

Univerzita Hradec Králové  
Pedagogická fakulta  
Katedra anglického jazyka a literatura

## **Diplomová práce**

Univerzita Hradec Králové  
Pedagogická fakulta  
Katedra anglického jazyka a literatura

**Svátky a tradice anglicky mluvících zemí ve výuce anglického jazyka  
na prvním stupni základní školy**

**Diplomová práce**

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Studijní program: M7503 Učitelství pro základní školy

Studijní obor: Učitelství pro první stupeň základní školy

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## Zadání diplomové práce

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### **Cíl, metody, literatura, předpoklady:**

Diplomová práce je zaměřena na výuku známých svátků a tradic v anglicky mluvících zemích (obzvláště v Británii) na prvním stupni základní školy. Teoretická část se soustředí na historická fakta, kulturu, svátky a tradice v anglicky mluvících zemích. Praktická část se zabývá možnostmi a způsoby výuky reálií, svátků a tradic. Popisuje aktivity, které mohou učitelé pomoci zlepšit komunikaci žáků, vytvořit dobré klima ve třídě, podpořit motivaci žáků a rozšířit jejich znalosti. Zahrnuty jsou příklady aktivit, praktické návrhy projektů s pracovními listy pro každý rok prvního stupně základní školy s učitelkou přípravou a porovnání obsahu učebnic co se týče svátků a tradic.

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## **Prohlášení**

Prohlašuji, že jsem tuto diplomovou práci vypracovala pod vedením vedoucího diplomové práce samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne: 30. 11. 2019

Eva Demmerath

## **Poděkování**

Ráda bych poděkovala všem, kteří mi pomohli při zpracování mé diplomové práce. Především děkuji vedoucí mé diplomové práce Mgr. Olze Vraštilové, M.A., Ph.D. za cenné rady a připomínky, za podporu, trpělivost a vstřícnost. Učitelům děkuji za vyplnění dotazníku a přínosné informace z praxe.

## ANOTACE

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Cílem mé diplomové práce je zjistit a ověřit si, zda učitelé základních škol na 1. stupni zahrnují do výuky anglického jazyka svátky a tradice anglicky mluvících zemí a jakým způsobem.

V teoretické části se zaměřuji na historii a původ svátků, na rozvoj čtyř základních dovedností, poslech, mluvení, čtení a psaní a na rozvoj porozumění textu v anglickém jazyce. Dále na to, zda výuka svátků a tradic je v souladu s Rámcovým vzdělávacím programem, zda jsou rozvíjeny všechny kompetence a zda je toto téma využito v průřezových tématech. Také porovnávám zastoupení tohoto tématu ve třech učebnicích anglického jazyka užívaných na prvním stupni základní školy.

Praktická část se zabývá možnostmi a způsoby výuky svátků, svátků a tradic na prvním stupni základní školy. Popisuje aktivity a způsoby výuky, které mohou učitelé pomoci zlepšit komunikaci, vytvořit pozitivní klima ve třídě, podpořit motivaci žáků a rozšířit jejich znalosti. Vyhodnotí a porovná s hypotézou výsledky výzkumu provedeného formou dotazníku.

Klíčová slova: první stupeň základní školy, učitelé anglického jazyka, Rámcový vzdělávací program, kompetence, základní dovednosti, svátky a tradice anglicky mluvících zemí, učebnice, pracovní listy, aktivity

## ANNOTATION

DEMMERATH, Eva. *Festivals and Traditions of English Speaking Countries at Teaching English Language at the Primary-school level*. [Diploma dissertation]. Hradec Králové: Faculty of Education, University of Hradec Králové, 2019, 114 p.

The aim of my Diploma thesis is to find out and prove whether Primary school teachers at the Primary-school level include festivals and traditions of English speaking countries in teaching English language and how.

In theoretical part I focus on history and origin of festivals, development of the four skills, listening, speaking, reading and writing and development of English text understanding. Then I focus on the fact whether teaching festivals is consistent with the Framework Educational Programme, whether all competences are developed and this topic is used in all cross-curricular subjects. I compare representation of this topic in three English textbooks used at the Primary-school level.

Practical part deals with possibilities and ways of teaching Realia, festivals and traditions of English speaking countries at the Primary-school level. It describes the activities which can help teacher to promote communication, establish positive classroom environment, support learners' motivation and increase their knowledge. It evaluates and compares the results of questionnaire research with my hypothesis.

Key words: Primary-school level, English teachers, Framework Educational Programme (FEP), competences, basic skills, festivals and traditions of English speaking countries, textbooks, worksheets, activities

## **Prohlášení**

Prohlašuji, že diplomová (bakalářská, disertační, rigorózní) práce je uložena v souladu s rektorským výnosem č. 13/2017 (Řád pro nakládání s bakalářskými, diplomovými, rigorózními, dizertačními a habilitačními pracemi na UHK).

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Eva Demmerath



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## **INTRODUCTION**

The topic of my Diploma thesis is connected with the branch I am studying, “Teaching at the Primary-school level“, and with English language which I am professionally interested in. I have chosen the topic “Festivals and traditions of English speaking countries at teaching at the Primary-school level.“

The aim is to verify that knowledge of Realia and culture is desirable for pupils as early as they enter Primary school and this topic can be used for developing the four skills as well.

In Theoretical part I explore the origin of individual festivals and traditions, the Framework Educational Programme, competences and Cross-curricular subjects. I focus on three Textbooks and Workbooks. I compare the possibilities of teaching festivals, traditions and grammar at the same time using these books.

In Practical part I describe activities for developing grammar and expanding knowledge of culture of English speaking countries. I wanted to find out if culture is taught in other schools of my region and which extra material is used by other teachers. The wider opinion is expressed in the results of my questionnaire which I received from twenty-seven respondents who work as Primary school teachers in my region.

## **THEORETICAL PART**

# **1 THE ORIGIN OF HALLOWEEN, CHRISTMAS, ST. VALENTINE'S DAY AND EASTER**

## **1.1 Halloween**

Most people have no idea, how old the roots of some festivals are. Some of the festivals that we celebrate nowadays and some traditions we keep stem from old pagan roots. Halloween is celebrated in the United Kingdom, the United States of America, Canada, Australia, New Zealand and other countries of the world. I deal with the UK and the USA, because Primary-school pupils know especially these countries.

I have decided to start with Halloween, because it is the first festival celebrated in the school year. We know this festival as Halloween or All Hallows' Eve. 'Hallow' is the expression for holy ones, or saints. "Eve" means the evening before. So Halloween is the evening before All Holy Ones Day or All Saints' Day, the 1<sup>st</sup> November.

The origin of the Halloween traditions goes back hundreds of years to the Celtic Calendar and old Celtic traditions. As we know, the Celts were closely linked with the nature and they were able to predict a lot from it. In the fifth century, B.C. in Celtic Ireland, summer officially ended on the 31<sup>st</sup> October. A new year began with the festival called "Samhain". It celebrated the end of summer, which was the warm and sunny part of the year, and the beginning of winter. "Samhain" was the most important festival of the year because it started a new calendar year, which began on the 1<sup>st</sup> November. On "Samhain Eve" the Celts put out all fires. That was a symbol of the "old years's death". The Celts believed that the night before had been the most magic night of the year. New fires were lit up the next day as a welcome to a "young, new year". The spirits of all those who had died on that year would come back to search for living bodies in which to live. In order to frighten away these spirits, the Celts used to dress up as frightening ghosts and witches to scare them away. This time was horrible and at the same time amazing for the Celts. (Keltské svátky, 2013, [online]).

