She (walk) on the beach with her boyfriend. I (wear) my new swimming costume and I (make) a sandcastle. Everyone (have) fun and (enjoy) the great weather!



5 LESSON PLAN

Grade: 9

Date: 13.10.2025

Teacher: Bc. Tereza Mašitová

Subject: English

Theme: *Poster Presentations – Czech Holidays + New Unit: Louisiana (Travel and Nature Vocabulary)*

Duration: 45 minutes

Theme, Thematic Unit, Expected Outcomes (according to ŠVP), Cross-Curricular Links

Thematic unit:

- *Cultural Traditions and Travelling – describing events and places*

Expected outcomes :

- Students will be able to use vocabulary related to traveling, camping, compasses, and nature to create mind maps and present their understanding effectively.

Cross-curricular links:

- Civics: cooperation and introspection
- Geography: Louisiana, the outdoors, and travel terms
- Art: designing posters and presentations

Lesson Focus / Topic

- *Poster presentations – Czech Holidays (revision and speaking) and New topic introduction – Louisiana (travel and nature vocabulary)*

Lesson Objectives

- Cognitive - Students will recognize and categorize new terms associated with camping, travel, and the outdoors.
- Affective – Students will gain self-assurance when speaking in front of others.
- Psychomotor - Students will show their posters and respond to impromptu queries from their peers.

Lesson procedure

Stage	Procedure	Purpose	Time
Introduction	I welcome the class and go over the schedule, which includes two groups' presentations first, followed by a brief exercise from a new subject.	To set expectations and prepare pupils	3 min
Group 1 Presentation – <i>All Souls' Day</i>	The first team displays their poster, which includes the details of their hypothetical event (what, where, when, for whom, and program). Students make use of the prior lesson's vocabulary.	To practise structured speaking and vocabulary recall	8-9 min

Peer Questions	Classmates ask questions following the presentation, such as, "Where is the event? Who is able to attend? What takes place there? I advocate for genuine discourse and flexible speaking.	To develop communication and flexibility	5 min
Self-Assessment	The group giving the presentation gives a quick assessment of their performance, noting what worked, what needs improvement, and how they answered questions.	To support reflection and self-awareness	2 min
Group 2 Presentation – <i>Next Holiday</i>	After presenting their poster, the second group goes through the identical steps: presentation → peer questions → self-evaluation.	Continued speaking practice and peer feedback	10-11 min
Transition to New Unit	I present "Louisiana," the new unit. A brief conversation: "Where is Louisiana? What are your knowledge on it?"	To connect cultural and geographic context	3 min
Workbook Activity – <i>Mind Maps</i>	Students open their workbooks (page ...). There are four mind maps covering the following subjects: nature, compass, camping, and travel. Students match each map to terms from the textbook. I keep an eye on things and fix them.	To activate and expand topic-related vocabulary	10-12 min
Wrap-up	I go over the responses with everyone and give a quick rundown of the new subject. Students close their books and write down their assignments, completing any last-minute tasks if necessary.	To consolidate learning and prepare for next lesson	3-4 min

Specific Tasks and Activities

- Q&A sessions and poster presentations
- Discussion of self-evaluation following each presentation
- Introducing the new Louisiana unit
- Workbook mental map exercise (categorization of vocabulary)

Classroom Language

Presentations:

- "Are you prepared to show your poster now?"
- "Describe your vacation to us, including the location, time, guests, and activities."
- "Great! Let's ask some questions now."
- "Will you kindly respond to this question?"

Peer Q&A:

- "What questions do you want to ask them?"
- "Aim to utilize complete sentences."
- "Nice query! Is there anyone else?"

Self-Assessment:

- "What are your thoughts on your presentation?"
- "Did you find answering the questions easy or challenging?"

New Topic – Louisiana:

- "Please open your workbook. In the images, what do you perceive?"
- "What terms related to camping or travel do you know?"
- "Assign the appropriate mind map to the words."

Wrap-up:

- "Let's go over your responses together."
- "Excellent work today, everyone! Well done!"

Teaching Aids and Supplementary Materials

- Posters prepared by pupils
- Whiteboard / projector
- Workbook – *Unit: Louisiana*

Reflection

Successful and less successful points:

- Pupils were confident and creative during poster presentations.
- Some pupils hesitated to ask questions in English; next time, prepare a list of sample questions on the board.

Suggestions for the following lesson:

- Proceed with the Louisiana unit and incorporate speaking exercises into the vocabulary.
- Motivate reticent students to participate more actively in the questioning process.



A photograph of a cemetery at dusk, with tombstones and lit candles, serving as the background for the text.

All Souls' Day

We invite you to All Souls' Day, which will take place at the Havlíčkův Brod Cemetery on the 2nd of November at 3 p.m.

The church will be open throughout this time.

Program:

- 3 p.m.
The program will begin at the cemetery in Havlíčkův Brod, followed by a tour of the graves and the lighting of candles.
- 5 p.m.
There will be a prayer for the dead.
- 6 p.m.
Ending of the program

We hope that you will enjoy it.

6 LESSON PLAN

Grade: 9

Date: 13.10.2025

Teacher: Bc. Tereza Mašitová

Subject: English

Theme: *Present Simple vs. Present Continuous – Grammar in Context (Lost & Found)*

Duration: 45 minutes

Theme, Thematic Unit, Expected Outcomes (according to ŠVP), Cross-Curricular Links

Thematic unit:

- *Everyday Activities and What People Are Doing Right Now*

Expected outcomes :

- Students will be able to correctly identify and use the present simple and present continuous tenses in sentences.

Cross-curricular links:

- **Art and Media Education:** interpretation of short film and visual story comprehension
- **ICT:** use of multimedia for grammar practice

Lesson Focus / Topic

- *Revision of Present Simple and Present Continuous through the short animated film “Lost & Found.”*

Lesson Objectives

- **Cognitive** - Students will be able to recognize grammatical forms and signal words associated with both tenses.
- **Affective** – Students will interact with English grammar by telling a poignant, meaningful story.
- **Psychomotor** - Students will translate texts into Czech and create proper verb forms.

Lesson procedure

Stage	Procedure	Purpose	Time
Warm up	A brief recap: On the board, I write "Present Simple vs. Present Continuous." Students provide instances, discuss when each tense is used, and identify their signal words.	To activate prior knowledge and connect previous lessons	7 min
Pre-watching Activity	I assign a worksheet to the students that has sentences from the movie. After reading the sentences, students attempt to determine which verb forms would be appropriate. I assist in translating unfamiliar terms.	To familiarise pupils with key vocabulary and context	8 min

Watching the Video	Students view the 7-minute animated short film, <i>Lost & Found</i> , which was nominated for an Oscar. To comprehend the narrative, they concentrate on what occurs and when.	To provide meaningful context for grammar	7 min
While-Task	Students use Present Simple or Present Continuous to finish phrases on the worksheet while they watch (and for a little while after).	To practise correct verb tense choice in context	8-9 min
Post-Watching Discussion	Together, the class verifies the answers. The instructor poses the question, "Why do we use this tense here?" after every sentence. Students translate and explain the entire sentence.	To consolidate grammar understanding and translation skills	10-12 min
Wrap-up	I highlight the main ideas on the board, including usage, signal words, and common examples. "What did you like about the video?" is a brief reflection.	To reinforce learning and close the lesson	2-3 min

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Specific Tasks and Activities

- Both tenses' brainstorming (signal words, usage, examples)
- Finishing the grammar exercise based on the video
- Seeing and evaluating the *Lost & Found* short film
- Verifying responses and interpreting sentences
- Class discussion on the meaning and usage of tenses

Classroom Language

Warm up:

- "What do you recall about the Present Continuous and Present Simple?"
- "When are they used? Which words are the signal words? "

Pre-watching:

- "Pay close attention to the sentences."
- "Emphasize the verb. Which tense do you believe we'll require?"
- "Let's work together to translate these words."

While watching:

- "Pay attention to what is happening right now."

- "Is it a normal occurrence or is something occurring at the moment?"

After-watching:

- "Let's go over your responses together."
- "Why is present continuous used here?"
- "Assign the appropriate mind map to the words."

Wrap-up:

- "What aspects of the story appealed to you?"
- "What distinguishes these two tenses from one another?"

Teaching Aids and Supplementary Materials

- Markers and whiteboard
- Sentence-based worksheet (gap-fill: Present Simple/Continuous)
- The Lost & Found video is accessible on Vimeo or YouTube.

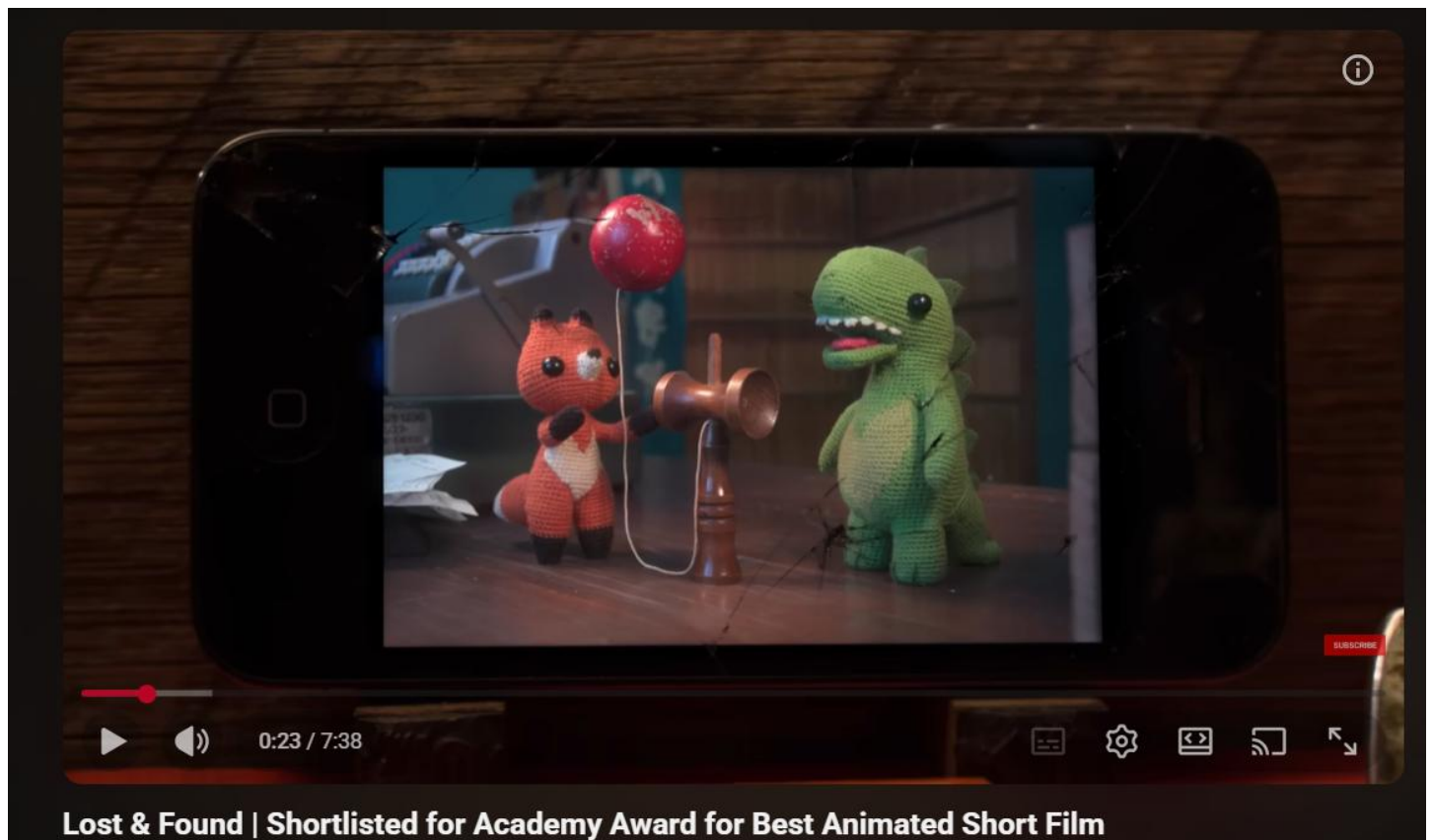
Reflection

Successful and less successful points:

- The moving tale had the students completely engrossed and maintained their attention throughout.
- Understanding of the two tenses was enhanced by connecting language to a visual narrative.
- Time was limited at the end; debate could be abbreviated next time.