In Irish mythology this time was supposed to be very dangerous because the Deity and ghosts of dead people used to come from the Underworld and they sometimes destroyed people's lives. The same belief and idea have been kept up to now.

As Christianity expanded round Europe, a lot of folk festivals were put down. However, some of those just a little adapted to Christian religion have been kept up to now. Halloween is more popular nowadays not only in the USA and the UK but also in other countries of the world. It is attractive especially for children. (Cunliffe, 2009, p. 191).

## **1.2 Christmas**

The name "Christmas" comes from „Christ's Mass“. However, it used to be notable pagan festival celebrating winter solstice. On the 21<sup>st</sup> December the night is the longest. Then it is getting shorter.

The Christians have been celebrating this festival since the fourth century AD. Christian Christmas is said to have been celebrated in the time of winter solstice in order to be counter-balance to pagan celebrations that were kept in many cultures. (Hrabáková, 2014, p. 27).

Christian Christmas has its roots in the biblical story of the Jesus Christ's birth. This event has been celebrated till nowadays. Church assigned the 25<sup>th</sup> December to the day of Jesus Christ's birth. (Večerková, 2015, p. 394).

## **1.3 St Valentine's Day**

There are several theories about the origin of Saint Valentine's Day. Some believe that this festival is celebrated to commemorate the anniversary of Valentine's death which probably occurred around AD 270.

Others claim that the Christian church decided to christianize the pagan celebration of Lupercalia – an ancient pagan festival held each year in Rome on the 15<sup>th</sup> February.

One of the legends of Saint Valentine says, that he was a priest serving during the third century in Rome. Young men were not allowed to get married, because the Emperor Claudius II needed

them as soldiers. Valentine, however, married young people in secret. When Claudius discovered that, he sent him to prison and to death.

Another story tells about imprisoned Valentine who fell in love with a young girl, possibly his jailor's daughter, who visited him during his confinement. Before his death he should have written her a letter signed 'From your Valentine'. This expression is still used today. (History of St Valentine's Day, 2019, [online]).

Saint Valentine is also said to be a bishop who, being imprisoned, restored a blind jailor's daughter's sight to be able to get married her sweetheart. That is why Valentine is considered as patron saint of sweethearts.

At the end of the fifth century Pope Gelasius declared the 14<sup>th</sup> February Saint Valentine's Day.

## **1.4 Easter**

Easter is one of the major Christian festivals of the year. However, Easter in the UK has its beginnings long before the arrival of Christianity. Many theologians believe Easter itself is named after the Anglo-Saxon goddess of the dawn and spring – Eostre. (Easter in the UK, 2007, [online]).

Easter is the oldest Christian festival. It celebrates Jesus Christ's resurrection. It is also festival of the life's revival in the time of the end of winter and beginning of spring. (Večerková, 2015, p. 122).

The date of Easter changes every year. It has been based on combination of solar and lunar calendar system. Easter comes the first Sunday after the first spring full moon. If the full moon comes on Sunday, then we celebrate Easter one week later. So this festival can be celebrated between the 22<sup>nd</sup> March and the 25<sup>th</sup> April. (Hrabáková, 2014, p. 11).

Palm Sunday is the Sunday before Easter. It celebrates the arrival of Jesus in Jerusalem. Maundy Thursday is the Thursday before Easter. It commemorates the last Supper of Jesus and his disciples. Good Friday commemorates the crucifixion of Jesus. The name comes from "God" rather than "good". Easter Sunday is the day for celebrating Jesus's rising from the dead.

Easter Monday is a bank holiday in the UK, as is Good Friday. (*Festivals and Special Days in Britain*, 2009, p. 5).

## **2 HALLOWEEN, CHRISTMAS, SAINT VALENTINE'S DAY AND EASTER CUSTOMS IN THE UK AND THE USA**

### **2.1 Halloween in the UK and the USA**

This festival comes on the last day of October, the evening before All Souls Day. It is celebrated in English speaking countries as well as in lots of other countries throughout the world including our country. In the 1840s this tradition was brought to the USA by immigrants from Ireland. In the UK it is also favourite tradition, especially for children, but it is not a public holiday.

On this evening children, and some adults as well, wear costumes as ghosts, witches, skeletons, vampires and other creatures. They want to be scary. People can buy these costumes in the shops, but children sometimes make them themselves at school or at home. It is a great fun to have parties. People decorate their houses outside and inside with scary masks and pumpkin lanterns, candles, plastic bats and cats. Some people hide plastic spiders somewhere in the room. It is an unpleasant surprise for the visitors. Pumpkin lanterns shall frighten ghost and witches. People like to carve them as scary faces, they put candles inside, lit them and then put these lanterns outside the house or by the window.

Refreshment at the parties is funny. Children help their parents to make pizzas and sandwiches in the shape of various scary creatures. People prepare lots of other pumpkin meals as pie, soup, curry.

In the USA and the UK there is the custom to play "trick or treat". It means that children visit their neighbours' homes and ask for sweets. These children are called "Trick or Treaters". They ask "Trick or Treat?". Most people have a big bowl of sweets ready. If the children are not given any sweets, they might play a trick, such as scattering flour over the doorstep or they squirt fake ink on the neighbour.

People play games at the parties, such as "Apple bobbing" or „Apples on strings“. That means to pick up apples from a bowl of water or from a string using only teeth, not hands.



## 2.2 Christmas in the UK

Christmas celebrates the birth of Christ. In the UK and the USA the most important day for young children is 25<sup>th</sup> December. Christmas is the time when a large number of customs are observed by most families.

*Advent* is not widely celebrated in the UK, although in the church calendar Advent is the official start of the run up to Christmas. There are two traditions: the Advent calendar and the Advent candle. Nowadays the Advent calendar is usually a thin rectangular card with twenty-four or twenty-five doors. Behind each door there is a Christmas scene. The most popular ones have a chocolate behind each door. The Advent candle often has twenty-five marks on it, one mark for each day. Some people have twenty-four candles, one for each night from the 1<sup>st</sup> December through Christmas Eve. One candle is lit on the 1<sup>st</sup> December, then a new one is added each day for the twenty-four day period. Nowadays it is more common to have four candles for the four weeks before Christmas. Advent candles are lit in many churches, schools and homes. The final central candle lit on Christmas Day is often on a hanging decoration known as an “Advent Crown“

The British people love decorating their houses. Very popular are mistletoe and holly. November and December are the months of Christmas shopping. People buy presents for their relatives, especially for children and for their friends. In December they send Christmas cards.

*Christmas Eve* comes on the 24<sup>th</sup> December. However, in the UK less emphasis is put on this day than in other countries. Christmas day and Boxing Day are more important. Many people and families enjoy carol singing, midnight church services and going out to the pub this night. This night is very exciting time for young children, because it is the time when “Santa“ (in the USA) or “Father Christmas“ (in the UK) comes. Children hang up their stockings and go to sleep. In the morning when they wake up they open their stocking presents. Many families tell their children stories about Father Christmas and his reindeer. There is a tradition to put out a plate of carrots for the reindeer and minced pies and sherry for Father Christmas. Parents put presents under the Christmas tree at night while their children are sleeping. “Tree“ first occurred at British court in 1840 when German Prince Albert, Queen Victoria’s husband let it bring and decorate.

*Christmas Day* comes on 25<sup>th</sup> December. During Queen Victoria’s reign Christmas became a time for gifts giving and a special season for children. They get their presents just on that day.