Suggestions for the following lesson:

- Start with a brief follow-up exercise, such as a speaking exercise in both tenses or a quiz.
- Give students communication assignments in which they must compare what individuals are doing to what they typically do.



Lost and found

The fox usually _____ (throw) stones into the water.

Today, the fox _____ (fall) into the water.

The dinosaur _____ (run) to help her.

They _____ (live) together in a sushi restaurant.

The fox _____ (try) to climb out of the water.

The dinosaur _____ (love) his friend very much.

He _____ (unravel) while he moves.

They always _____ (help) each other.

Right now, he _____ (save) the fox.

The fox often _____ (play) with her friend.

The dinosaur _____ (be) very brave today.

The film _____ (show) true friendship.

The fox _____ (cry) because she is scared.

The dinosaur _____ (sacrifice) himself to save her.



7 LESSON PLAN

Grade: 9

Date: 14.10.2025

Teacher: Bc. Tereza Mašitová

Subject: English

Theme: *Jobs and Dreams*

Duration: 45 minutes

Theme, Thematic Unit, Expected Outcomes (according to ŠVP), Cross-Curricular Links

Thematic unit:

- *Future Careers, Dreams and Goals – Describing Jobs and Motivation*

Expected outcomes :

- Students will be able to describe the steps needed to achieve their dream job by using vocabulary related to perseverance and career aspirations.

Cross-curricular links:

- Civics: motivation, life objectives, and job choices
- Media education: a critical comprehension of visual narrative

Lesson Focus / Topic

- *Dream Jobs – What does it take to achieve your goals?*

Lesson Objectives

- Cognitive - Students will comprehend the video's primary theme and important words, such as "dream job," "work hard," "failure," "goal," and "success."
- Affective – Students will consider the drive, tenacity, and work required to accomplish individual objectives.

Lesson procedure

Stage	Procedure	Purpose	Time
Introduction	I describe the lesson's focus, which is fantasy jobs, and how it relates to the career visit the following week. "What is your dream job?" is a brief conversation starter.	To set the context and connect with pupils' lives	5 min
Pre-watching task	Students are given a worksheet that contains questions on the short film. Together, we translate unfamiliar words, and I make sure everyone understands every inquiry.	To clarify task and pre-teach key vocabulary	8 min
Watching the Video	Students view "One Small Step," a seven-minute short film. They concentrate on	To practise listening comprehension through visual story	7 min

	comprehending the narrative and responding to the worksheet's questions.		
Checking Answers	Students contribute their answers once I elicit them, and the class collectively translates important sentences. They explain why the verb tense or phrase is appropriate for each response.	To reinforce comprehension and provide language feedback	8 min
Vocabulary Matching (Word Meaning)	Students match the video's vocabulary (left column) to its definitions (right column). Examples include: goal, success, failure, hard effort, and dream job.	To strengthen understanding of new vocabulary and encourage paraphrasing	10 min
Writing Task	In four to five phrases, students describe the steps one needs to take to land their ideal employment. The movie's new vocabulary and concepts are used, such as "You must work hard." You must not give up. I gather and evaluate their work.	To practise writing and expressing ideas with new words	6-7 min

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Specific Tasks and Activities

- Discussion and translation of vocabulary prior to viewing
- Questions for video comprehension
- Exercise for matching vocabulary
- Composing a brief statement about landing one's ideal job

Classroom Language

Introduction:

- "Dream Jobs is today's topic."
- What is your ideal position? Why?

Pre-watching:

- "Review the inquiries on your paper."
- "Are all the words clear to you? Let's do some translations."
- "As you watch, look for the answers."

After watching:

- "Whatever happens to the story's girl?"
- "Why is One Small Step the title of this video?"
- "Let's go over your responses together."

Vocabulary task:

- "Assign meanings to the words."
- "What is meant by failure? Could you elaborate? "
- "In what sentence would you use the phrase "work hard"?"

Writing:

- "Write four to five phrases outlining the steps people need to take in order to land their ideal career."
- "Use the words we learned: goal, perseverance, hard work, and success."

Teaching Aids and Supplementary Materials

- Worksheet featuring:
 1. Questions for video comprehension
 2. Matching vocabulary
 3. Writing assignment
- Video: TAIKO Studios' "One Small Step" (CGMeetup provides a YouTube link)