In the morning they find them in Christmas stockings and later during the day around the Christmas tree.

The dinner on Christmas Day at lunchtime is the most important meal of the year. The British usually have roast turkey and roast potatoes with lots of vegetables as brussels sprouts, carrots, peas, and of course Christmas pudding which is made a long time before Christmas. This special pudding contains lots of dried fruit, eggs, suet, flour, almonds, raisins and brandy. It is customary to pour brandy over pudding and then set it alight. Another food associated with Christmas is Christmas cake, a heavy fruit cake with layer of marzipan and a layer of white icing. (*Holidays and special occasions*, 2009, p. 212).

There is also an old custom of stirring a coin into the pudding to bring wealth, work or a wedding to those who look for it. During the meal people enjoy a lot of fun with Christmas crackers which are short cardboard tubes wrapped in colourful paper. There is normally a hacker next to each plate on the table. When the crackers are pulled they make a sound as a “bang“. Inside each cracker there is a colourful party hat which looks like a crown, a toy and a festive joke. Most families do not miss the Queen’s Christmas message, because it is normally the only time in the year when the monarch speaks directly to the people on television. (*Holidays and Special Occasions*, 2009, p. 212).

Music and carols are also popular. One of them “Good King Wenceslas“ was written in the time of Victorian Britain. Its story is based on the legend about the king of Bohemia. Carols are sung at churches, schools and at concerts. (Ladýřová, 1995, p. 10).

*Boxing Day* takes place on the 26<sup>th</sup> December and is only celebrated in a few other countries connected to the UK such as Canada, Australia, New Zealand and South Africa. In earlier times the postmen, milkmen, newspaper boys used to get a small sum of money which they collected in their Christmas boxes. Boxing Day is above all the day of relax nowadays. People play cards, chess or they just watch television. Many families visit performances of pantomime on this day. Pantomime is now primarily a children’s entertainment show, in the theatre. It is based on traditional children’s stories such as “Sleeping Beauty“ or “Cinderella“. It is now a very popular family entertainment because the audience has to cooperate with the performers. They join in singing, making tricks, they can warn the hero. (Christmas Traditions and Customs, 2019, [online]).

*New Year's Eve* is the last day of the year. It is also known as 'Saint Sylvester Day' or 'Silvester' or the 'Feast of Saint Sylvester' which is the day of the feast of Pope Sylvester I, who served as Pope the Western Church from 314 to 335.

In Scotland they call this festival Hogmanay. People get together, they eat, drink and dance. They like watching fireworks, which is the sign of the new year's coming. The Scottish song 'Auld Lang Syne' which they sing at midnight joining their hands was translated in other languages. (*Holidays and Special Occasions*, 2009, p. 212).

The celebrations generally go on past midnight into *New Year's Day*, probably the most celebrated public holiday. Many people make New Year's resolutions and call one another. New Year's Day is a bank holiday in the UK.

### **2.3 Christmas and New Year in the USA**

The USA has many different traditions because people of different races and religions live there. These people spend Christmas in various ways.

Christmas trees can be seen in gardens and living rooms as early as at the beginning of December and they can be bought everywhere. Christmas atmosphere is created by thousands of electric lights. They are used to decorate people's houses on the outside. They make glittering colored gables, paths and streets. Some people decorate the roofs of their houses and their gardens with models of Santa Claus and his sledge, reindeer or snowmen.

Families with young children visit "Santa" in the department stores. People bake cookies and send Christmas cards.

On *Christmas Eve* many people go to church. Children hang up stockings and prepare some food for Santa Claus who always comes at night on the 24<sup>th</sup> December when people are asleep.

On *Christmas Day*, the 25<sup>th</sup> December in the morning children find the presents under the tree. Families get together for a Christmas meal. It is often turkey, however, some people like roast beef or fish.

On *New Year's Eve* many people go out to the streets in towns and cities. For example in New York people gather in Times Square. Each year the crowds are bigger and bigger. There

are many forms of street entertainment organized to amuse people who want to celebrate the arrival of the New Year which is connected with fireworks, parties and special events.

*New Year's Day*, the first day of a new year is a public holiday. It is a day of recovery from celebrations the previous night for some people. Other enjoy watching parades or playing special football games. Many people make new year resolutions. These are promises to themselves to change bad habits, to improve something in their own lives such as stop smoking, drinking alcohol and as a consequence to make their lifestyle healthier.

## **2.4 Saint Valentine's Day**

It comes on 14<sup>th</sup> February and is more observed in the USA than in the UK. Nowadays people all over the world traditionally exchange messages of love and affection. Although most of them do not know the story, they wish each other love, happiness and good luck.

In the UK people send an anonymous card to the person they would like to be their girlfriend or boyfriend. (*Festivals and Special Days in Britain*, 2009, p. 5).

Every year many people travel to the village of Gretna Green on Scotland's border with England to get married. In the past, people under the age of twenty-one could get married there without permission from their parents. It is still a tiny and romantic place. (*Holidays and Special Occasions*, 2009, p. 215).

In the USA people also send cards to their friends, teachers and caregivers to tell them how much they appreciate them. (*Holidays and Special Days in the USA*, 2009, p. 5).

Saint Valentine's Day is in the USA also time of sending little gifts, candies packed in red heart-shaped boxes and of course flowers. American children like this day. They send many valentines which they buy or make themselves at home or at school. In schools there are special Valentine boxes for the cards. Many people have parties. They decorate their rooms as well as refreshments with red colour. Sometimes a King and Queen of Hearts or a Miss Valentine are chosen.

## 2.5 Easter

Easter is less important than Christmas in the UK. Good Friday and Easter Monday are bank holidays. It is four-day weekend so a lot of people go away on holiday. Over Easter schools in the UK close for two weeks.

On *Palm Sunday* in the UK church-goers are given small crosses made of palm leaves to mark the occasion and decorate the church. People also carry palm branches made as crosses or garlands in parades.

*Maundy Thursday* is the Thursday before Easter and commemorates the last Supper of Jesus and his disciples. The Queen takes part in the Ceremony of the Royal Maundy, which dates back to Edward the 1<sup>st</sup>. Deserving senior citizen, one man and one woman for each year of the sovereign's age, chosen for having done service to their community receive ceremonial red and white purses which contain coins made especially for the occasion.

On Good Friday, some people think that it was once called "God's Friday" or "Holy Friday", there is a tradition of eating Hot Cross Buns. They are small, lightly sweet yeast buns containing raisins or currants. There is a cross of sugar icing on the top.

In the UK and the USA children decorate eggs. Eggs are a symbol of spring and new life. Nowadays people give each other eggs made of chocolate, usually hollow and filled with sweets. Cadbury Creme Eggs are an important part of the celebration. Children look forward to a basket full of sweets. In the UK children hunt for eggs hidden about the home or garden by the "Easter Bunny". Children believe that if they are good the "Easter Bunny" will leave eggs for them.

Families with young children sometimes go egg-rolling on Easter Monday. Real eggs are rolled against one another or down a hill.

In the USA, Easter is much more serious and religious holiday, focused on celebrating Jesus rising from the dead. However, children from other religions or atheist do not usually celebrate Easter. Many Christian children get new clothes. Going to church is very important on Easter Sunday. On Monday they go to school or work again.

Many English speaking cities have Easter parades. For example in New York City, people walk down the 5<sup>th</sup> Avenue. It is popular to wear a large, decorated hat called "Easter bonnet".

In the UK women wear special Easter Bonnets decorated with flowers and ribbons. In Battersea in London there is a special Easter Parade, where hand-made bonnets are shown off.

(Easter in the UK, 2007, [online]).

### **3 FESTIVALS AND TRADITIONS AT THE PRIMARY-SCHOOL LEVEL**

#### **3.1 The advantages of using festivals in English lessons**

In my opinion pupils should learn about festivals in English speaking countries. Festivals inform them about traditions and customs in these countries. Children should be given basic cultural information of these countries when they learn English, and festivals belong to the basic cultural knowledge. Children are informed about some typical features of living and traditions in the UK and the USA.

They can obtain new knowledge through a creative activity. It is difficult to sustain children's attention for a long time. An informative and interesting English lesson can help us. We should try to evoke the interest in the foreign language and make positive relation of the children to this subject in such a way.

It is important for children to see the language they are learning as something normal and natural. They should see it as something they can use. Learning other things in English will help children to learn English. (Halliwell, 1992, p. 131).

Learning about festivals and traditions children learn some facts about geography, history, literature, they can listen, speak, read, write, sing, draw and engage in a lot of other activities.

There are many possibilities how to take advantage of festivals and traditions when teaching English at Elementary schools. The most important skills, as listening, speaking, reading and writing, can be developed in an interesting way. Education through dramatization, making projects, working with a partner or in a group, brainstorming, crosswords, vocabulary games and watching short videos are attractive forms of learning for children. Young learners are almost always open to working together and learn from each other.

#### **3.2 The Framework Education Program for Elementary Education and Festivals**

We have to follow "The Framework Education Program for Elementary Education" (FEP) which is a complex document published by Research Institute of Education in 2004. It defines

the education for all types of Elementary Schools. It limits the ways of elementary education through “The Key Competences“. Dealing with the Festivals we can develop “The Key Competences“ as:

- Learning competences – the pupil is able to process information
- Problem-solving competences – the pupil is able to find and solve problems in his own way
- Communication competences – the pupil is able to listen to others and respect their ideas
- Social and personal competences – the pupil is able to take a role in a group
- Working competences – the pupil knows about the working process

The teacher should always choose the right and suitable materials for gaining each competence. According to FEP speaking and listening must be developed at teaching foreign language. ( FEP, 2007).

These two skills are developed by children as early as they start learning English. It is also possible to do that in all the “Cross-curricular subjects“ which are a compulsory part of elementary education.

### **3.3 The Cross-curricular subjects and Festivals in English Speaking Countries**

We can fulfill the tasks using festivals of English Speaking Countries as learning materials. I would like to describe in short the tasks of the individual subjects, and possibilities of usage of festivals in teaching English.

In the field of “ Social and Personal Education“ we should develop creativity, originality, children should bring their ideas into reality. We should make better interpersonal relationships, improve communication, cooperation, problem solving and train decision-making skills. (FEP)

Children like making Christmas cards, Valentines greeting cards, Easter cards, party invitation cards. They can work individually or with a partner. They can make posters or prepare performances in groups. During these activities they have to communicate, help each other, realise their ideas.



“Democratic Citizenship“ has interdisciplinary and multicultural character. The active listening ability is deepened.

In this sphere we can develop listening as well as reading and understanding texts about festivals, compare festivals and traditions in English speaking countries with ours.

“Education towards thinking in European global context“ accentuates the European dimension in education, it promotes global thinking and international understanding.

Children learning English should know about the way of life in the UK and USA. They can try to find out what is common for all people when it comes to festivals. They can realise some words and expressions are very similar in Czech and English as people frequently imitate English and many expressions have already been embedded into our language.

The sphere of “Language and Language Communication“ highlights that foreign languages have practical meaning and importance for education, they are means for use of original resources in learning about life, European and world culture. The skills acquired in this field are also necessary for the successful acquisition of knowledge in other areas of education.

Reading interesting stories and articles about customs is undoubtedly very attractive for children. The more they understand the more fun it brings. That is good motivation for further language studies which is also fundamental condition for their study abroad.

In the sphere of “Man and his World“ the pupils should become acquainted with the life of children in other countries, with the customs and traditions of European nations.

In English lessons children can compare our festivals and traditions with the ones of English Speaking Countries.

“Multicultural Education“ allows children to get to know diversity of different cultures, their traditions and values. Multiculturalism is a means of mutual enrichment.

Celebrating Christmas, Easter and other festivals in the UK and the USA differs from how we celebrate it in the Czech Republic. It is exciting for children to learn something new, for example games, meals, decorations. Watching videos about celebrating festivals in the streets of well known cities or family celebrations is a new experience for children.

“Media education“ stimulates interest in exchanging information within Europe and European Union.

Internet can be an important and interesting source of information for children. They can learn new vocabulary focused on a certain topic, songs for concrete holidays, make greeting cards and various decorations. Videos related to the festivals spoken by native speakers can improve children's pronunciation.

“ Media Education“ encourages to work in the implementation team and creation of media message. (FEP, 2007).

Children can write short articles for school magazines. Somebody is the head of the group who coordinates the others. They have to help one another to create a common goal.

### **3.4 The Four Skills at English Language Teaching**

The four language skills are the centre of current practice in English language teaching. Communicative competence is the main aim of language teaching and learning improved understanding in social practice as well. Individual skills are also emphasised when doing activities in daily life, such as watching television or reading a book. (Burns, Siegel, 2018, p. 1).

#### **3.4.1 Listening**

As Halliwell says in her book, listening is the skill that children acquire as early as before they learn to read. If the teacher speaks English as much as possible during lessons, if he or she uses classroom language, children begin to understand a lot after a very short time and they begin to use the language, too. It becomes natural for them. (In the next paragraphs I use only “he“ for teacher).

Children are able to understand what was said even if they do not understand the individual words. We can help them by intonation, gestures and actions or circumstances. (Halliwell, 1992, p. 3).

Halliwell recommends us to encourage children to guess before listening, to encourage them to listen carefully even if they do not know all used words. They can understand the meaning from context, but we should use pre-listening activities which focus on the key words and provide motivation. (Halliwell, 1992, p. 15).

Some listening activities wake the children up, they make them move. It is difficult for the children to pay attention for a long time, so it is good to motivate them by chants or songs. Young children are not shy, they like dancing and moving, too.

Other listening activities can calm them down. They make them concentrate. Listening to a short, interesting story children can learn new words, in this case connected with festivals, and new grammar structures. Children might watch short videos, because watching together with listening to the story is easier for them.

Listening to native speakers is very useful too, they can get rid of the Czech accent. It is useful to reproduce pronunciation, stress and intonation of English. Repeating this activity again and again helps them to pronounce words, expressions and sentences automatically and correctly. This activity is connected with the development of speaking.

### **3.4.2 Speaking**

Speaking is probably the most important of the four skills. Children are supposed to have at least the basic word power.

As Halliwell says, there are a lot of activities for developing communication. They can be used for any of the four skills but the biggest contribution at the Primary-school level is probably in the field of spoken interaction among children. (Halliwell, 1992, p. 14).

Children want to communicate and that makes them find some way of expressing themselves. The language demanded by various speaking activities is unpredictable but it encourages them to construct the language actively. That is why games are useful and important not only because of fun, but the fun elements create a desire to communicate. (Halliwell, 1992, p. 4).

Festivals and most traditions are connected with fun and games. Children look forward to every festival. In my practice I try to motivate children and I see how much they love doing various activities and games that are not common in our country.