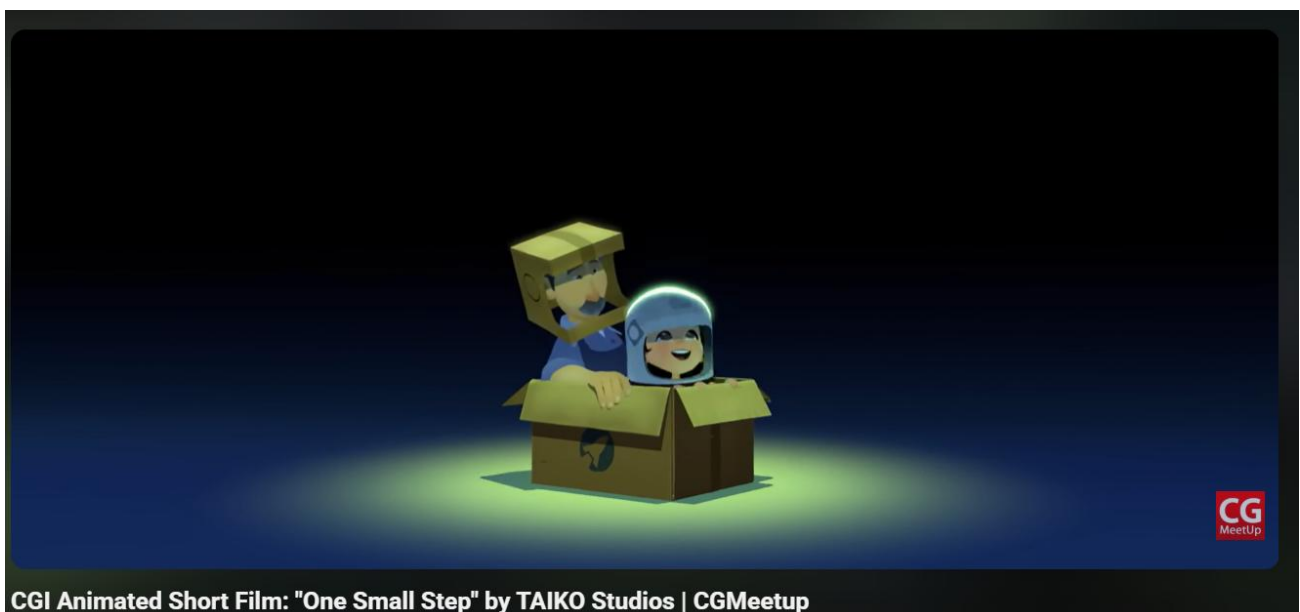
Reflection

Successful and less successful points:

- Because of its poignant narrative, the video kept the students' attention.
- Vocabulary matching was successful; students were able to recall and define words in their own words.
- Some students found it difficult to accurately apply new language, and others need extra time for writing.

Suggestions for the following lesson:

- Let students read their "dream job" statements to a partner to start the following lesson with peer criticism.
- Conduct a speaking or role-playing exercise as a follow-up (dream job interview).



Questions

Who are the main characters?

What is the girl's dream?

What problems does she face?

How does she react to failure?

What happens in the end?

Word Meaning

to fail

to support

determination

dream job

to try hard

to achieve

a job you really want

not giving up

to help and believe in someone

to work with effort

to reach a goal

to not succeed

8 LESSON PLAN

Grade: 7

Date: 16.10.2025

Teacher: Bc. Tereza Mašitová

Subject: English

Theme: *Listening Practice – Present Simple vs. Present Continuous*

Duration: 45 minutes

Theme, Thematic Unit, Expected Outcomes (according to ŠVP), Cross-Curricular Links

Thematic unit:

- *Daily Life and Activities*

Expected outcomes :

- Students will be able to correctly identify and use the present simple and present continuous tenses in spoken and written sentences.

Cross-curricular links:

- ICT: using online resources Umíme to.cz to practice grammar
Civics: accountability and equity

Lesson Focus / Topic

- *Listening and grammar practice – identifying Present Simple and Present Continuous forms in sentences*

Lesson Objectives

- Cognitive - Through listening exercises, students will recognize verbs in the Present Simple or Present Continuous. Grammar principles and signal words related to both tenses will be remembered by the students.
- Affective – Students will gain self-assurance in their ability to identify spoken English tenses.

Lesson procedure

Stage	Procedure	Purpose	Time
Introduction	I clarify that the goal of today's session is to practice listening skills and differentiate between the Present Simple and Continuous. Brief review: students remember examples for both tenses, rules, and signal words.	To activate prior knowledge	5-7 min
Pre-listening	I distribute the worksheet, which consists of six sentences: three present simple statements and three present continuous sentences. Students underline the verbs as they silently read the	To prepare pupils for comprehension	8 min

	phrases. I translate challenging words to make sure everyone is familiar with the vocabulary.		
Listening Activity 1	Present Simple is the main subject of the first three recordings that I play. Students complete the verbs that are lacking. Every listening is played twice.	To practise listening comprehension and grammar recognition	7 min
Checking & Discussion	Together, the class verifies the answers. I pose the question, "Why is it Present Simple? Which signal word indicates it? Students read the line out loud.	To consolidate understanding and reinforce grammar awareness	8 min
Listening Activity 2	The following three recordings, which are centered on Present Continuous, are played. With two repetitions each gap, students fill it in once again.	Continued practice with second tense	7 min
Correction & Translation	Students translate complete sentences and jointly review their responses. The use of -ing and signal words are discussed.	To check comprehension and support self-correction	5-6 min
Digital Practice	Students use the Umíme to.cz platform to complete an interactive quiz on Present Simple & Continuous. They raise their hands in response, and the top three students are given a grade of 1 as a reward.	To strengthen grammar knowledge in a fun, competitive way	5-6 min
Wrap-up	I provide a brief overview of the subject and indicate that the following class will be taking a test on Present Simple and Continuous.	To conclude and prepare pupils for upcoming assessment	2-3 min

Specific Tasks and Activities

- Exercises to fill in the gaps in listening (two sets: Simple & Continuous)

- Translation of sentences and debate of grammar
- A digital contest through Umíme to.cz

Classroom Language

Introduction:

- "We're going to practice listening and tenses today."
- "What do you recall about continuous and present simple?"
- "Is there a signal word for each tense, please?"

Pre-listening:

- "Pay close attention to the sentences."
- "Emphasize the verbs."
- "Are all the words clear to you? Let's translate these. "

While-listening:

- "Pay close attention and complete the words that are missing."
- "We'll give it two listens."
- "Is it simple or continuous, in your opinion?"

After-listening:

- "What is the right response?"
- "Why is this tense used here?"
- "Let's work together to translate the sentence."

Digital activity:

- "Who is aware of the right response? Put up your hand."
- "Well done! Three students will receive a 1 if they provide the most accurate responses."

Wrap up:

- "We'll have a quick test on these two tenses in our next lesson."

Teaching Aids and Supplementary Materials

- Worksheet with listening sentences
- Audio recordings (6 total)
- Computer / internet access for *Umíme to.cz*

Reflection

Successful and less successful points:

- Due in large part to the competitive online task, students were highly motivated and focused.
- Weaker students were able to successfully fill in the gaps by listening again.
- Because of login and setup, the online portion took a little longer.