Games provide an opportunity for the real using and processing of the language. Interesting things and activities which are not just language exercises provide children with an occasion for real language use. (Halliwell, 1992, p. 6).

*“Playing games is a virtual and natural part of growing up and learning“.*

(Lewis, Bedson, 1999, p. 5).

Rhythmic activities are also important. They are connected with movement such as clapping, clapping or tapping. Young pupils repeat words after the teacher before singing a song, then they sing a song together with the teacher, later just with the music.

Language games and tongue twisters are very popular with young learners. It helps children develop their vocabulary, they can practise pronunciation of difficult phrases.

Chants and rhymes are also useful in teaching children where to put stress in spoken language. Children repeat or just speak together with the teacher, they can clap at the same time, it helps them to keep the rhythm and learn some grammar structures, vocabulary and pronunciation.

Making dialogues on a certain topic force children to speak and respond. Little children are not shy. However, later, as they are growing up, they begin to be self-conscious. It is important they get rid of fear and shyness. Good atmosphere in the classroom can help in this especially when connected with having fun. When working in pairs it is important to give them enough time to prepare the dialogue and to encourage them to speak loudly so that the others can hear and understand well. Some children prefer to write some notes on a piece of paper. They can also practise dialogues in the form of a game. I will mention it in the chapter concerning individual activities.

Dramatization is often connected with improvisation. Children can act every day life situations. They like it because they can move during this activity but this activity also depends on their level of the language. The use of imagination makes this activity a nice experience.

### **3.4.3 Reading**

In my opinion today's children do not read much, some of them do not read at all. We should try to make reading appealing again because it is important not only as a part time activity but also for acquisition of new information. And when learning English it helps adopting new skills.

*“ In many contexts where English is taught, unfortunately, reading is often limited to texts included in coursebooks that can sometimes seem artificial. “* (Vraštilová, 2018, p. 141).

As Vraštilová says, the texts in coursebooks are probably chosen just to correspond to unit topics. They can be boring for the children as well as for the teachers. On the other hand literary texts can be used as early as at the elementary-school level. They are enjoyable, so they can motivate children and they bring fun to the learning process. (Vraštilová, 2018, p. 141).

These texts can deal with festivals and traditions, too. Children are always interested in this topic. They look forward to it. In a fun way, children learn something about history and culture of English speaking countries. They develop their vocabulary and grammar.

*“ If students discover that what they learn in their everyday lessons is reflected in authentic texts, they have a greater reason and motivation for learning English. “*

(Vraštilová, 2018, p. 150).

The interesting legends, stories and also tales should motivate children to further reading. The teacher can discuss with them the differences in the culture and tradition of English speaking countries in comparison to our country. They can use stories as motivation to prepare dramatization. They come across new vocabulary and grammar structures which improves their English.

*“The literary text promotes the building of awareness of culture of the target language people, serves to support communication and it is a source of material for the support and development of reading literacy in this language. “*

(Vraštilová, 2014, p. 47).

*“It develops the personality of the reader and his ability to perceive aesthetic experience which the text offers, it becomes both a target and a means and it thus becomes a target and a means of educational process. It combines the language taught with its concrete use in a meaningful context. This strengthens the motivation for foreign language as a means of communication.*

(Vraštilová, 2014, p. 48).<sup>1</sup>

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<sup>1</sup> Translated from: VRAŠTILOVÁ, Olga (2014). *Dětská literatura a čtenářská gramotnost v cizím jazyce.*

I like working with the literary text in my lessons. Reading about festivals and traditions in English speaking countries is very attractive for the children. They are curious to see how the celebrations work in other countries and that is a great motivation for them. Festivals and traditions are associated with various legends, stories, tales as well as many songs. This provides many options for working with the text.

Practising vocabulary – adding words that are written on the board into gaps or guessing words from context. I prepare comics with empty bubbles and children themselves make a story. The pictures can help and encourage younger children, they match the words with the pictures.

Understanding the text - pictures help children to guess the topic or think up the title for individual paragraphs of the text. Little children illustrate the story. I sometimes cut a short story or a song into parts, paragraphs or sentences and children have to put them in the right order.

More advanced children answer my questions after reading the text. We discuss the meaning and the end of the story. Then we think up other titles for the story.

Grammar practising – children underline individual word types as nouns, adjectives, verbs or prepositions with different colours. We do the same with some grammatical phenomena as for example *There is/are*; Present simple or continuous; Plurals; Dates etc.

Before reading any text we learn unknown words by writing them on the board. If the text is on CD, children listen to it first or I read the text. Then we read together. Later children read individually.

I like working with texts very much because the ideas children come up with are sometimes very interesting and it is nice to see the development through imagination, fantasy and creativity.

#### **3.4.4 Writing**

Children are supposed to be able to write in Czech. Writing in English can be quite difficult, but it is important they find the connection between the written and the spoken word.

The children should be always encouraged. If the teacher is very strict and corrects every single mistake of spelling or grammar and written work is full of corrections, it can be demotivating for the child. (Halliwell, 1992, p. 13).

On the other hand, teaching writing is important because it prepares the pupils for life in an interconnected world which requires writing for various purposes. (Burns, Siegel, 2018, p. 193).

Dealing with the traditions we try to provide children with interesting information. I think understanding the meaning of the text and a nice experience is more important than speaking

and writing without mistakes. English lessons dealing with festivals and traditions can be attractive also for pupils with less knowledge of English or pupils with learning difficulties . If they do not write correctly but their written work is meaningful and to the point we should consider it satisfactory and we should praise them accordingly. Their written text can be full of spelling mistakes. When they read it in front of the others and the other children understand what has been said, that is good, the spelling mistakes are not visible at this point. This can be enjoyable lesson for these pupils as well. They experience the feeling of success which motivates and encourages them for further learning.

Small children start with copying words, adding missings letters, later they construct short sentences.

Children like learning the alphabet. They learn individual letters, their pronunciation. They like singing alphabet songs. It is enjoyable work for most children. Soon they can spell their names and we play a word game called “Hangman“ on the board with other words.

Later they practise writing with grammar exercises, greeting cards, invitation cards, short letters or messages, etc.

## 4 FESTIVALS IN ENGLISH TEXTBOOKS

I think there is not enough material related to festivals and traditions in the UK and the USA in the Pupil's books and Workbooks.

Due to the topic of my Diploma thesis I analysed several Pupil's books and in some of them I did not find any mention of this topic. One of my questions in my research was *Is there enough material related to festivals in Pupil's books you are using?* Almost one third of respondents answered *Rather not*.

On the other hand it is no problem to prepare this material from other sources, Pupil's books of other publishers, and the Internet. The teacher can make a lot of material himself. In every school there are computers, interactive boards, maybe not in every classroom, but it is possible to use them at least once a week. Teachers can also use worksheets, flashcards, videos. They can prepare a nice lesson even without computer technology and technical equipment.

I would like to compare the Pupil's books and Workbooks which are mostly used by the teachers of our region. Children like colours, the book has to be attractive for them. It should contain nice pictures, all activities developing the four skills, chants, songs, games. I focused on the topic of festivals and traditions.

What interested me?

- 1) Is the book colourful?
- 2) Is it well arranged?
- 3) Are there nice pictures?
- 4) Are there activities developing listening?
- 5) Are there activities developing speaking?
- 6) Are there activities developing reading?
- 7) Are there activities developing writing?
- 8) Are there any chants or songs?
- 9) Is there any photocopiable material?
- 10) Is there any material connected with the festivals?



## 4.1 Chatterbox (2006)

- 1) The Pupil's book is colourful. There is a picture of a dog on the cover. It is Pluto, the hero of the book.
- 2) There is content of the book divided into twelve units, containing page, topic and vocabulary, skills and functions. There are Revision time and Project time in four Units.
- 3) There are a lot of pictures, comics and photos in Project time, there are even stickers for picture dictionary in the book.
- 4) Listening can be developed in every lesson, there are interactive exercises and songs, there is listening to every comic.
- 5) Activities as *Listen, point and say; Draw and say; Play and say; Ask and answer*, and others develop speaking.
- 6) Reading starts to be developed in the sixth unit in the activity *Listen, read and match*. There are reading activities as *Read, join and say* – just short sentences with verbs *to be* and *to have got*. In the twelfth unit there are already short paragraphs about children giving their personal information. Some reading activities are also in the workbook such as classroom language, choosing right expressions and matching sentences to the pictures.
- 7) Writing is developed in the Workbook. First as copying, wordsearch and completing short sentences. There is also a wordsnake and a crossword.
- 8) There is a song in every lesson.
- 9) It is possible to copy Picture dictionary from the Pupils book.
- 10) There is material related to the festivals – Halloween, Christmas and Easter.

### Halloween

In the Pupil's book there is an activity focused on listening and a song. There are instructions how to make a Halloween card. In the Workbook there is a picture to colour related to Halloween.

## Christmas

In the Pupil's book there is a photo of Christmas tree, children shall find stars, presents and balls. This activity is supplemented by listening as well as the song "We wish you a merry Christmas". There is also an activity which says in English how to make a snowflake supplemented by pictures. In the Workbook we can use a worksheet with the task. Children shall draw a Christmas tree, it is related to the activity in the Pupil's book. There are pictures of British Christmas, children shall colour them, they can speak about it with the teacher.

## Easter

In the Pupil's book there is an activity connected with listening, reading and matching, A song and instructions how to make a rabbit mask. At the activity in the Workbook children work with numbers and colours in labyrinth.

I do not teach using Chatterbox any more, but I take some copiable material from it, especially material connected with festivals. It is suitable for children at the age between eight and ten. They can develop listening, speaking, reading and they can sing, draw, work with paper and develop their creativity.

## **4.2 Chit Chat (2002)**

- 1) The Pupil's book is colourful. There are bugs on the cover, who together with Superstars, are heroes of the book. Superstars are young people.
- 2) There is a content of twelve units and Syllabus with the description of main structure and vocabulary.
- 3) The book is full of colour pictures and photos, some of them are very funny.
- 4) Listening is developed in every unit by listening activities, songs and comics.
- 5) There are a lot of ideas showing how to make a simple dialogue and play a game.
- 6) Children can listen and read vocabulary, comics, dialogues. There are also simple reading activities with closed questions, children circle the right answers.

7) Writing is practised by matching, completing sentences, crosswords. There are four Revision lessons – Review A, B, C and D. Children revise vocabulary, word order, verbs *to be* and *have got*, they answer simple questions dealing with personal information. Quizzes are also attractive for them.

8) Songs in every lesson are good for practising grammar structures.

9) In the Activity book there is Certificate. It is possible to copy it on colour paper, fill it in and to seal it in foil. In Teacher's book there are lots of copiable material as Reading, Listening, Writing tests, Minitest to every unit, Picture dictionaries and other pictures.

10) Extra topics are Alphabet rap, Days and months, Halloween, Christmas and Easter.

### Halloween

In Pupil's book there is a chant about scary things, "Trick or treating" game instructions and a nice comic. Children can listen and read it and then make dramatization. There is nothing connected with Halloween in Activity book.

### Christmas

In Pupil's book there is a story about Father Christmas and children made of dialogues. Every dialogue is complete with a picture and children can also listen to the story. There are instructions how to make a funny Christmas cards and a simple song. Activities in Workbook are teaching children Christmas food vocabulary and children shall compare food in our country and in Britain.

### Easter

There is a song. Children can read, listen and sing it. They can make an Easter card according to the instructions and pictures in the next activity. There is nothing connected with Easter in Workbook.

### 4.3 Start with Click New 1 (2007)

- 1) The textbook is colourful.
- 2) Content “map of the book“ divided into seven themes contains vocabulary and grammar summary. Miniportfolio occurs regularly and checks the progress.
- 3) There are colour illustrations and photos. The heroes of the book are children and computer mouse Click. The instructions are in Czech as well as in English.
- 4) Listening is developed in every unit. Children can download listenings from the publisher’s website.
- 5) There are topics for discussion.
- 6) Reading texts are short, there are also dialogues.
- 7) In Workbook there are writing activities as copying, words completing, sentence completing with cues.
- 8) There are some songs.
- 9) Copiable material is on publisher’s websites.
- 10) There is material connected only with Christmas.

#### Christmas

There are four pages in Pupil’s book and Workbook as well devoted to Christmas with possibilities of developing the four skills as *Listen, point and say* and *Listen point and repeat* and *Listen, then write in your notebook* expanding Christmas vocabulary. Reading activity is connected with Father Christmas and comparing the important dates and day names in Czech and in English. Traditions comparing is in Czech. There are also two Christmas songs supplemented with vocabulary and pictures.

In Workbook there is picture dictionary, reading activity connected with drawing – Christmas tree decorating and colouring Christmas presents according to the instructions, Pupil’s miniportfolio as a Quiz. Writing is developed by writing words under the pictures and writing

Christmas card which is already prepared, matching the dates and the names of the days in Britain and comparing Christmas food in Britain and in our country.

#### **4.4 Start with Click New 2 (2008)**

Pupil's book and Workbook have the same design and are arranged in the same way as Click 1. The only material connected with festivals and traditions is Easter.

##### Easter

There are four pages in Pupil's book and Workbook devoted to Easter, especially vocabulary and comparing traditions. Listening and speaking is developed in activities *Listen, point and repeat; Look and say* and *Listen and point the right egg*, children can learn and sing "Easter Bunny's chant" and play memory game. Grammar is developed, prepositions and structure *There is/are* using nice pictures. There is a note in Czech about traditions in Britain and our country.

Unit called *Easter egg hunt* contains a lot of activities as crossword, wordsearch, colouring a picture according to the instructions, vocabulary and completing sentences with the new words. There is a game of hiding eggs in the pictures for working in pairs. Writing and grammar is developed in the activity *Colour the eggs and describe them*.

#### **4.5 Comparing the Pupil's books and Workbooks**

*Is the Pupil's book colourful?*

I like all the textbooks and I think Chit Chat's design is the most attractive for children.

*Is it well arranged*

All the textbooks include well-arranged content.

*Are there pictures, photos and heroes?*

All the textbooks are full of pictures and photos. Hero of Chatterbox is dog Pluto. In Chit Chat there are bugs and group of children. Click 1 and 2 include heroes as well, they are computer mouse Click and children.

Listening, speaking, reading and writing activities are developed adequately to the age and level of children.

### Chants and songs

There are more chants and songs in Chatterbox and Chit Chat than in Click. On the other hand, there are more units in Click.

### Copiable material

We can copy directly from Chatterbox Workbook, there is a Picture dictionary. Tests can be copied from Teacher's book. This is possible in Chit Chat as well. Click's material can be downloaded from publisher's websites.