Suggestions for the following lesson:

- Before the test, go over both tenses.
- Give a graphic representation (chart) that contrasts the Present Simple and Continuous.
- **Conversation #1**

- **Man:** What _____ you do?

Woman: I work at a tech company.

Man: Oh, what do you do _____?

Woman: I design software.

Man: Do you _____ your job?

Woman: Yeah, I enjoy it.

- **Conversation #2**

- **Man:** Do you work here?

Woman: Yes, I _____.

Man: Where do I pay my bill?

Woman: You pay it over there.

Man: Do I _____ to show ID?

Woman: I don't think you do.

- **Conversation #3**

- **Man:** _____ do your parents do?

Woman: They both work in sales.

Man: Oh, what do _____ sell?

Woman: They both sell cars. They have a car dealership together.

Man: Do they _____ it?

Woman: Yes, but they work long hours.

- **Conversation 1**

- **Man:** Where are you?

Woman: I am _____ inside. I am writing a letter to my friend. I am telling him about my life and my new job.

Man: Are you using the computer?

Woman: I am not using the computer because I _____ to hand write letters. My hand is getting tired though.

- **Conversation 2**

- **Man:** Where is Mary?

Woman: Mary is _____ in the kitchen. She is **chopping** up some vegetables because she is making a vegetable soup.

Man: How is she making it?

Woman: She is _____ a recipe and following the instructions inside. She is enjoying herself.

- **Conversation 3**

- **Man:** What is Bob _____?

Woman: Bob is working on his car. He is giving it a tune up. He is changing the oil and checking all the parts of the cars.

Man: But, he is not working? He is just _____ there!

Woman: He is taking his time because he wants to do the job right. He is listening to the radio as he works.

Opravdu nesnáším kočky.

I really hate cats.

am hating

hate



Obecný stav → přítomný čas prostý.

Další »

Ted' se nemůžu uvolnit, peču dort.

I can't leave now, I _____ a cake.

am baking

bake



Děj právě probíhá → přítomný čas průběhový.

Právě běží.

She _____ at the moment.

is running

runs

9 LESSON PLAN

Grade: 9

Date: 20.10.2025

Teacher: Bc. Tereza Mašitová

Subject: English

Theme: *Poster Presentations – Czech Holidays (Part 2) & Mind Maps: Louisiana (Travel and Nature Vocabulary)*

Duration: 45 minutes

Theme, Thematic Unit, Expected Outcomes (according to ŠVP), Cross-Curricular Links

Thematic unit:

- *Cultural Traditions and Travelling – describing events and places*

Expected outcomes :

- Students will be able to effectively present their mind maps, utilizing appropriate vocabulary and responding to peer questions with clarity.

Cross-curricular links:

- Geography: Louisiana, travel, and nature – relating English language instruction to practical situations
- ICT: using an online test Using Kahoot to review vocabulary

Lesson Focus / Topic

- *Continuing Poster Presentations – Introduction and Presentation of Mind Maps – Vocabulary Review via Kahoot*

Lesson Objectives

- Cognitive - Students will remember and apply terms related to travel and cultural activities.
- Affective – Cooperative and competitive learning activities will be enjoyable for the students.
- Psychomotor - Students will show the class their posters and provide an explanation of their mind maps.

Lesson procedure

Stage	Procedure	Purpose	Time
Introduction	I welcome everyone and go over the schedule, which includes more poster presentations, mind maps, and Kahoot.	To prepare pupils for lesson structure	3 min
Poster Presentations (Groups 3 & 4)	The posters for the Czech holidays are displayed by the two remaining groups. Every group explains their event, including the what, when, where, program, and who it is for. Follow-up questions are asked by classmates.	To practise presentation and questioning skills	15-16 min

Self-Assessment	Every group gives a quick evaluation of their performance, including what went well, what they should do better, and how their presentation went.	To develop self-evaluation and reflection	3 min
Mind Maps – Presentation	Students display their completed mind maps of Louisiana. I ask a few students to show their maps and describe how they arranged the words.	To practise describing ideas and vocabulary categories	10-12 min
Vocabulary Game – Kahoot	I start Kahoot with words associated with events, nature, camping, and travel. Students use their phones to respond on their own. Grade 1 is given to the top three students as encouragement.	To reinforce vocabulary in an engaging, interactive way	10-12 min
Wrap-up	I commend the class for their participation and congratulate the winners. In a nutshell: "What did you learn today?"	To close lesson positively and summarise progress	2-3 min

Specific Tasks and Activities

- Q&A and group poster presentations
- Peer review and self-evaluation
- Presentation and discussion of mind maps
- Kahoot competition for vocabulary

Classroom Language

Presentation phase:

- "Are you prepared to show your poster now?"
- "Describe your event to us, including the date, time, location, attendees, and activities."
- "Do you have any questions, class?"

Mind map:

- "Present your mind map to us."
- "For these words, which category did you select?"
- "Justify your use of this word here."

Kahoot:

- "Let's review vocabulary with a quick Kahoot now."
- "Join using your phone."

Wrap up:

- "Did you remember any new words today?"

Teaching Aids and Supplementary Materials

- Posters made by students (Czech holidays)
- Mind maps created by students (Louisiana unit)
- Internet access (Kahoot test)
- Students' cell phones

Reflection

Successful and less successful points:

- Students were highly motivated and excited during presentations and Kahoot.
- Presentations were noticeably better than the week before.
- Connection problems caused Kahoot setup to take a few more minutes.