### Festivals and traditions

Halloween, Christmas and Easter are in both Chatterbox and in Chit Chat. There is Christmas in Click 1 and Easter in Click 2.

## **PRACTICAL PART**

### **5 FESTIVALS AND TRADITIONS IN ENGLISH LESSONS AT THE PRIMARY- SCHOOL LEVEL**

As Phillips says, the term young learners involves children from five to twelve years of age, which are considered the pupils of Primary-school level. But not only the age of the children is important, but also their maturity, which is influenced by their sex, environment, culture and family's background. (Phillips, 1993, p. 3).

Children in the third class are eight or nine years old. Some of them started to learn English as early as in the first class as the afterschool activity. These children have already got some vocabulary, maybe not just vocabulary connected with festivals. They are enthusiastic and they want to learn English especially if they are taught in a funny way. But they are not able to focus on learning for a long time. They need activities as singing, dancing, playing games, movement, competitions. All their senses should be engaged. Good motivation is necessary for keeping their attention. At the lessons focused on festivals I come to the classroom with something what arouse their attention. Frequent changes of activities help them, too. Their curiosity is stimulated.

In my opinion and the opinion of twenty-seven percent of respondents in the research I have done, there is lack of material dealing with festivals and traditions of English speaking countries in Pupil's books being used at the Primary-school, eighty-five percent of respondents use the Internet to search for supplementary material, but only eighteen percent of teachers use educational or motivational videos. I know that direct contact of the teacher with the pupils is the most important, but I know from my practice that it is possible to combine activities with suitable videos. The children learn all four skills without knowing that they are learning. I do not use them for all activities, but for motivation and especially for children to listen to pronunciation of native speakers. All activities have the intercultural, linguistic and general education aids. I look for videos on You Tube, but that is possible not all of them are available now.

## 5.1 Halloween

This festival is very popular by nowadays' children. They do not mind that we consider this festival more or less commercial one. Little children just like monsters and scary stories. These children are too young to learn and understand the whole history. The history of Halloween can be explained to them in a very simple way, by watching cartoon stories with explanation in Czech. They can learn vocabulary, the Alphabet, numbers, colours and greetings. Children in the fourth or fifth class can also practise grammar in the texts and understanding the texts connected with Halloween. All children at the Primary-school level can develop the four skills.

### 5.1.1 Listening

Listening can be developed by songs and chants, eventually by simple comics or stories. In my opinion there is not much material dealing with the festivals in textbooks at the Primary-school level. Therefore I use videos from the Internet dealing with Halloween and other festivals to make the lessons more enjoyable. Children can watch and listen to them. In several minutes they learn new words and they can pronounce them well. The videos are funny and children like them.

Listenings to CDs which belong to Pupil's books are also good. They are spoken by native speakers, men, women and children. Children are willing to repeat loudly, they are not shy and do not mind mistakes in pronunciation, but on the other hand they imitate the right pronunciation and accent very well.

Children in the fourth and fifth class can pay attention for a longer time, but they still need motivation and changing activities. They are already able to work in a group, to listen to each other and to learn from one another. Their vocabulary is more expanded than it was in the third class. They are already able to construct short sentences and ask simple questions.

### Activity 1

Task: Drawing dictation

Aim: The pupil will develop and practise vocabulary



Integrated skills: Listening, speaking, reading

Aids: A chant (written and on a CD)

Time: 15 minutes

Age: 8 – 9 years

Source: Chit Chat 1 - Pupil's book



Little children can not write, but they like drawing. After they learnt vocabulary connected with Halloween I test their knowledge with drawing dictation. I read a Halloween chant very slowly. Their task is to draw all things connected with Halloween as a spider, a witch's hat, a pumpkin face, a vampire bat, a ghost and a monster. Then they listen to the chant on CD to check their ideas. Finally children say the chant with me and CD, they watch the text, so they connect the activities of listening, speaking and reading.

Children in the fourth or fifth class already know lots of words connected with Halloween, but they have to repeat them. These children can just start with listening a chant or a song, they can write the words. So they practise listening and writing skills.

## Activity 2

Task: Comic

Aim: Pupils at the age of 8 – 9 listen, watch and read

Pupils at the age of 10 - 12 listen to a story and guess what has happened

Integrated skills: Listening, speaking, reading, writing

Aids: Text in the Pupil's book and CD listening

A copy of comic with empty bubbles

Time: 10 minutes for children in the third class

15 minutes for children in the fourth and fifth class

Age: 8 – 12 years

Source: Chit Chat Pupil's book



Children in the third class first only listen to the comic. They try to guess what it is about. Then they open their books and listen to the comic following the text. They had prepared the vocabulary before this activity. Finally they can play simple drama themselves.

Children in the fourth and fifth class get worksheets, the comic with “empty“ bubbles. They listen and fill in the bubbles. It can be interesting for children to fill in the bubbles without listening and they develop their fantasy. Finally they can compare their ideas.

### **5.1.2 Speaking**

Speaking is maybe the most important skill of the four skills. At first it is necessary to develop children’s vocabulary as fast as possible. Using classroom language is very important. Children understand that after a very short time and they try to use it themselves. Fortunately little children are not shy. They repeat spoken words, imitate pronunciation, stress and accent well. Their memory is excellent. Children at the Primary-school level are enthusiastic, spontaneous, they like working in pairs, making dialogues. For better motivation we can make dialogues funny and enjoyable. Later we start with dramatization. Children like it because they are allowed to improvise. Their creativity, fantasy and imagination are developed.

“Language teaching should be concerned with real life. But it would be a great pity if we were so concerned to promote reality in the classroom that we forgot that reality for children includes imagination and fantasy.“ (Halliwell, 1992, p. 7).

#### **Activity 1**

Task: Dialogue

Aim: Pupils speak to one another on a certain topic

Integrated skills: Speaking, developing vocabulary (feelings), grammar (verbs, adjectives)

Aids: A song Five little pumpkins

Cards with the adjectives (happy, grumpy, sleepy, sad)

Worksheets

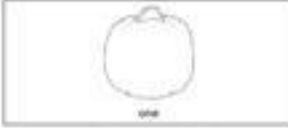
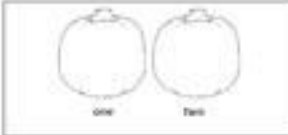
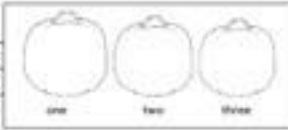
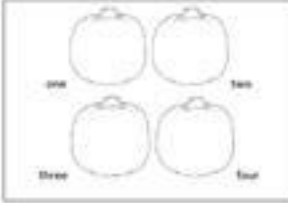
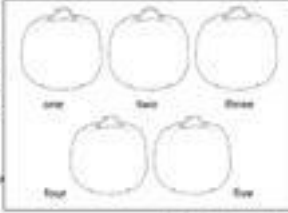
Time: 15 – 20 minutes

Age: 9 – 10 years

Source: Song from You Tube

Worksheets from ISL collective

🎵 Five Little Pumpkins 🎵

One little pumpkin smiling smiling. One little pumpkin smiling smiling. One little pumpkin smiling smiling. One little pumpkin is happy.	
Two little pumpkins pouting pouting. Two little pumpkins pouting pouting. Two little pumpkins pouting pouting. Two little pumpkins are grumpy.	
Three little pumpkins yawning yawning. Three little pumpkins yawning yawning. Three little pumpkins yawning yawning. Three little pumpkins are sleepy.	
Four little pumpkins crying crying. Four little pumpkins crying crying. Four little pumpkins crying crying. Four little pumpkins are sad.	
Five little pumpkins laughing laughing. Five little pumpkins laughing laughing. Five little pumpkins laughing laughing. Five little pumpkins are playing.	