Suggestions for the following lesson:

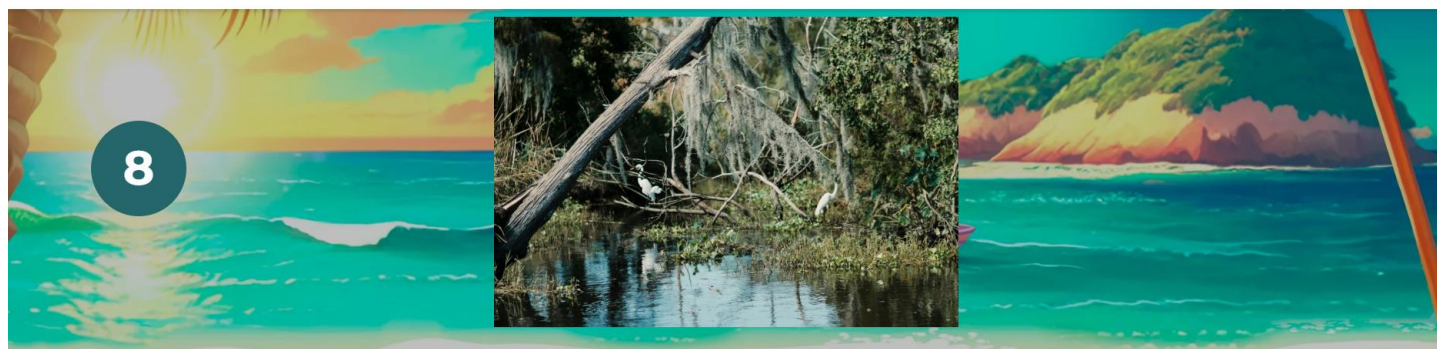
- Proceed to the Louisiana unit and concentrate on speaking and listening exercises.



What is a swamp?



8




▲ Bažina	◆ Strom
● Les	■ záliv

What is the northwest?



7



▲ Severovýchod	◆ Severní
● Severozápad	■ Jihozápad

10 LESSON PLAN

Grade: 7

Date: 20.10.2025

Teacher: Bc. Tereza Mašitová

Subject: English

Theme: *Present Simple & Present Continuous – Test and Review*

Duration: 45 minutes

Theme, Thematic Unit, Expected Outcomes (according to ŠVP), Cross-Curricular Links

Thematic unit:

- *Daily Activities and Grammar in Use*

Expected outcomes :

- Students will be able to distinguish between the present simple and present continuous tenses, using them accurately in both spoken and written contexts.

Cross-curricular links:

- **Czech language:** comparison of grammatical structure and tenses
- **Civics:** self-reflection, learning responsibility

Lesson Focus / Topic

- *Revision and final test – Present Simple vs. Present Continuous*

Lesson Objectives

- **Cognitive** - Students will be able to recall the Present Simple and Present Continuous grammar rules, forms, and applications.
- **Affective** – Learners will learn to reflect on their performance and recognise areas for improvement.
- **Psychomotor** - Learners will complete written tasks independently and later check their answers collectively.

Lesson procedure

Stage	Procedure	Purpose	Time
Introduction	I welcome the students and go over the class plan, which includes a quick review of grammar and a test. They swiftly go over the key distinctions between the Present Simple and Continuous (uses, signal words, examples) together.	To activate prior knowledge and reduce test anxiety	7-8 min
Test	Students finish a written exam on their own that covers both tenses (gap-filling, sentence correction, translation, and selecting the appropriate form). I	To assess pupils' understanding and accuracy	20-25 min

	oversee and offer clarification as necessary.		
Checking and Correction	When students are done, the teacher gathers the tests or combines them on the board. Every query is examined: "What makes this response accurate? Which rule is in effect here? Students see their own errors and fix them in their notes.	To consolidate grammar knowledge and clarify errors	10-12 min
Wrap-up	I highlight the most frequent errors and point out areas to work on the following time. Students discuss what they found simple or challenging.	To close lesson and provide feedback	3-5 min

Specific Tasks and Activities

- A brief overview of grammatical principles, signal words, and instances
- Written grammar test on continuous and present simple

Classroom Language

Introduction:

- "A brief test on Present Simple and Continuous will be written for you today."
- "Let's recap: When should we utilize Present Simple? How about Continuous? ."

During test:

- "Work alone and in silence."
- "Verify your word order and spelling."

Correction:

- "Why is present continuous used here?"
- "Next time, watch how you end things with -ing."

Wrap up:

- "What did you find the most challenging?"
- "Well done today; the majority of you performed admirably."

Teaching Aids and Supplementary Materials

- Printed test sheets

Reflection

Successful and less successful points:

- Students worked independently and took the test seriously.
- Students were able to see their development and reflect more when they used collective correction.
- Some students required additional time to complete the exam.

Suggestions for the following lesson:

- Give brief follow-up activities that concentrate on common errors (don't/doesn't, -ing endings).

10b./



PRESENT TENSE



Zakroužkuj správnou odpověď.

1

Kdy používáme Present Simple? (Přítomný prostý)

- a) Když mluvím o tom, co dělám právě teď
- b) Když mluvím o minulosti
- c) Když mluvím o pravidelných věcech

2

Kdy používáme Present Continuous? (Přítomný průběhový)

- a) Když mluvím o zvycích
- b) Když mluvím o tom, co se děje právě teď
- c) Když mluvím o minulosti

3

Která signální slova patří k Present Simple? (Přítomný prostý)

- a) now, at the moment
- b) always, usually, every day
- c) today, right now

4

Která signální slova patří k Present Continuous? (Přítomný průběhový)

- a) every day, never
- b) sometimes, usually
- c) now, right now, today

5

Doplň správně: We ____ (play) football now.

- a) play
- b) are playing
- c) plays
- d) playing

6

Doplň správně: He ____ (watch) TV every evening.

- a) is watching
- b) watching
- c) watches
- d) watch

7

Doplň správně: I ____ (not/like) broccoli.

- a) am not liking
- b) doesn't like
- c) not like
- d) don't like

8

Doplň správně: Look! It ____ (rain)!

- a) rains
- b) is raining
- c) raining
- d) rain

9

Doplň správně: Tom always ____ (help) his sister.

- a) helps
- b) is helping
- c) help
- d) helping

10

Doplň správně: My mum ____ (cook) dinner now.

- a) cooks
- b) cooking
- c) is cooking
- d) cook



PRESENT TENSE



Doplň nebo napiš správně větu. Dbej na správný tvar slovesa.

1 Present Simple – kladné věty

She _____ (play) tennis every weekend.

My parents _____ (work) in a hospital.

2 Present Simple – záporné věty

I _____ (not/like) milk.

He _____ (not/go) to school by bus.

3 Present Simple – otázky

_____ you _____ (like) English?

_____ she _____ (play) football?

4 Present Continuous – kladné věty

I _____ (watch) TV now.

They _____ (study) for the test at the moment.

5 Present Continuous – záporné věty

She _____ (not/read) a book now.

6 Present Continuous – otázky

_____ he _____ (listen) to music?

4. YOUR FINAL REFLECTION (approx. 1-2 pages) - comment on

- your *co-operation* with the mentor and other teachers,
- individual *classes* taught,
- your experience of working from a certain *coursebook*,
- the overall *school atmosphere*,
- your *development as a teacher* during the course of the teaching practice; after reflecting on *achievements*, list your *targets for the future and areas for your professional development*.

Working with my tutor, Mgr. Zdeňka Prosová, was just amazing. From the beginning, we established a solid collaboration based on mutual respect, trust, and collaboration. Over time, we even grew close, and I value our relationship so highly that we periodically get coffee together. I was tremendously inspired and driven by her counsel, constructive criticism, and positive attitude. The other teachers at the school were also kind and open to conversation, so I felt like I was part of the team.

She never made me feel uneasy or unskilled; instead, she had a pleasant and encouraging approach. We soon developed a very cordial and trustworthy friendship as a result of this open communication. We grew close over time, and I really value the times we get together for coffee outside of school. As someone who blends professionalism, sensitivity, and a sense of humor in her teaching, she became not just my mentor but also my role model.

I worked with three different classes, each with its own dynamics, skills, and environment.

Teaching the sixth grade was a pleasure. The students were respectful, driven, and inquisitive. Their excitement made the classroom a creative and upbeat place, and they responded well to games and communication activities in addition to actively participating in studies. Because of their outstanding behavior, I was able to concentrate mostly on helping them improve their communication skills and confidence when speaking English. They were cooperative and ready to learn, so I really loved every class we had together.

The seventh grade was more difficult. They required greater discipline, organization, and unambiguous expectations. They were a little boisterous at first and had a tendency to lose concentration easily, but with my fair and strict regulations, they eventually started to cooperate. They responded nicely to my gradual learning of how to strike a balance between humor, patience, and strictness. They had made academic and behavioral progress at the end of my practice, and I was pleased with their development. I learned a lot about classroom management in this session, including how crucial it is to maintain composure and consistency under pressure.

The most difficult grade was ninth grade. Despite the fact that the majority of students were courteous and attentive, a few people regularly interrupted the classes with offensive remarks or rude conduct. Their demeanor frequently made teaching difficult, even though I tried to maintain my composure and professionalism. I came to see how important it is to establish authority and set boundaries right away, especially with older students. I made an effort to be personable and amiable, but I discovered that friendliness without obvious authority might occasionally result in disrespect. Although this experience was difficult, it was very beneficial. It taught me to be more assertive and to keep a professional distance.

I mostly used the Bloggers coursebook for my practice. It featured a range of reading and listening resources together with a strong foundation for grammar and vocabulary instruction. I liked that additional materials like

CDs, workbooks, and communication exercises were included. But occasionally, I thought the book was a little disorganized and overly text-heavy for classes with lower or mixed skill levels.

As a result, I frequently added my own resources to the courses, such as extra worksheets, interactive exercises, games, or quick films, which the students found more interesting. I came to the realization that no textbook can adequately address the requirements of every class, and that a skilled instructor must constantly modify and customize the material to make it relevant and inspiring for their students.

Overall, the atmosphere at school was good. The setting was neutral but encouraging; it wasn't very cozy but it was unquestionably professional and useful. The students were accustomed to a defined schedule and expectations, and the teachers were helpful and kind. I would characterize it as a school with a strong base and a lot of room to grow in terms of motivation, teamwork, and instructional materials. I enjoyed the opportunity to examine other teaching philosophies and felt at ease teaching in the older grades, despite some behavioral issues. In addition, I enjoyed the regularity, the interactions with students and faculty, and the sense of community that came with school life.

I can plainly see how much I have improved when I reflect on my teaching practice, not only in terms of preparation and technique but also in terms of confidence and self-awareness. I was first anxious about assuming complete responsibility for the lesson and appearing in front of a class. But as I learned more, I gained flexibility and confidence. I gained the ability to adjust when things didn't go as intended, control unforeseen behavior, and use reflection as a crucial tool for growth at the end of each course.

I also learned more about how to blend creativity with organization. I had fun creating engaging and interactive lessons that linked theory to practice, vocabulary to real-world situations, and grammar to communication. As a teacher, I've discovered that witnessing kids grasp new concepts or grow pleased of their accomplishments inspires me the most. All of the planning and work has meaning because of that moment of growth and connection.

This encounter reaffirmed my desire to become a teacher. I adore how independence and teamwork, as well as creativity and structure, are balanced. I appreciate the contact with children, the excitement of the classroom, and the sense of purpose it offers.

VÝKAZ NÁSLECHŮ A VÝSTUPŮ SOUVISLÉ PEDAGOGICKÉ PRAXE 2

[illegible]



Pedagogická
fakulta

Univerzita Palackého
v Olomouci

Hodnocení a výkaz Souvislé pedagogické praxe 2

Příjmení a jméno studenta/studentky:

Bc. Tereza Mastová

Studijní program¹:

UVZma / ASmi

Název a adresa školy:

ZŠ Havlíčkův Brod, Šteflova 2004, 58002 Havlíčkův Brod

Příjmení a jméno provázejícího učitele:

Mgr. Zdeněk Prosovec

Vyučovací předmět:

Anglický jazyk

Termín praxe:

29.9.2020 - 24.10.2020

Hodnocení studenta provázejícím učitelem

1) Hodnocení základních pedagogických kompetencí

Hodnoticí škála ² / Posuzovaný parametr	výborná	velmi dobrá	dobrá	nedostatečná
didaktická připravenost	X			
odborná připravenost		X		
příprava na vyučování	X			
schopnost integrovat poznatky	X			
využití pomůcek a didaktické techniky	X			
využití výukových metod a forem práce	X			
časové rozvržení hodiny	X			
motivace žáků	X			
organizace hodiny	X			
případný komentář:				

¹ Pro každý studijní program (major/minor) se odevzdává Hodnocení a výkaz Souvislé pedagogické praxe 1 samostatně.

² Vámi vybranou hodnoticí úroveň, prosím, označte křížkem.

2) Hodnocení verbálního projevu studenta

Posuzovaný parametr	Hodnotící škála ³			
hlasitost	přiměřená X	většinou přiměřená	občas nepřiměřená	nepřiměřená
srozumitelnost	výborná X	velmi dobrá	dobrá	nedostatečná
tempo řeči	přiměřené X	většinou přiměřené	občas nepřiměřené	nepřiměřené
formulace myšlenek a otázek	jasná X	většinou jasná	občas nejasná	nejasná
jazyková správnost	výborná	velmi dobrá X	dobrá	nedostatečná
případný komentář:				

3) Hodnocení úrovně grafického projevu studenta (záznam na tabuli)

Hodnotící škála ⁴ / Posuzovaný parametr	výborná	velmi dobrá	dobrá	nedostatečná	nehodnoceno
čitelnost	X				
přehlednost	X				
jazyková správnost	X				
případný komentář:					

4) Hodnocení vystupování / chování studenta ve škole

Posuzovaný parametr	Hodnotící škála ⁵			
dochvilnost	výborná X	velmi dobrá	dobrá	nedostatečná
profesionalita studenta	výborné X	velmi dobré	dobré	nevyhovující
schopnost sebereflexe studenta	vysoká X	velmi dobrá	dobrá	nevyhovující
případný komentář:				

³ Vámi vybranou hodnotící úroveň, prosím, označte křížkem. V případě elektronického vyplnění označte tučně, event. barevně.

⁴ Vámi vybranou hodnotící úroveň, prosím, označte křížkem.

⁵ Vámi vybranou hodnotící úroveň, prosím, označte křížkem. V případě elektronického vyplnění označte tučně, event. barevně.

E) Hodnocení výchovně vzdělávacích činností, na kterých se student podílel:

Hodnoticí škála ⁶ / Posuzovaný parametr	ano	částečně	ne	nehodnoceno
opravy písemných prací	X			
příprava na soutěže				
doučování a individuální pomoc slabším žákům				
účast na kulturních a vzdělávacích akcích				
dozory na chodbách	X			
dozory v jídelně				
dozory v šatně				
Jiné ⁷ :				
Jiné:				
případný komentář:				

Souhrnné hodnocení provázejícího učitele:

Studentka se na hodiny pečlivě připravovala a měla jasnou strukturu bytů. Dolekala žaky křivkami a mnohdy vhodně provězovali alchémii. Polný darůle se zaměřuje, mluvila pětaštyř anglicky a splnila svůj návod pomůcky. Žákyně měla jasnou, ale zároveň slabou, udržovala dítěte na prahu. Čtyři žáci opravovali cizí a kulturnímu zřeteli. Během hodiny byl přiměřený úroveň žáků, též anozody a sealtily dáváno. Byla dodržována práva a společná, ochotní spolupracovala s kolegy. Projevila velmi dobrou podporu pro budoucí učitelé povolání.

Celkové hodnocení praxe:

výborně	X	velmi dobře	dobře	nedostatečně
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V případě celkově špatného hodnocení studenta/studentky (stupeň nedostatečně) student/studentka opakuje praxi v plném rozsahu a se všemi důsledky (finančními i časovými).

Datum: 20. 10. 2025

**Základní škola
Havlíčkův Brod,**

Školní rok 2004/05 (4)

IČ: 709 11 011 DIČ: CZ70911011

podpis provázejícího učitele a razítko školy

⁶ Vámi vybranou hodnoticí úroveň, prosím, označte křížkem.

⁷ Prosím, konkretizujte další činnost.

GUIDELINES FOR TEACHERS IN SCHOOLS WHEN SUPERVISING STUDENTS OF ENGLISH FROM THE FACULTY OF EDUCATION

At the end of the practice, please fill in this observation instrument:

Teacher's name Mgr. Zdenka Prosova Student's name Tezra Masitova

Coursebook used: Bloggers

Planning and approach to teaching Interest, motivation	Tezra planned her lessons carefully and showed enthusiasm for teaching. Activities were well-structured, interesting and suited to pupils' needs.
Lesson management Instructions, voice, timing, use of L1 and L2, use of BB and aids, body language, discipline	The lesson management was very good. She gave clear and concise instructions, used her voice appropriately and maintained good timing throughout the lessons. The use of English was consistent with occasional L1 support when necessary. She used the board and other aids effectively.
Classroom climate Relationship with pupils	She established a positive and supportive atmosphere in the classroom. Pupils felt comfortable and willing to participate. Her friendly but professional approach encouraged respect and cooperation.
Assessment of pupils Error correction Evaluation	She monitored pupils' understanding sensitively and provided appropriate feedback. Error correction was helpful and constructive, supporting pupils' confidence and learning.
Lesson content Appropriacy, variety, use of textbook. Is the teaching at the right level?	Lesson content was well chosen and suited to pupils' level and interests. Activities were varied and engaging, making good use of the textbook and supplementary materials. The lessons had a good balance of skills practice and communication tasks.
Willingness to co-operate with other Ts and peers	She showed a very positive and cooperative attitude, was open to feedback, ready to discuss ideas and willing to learn from colleagues.
Punctuality and reliability	Tezra was always punctual, well-prepared and responsible.
Ability to work with and respond to pupils of different "abilities"	She was attentive to individual differences among pupils and adjusted her instructions and support accordingly. All pupils were included.
Any other relevant comments	

These are suggestions about the kinds of things we would like you to look at when evaluating our students. If you think there should be anything added please do. Use the other side of this sheet if you need more space.

Teacher's signature Tezra

Student's signature _____