<http://www.islcollective.com/worksheets/5-little-pumpkins>

We start with motivation. The verbs are written on the board in one column. Children learn them using facial expression. Then I write the second column, the adjectives, but not in the right order. Children try to match them with the verbs. The song is quite easy now. Teacher can sing with children without using video.

Now we can start making dialogues. For younger children I write cues on the board. *How are you today?; I am...and what about you?; I am...*

Children at the age of ten can already speak about Halloween. But first everyone get a card with one adjective. Nobody else knows the feelings of the others. They prepare a dialogue with mimics or gestures. It is funny to guess how children are feeling.

## **Activity 2**

Task: Let me introduce myself

Integrated skills: Speaking, listening

Aim: The pupil introduces himself as a monster (a vampire, a ghost, a witch, a dragon, a werewolf, etc)

Aids: Cues on the board

Listening from a book - monsters

Time: It depends on how many children speak

Age: 11 – 12 years

Source: My own activity, listening CD - (Kučera, 2012)

This activity depends on vocabulary and speaking skills of children. First they listen to descriptions of monsters, they can make notes. Then everyone chooses a monster and speaks about monster's appearance, its likes and dislikes. The others guess, which monster it is.

## **Activity 3**

Task: Continuous speaking

Integrated skills: Writing, speaking, picture description

Aim: The pupils draw a picture of a monster and then speak about it

The pupils develop vocabulary of body parts, numbers and colours, verb *have got*

Aids: A piece of paper, crayons

Time: It depends on the number of pupils

Age: 10 – 12 years

Source: My own activity

They can prepare themselves for this activity at home. One child speaks, the others listen to carefully. Then I ask questions to check how carefully they listened to. Children try to guess which monster it is.

Children enjoy being a teacher and dictate their descriptions to the others as a drawing dictation.

#### **Activity 4**

Task: Dramatization – “Trick or treating“

Integrated skills: Speaking

Aim: The pupils are showing off a scene of “Trick or treating“

Aids: Masks, baskets

Time: 10 - 15 minutes

Age: 8 – 10 years

Source: My own activity

First I play the person in the house, I am standing behind the board. Children come to me individually, in pairs or in groups, as they like. They have to say the phrases which are used by “trick or treating“. Then I give them some sweets.

#### **Activity 5**

Task: Apple bobbing, apples on strings

Integrated skills: Speaking, listening

Aim: Pupils do an enjoyable activity with the instructions in English, they experience one of Halloween traditions in the UK,

Aids: Apples, strings, plastic wash-basin, a short video (not necessary)

Time: 40 minutes

Age: 8 – 12 years

Source: Windows on Britain – Halloween

It is possible to do this activity with all children at the Primary-school level. First they watch a short video on DVD as a motivation or I explain them the activity. They repeat Halloween vocabulary. Later they can make invitation cards for Halloween party. Then they play *Apple bobbing* and *Apples on strings*. Children love this activity. It can be done at any party. We put water into a wash-basin. Then children one by one put their apple into water, it floats. The task is to take out the apple only by teeth without help of their hands. The same they do with the apples on strings, they try to grab the apple by teeth without the help of their hands.

## **Activity 6**

Task: Discussion in a circle

Integrated skills: Speaking

Aim: The pupil is able to express his own opinion

Aids: A place in the classroom to make a circle of chairs, worksheets

Time: 10 – 30 minutes (it depends on the age of children)

Age: 10 – 12 years

Source: Common activity

At the end of October when children already know something about the history of Halloween, we discuss it. I prepare worksheets, all of them with one questions. Every child takes one and thinks about the question and makes notes on it. Then we discuss all questions, one by one says his opinion. We agree or not.

My questions:

Do you celebrate Halloween?; Do you like this festival?; Are there any differences in celebrating Halloween in our country and in the UK or the USA?; What do you know about the history?; What mask do you like?; Have you seen any film about Halloween?; Is Halloween suitable for little children?; Is it similar to any of our festivals or traditions?; Do you know All Soul's Day?; Do you believe in ghosts?; Do you make pumpkin lanterns?

### **5.1.3 Reading**

Reading is very important skill, too. It is rather difficult for little children. But as their vocabulary is expanding, it becomes easier. They need a lot of practice. The more they know, the more attractive it is for them. Most children are curious, they want to learn. If they are offered an interesting topic and they are allowed to work with a dictionary, they try to read. It is important to show them, how to work with the dictionary. But it is necessary for them to know the alphabet. I normally start with the alphabet and spelling. They should also know, why reading is so important for their future and that can bring them a lot of good experience and fun.

In the third class they can read very simple sentences and short texts. Later they read short tales and they like it. We have to make sure they understand what they are reading. So we ask them questions. There are some texts in Pupil's books, after reading the texts, children decide if the statements under the text are true or false. At Halloween time the text can be connected with this festival and traditions or scary stories. I have not found a lot of such texts in the Pupil's books. So I look up them in magazines or on the Internet.

I like to play with the language, but for little children it is difficult. So first we play with the letters. I teach children to spelling the words.



## Activity 1

Task: Wordsearch

Integrated skills: Reading, writing

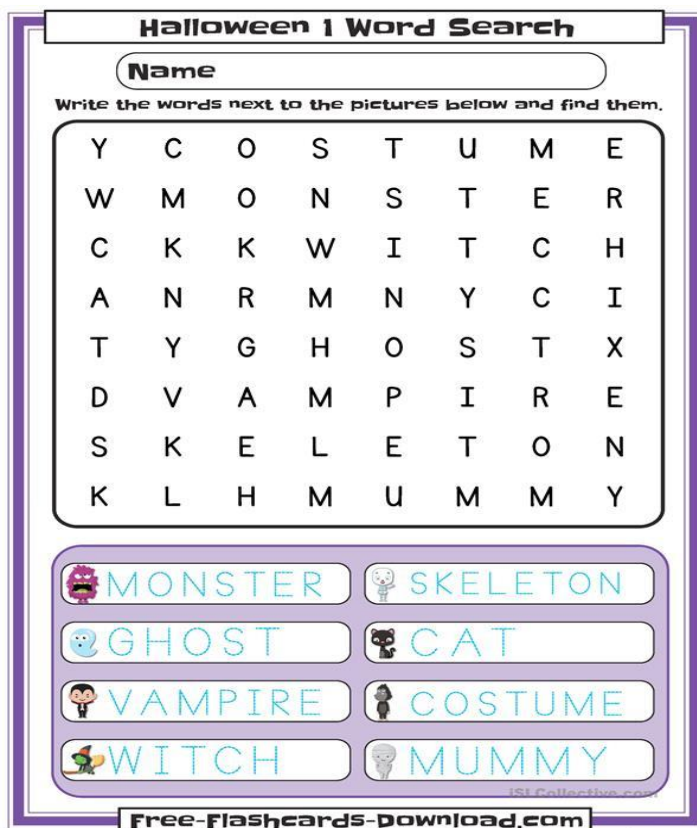
Aim: The pupil finds words connected with Halloween in the Wordsearch

Aids: Worksheets, flashcards

Time: 10 minutes

Age: 8 – 9 years

Source: ISL collective











**Halloween 1 Word Search**

Name

Write the words next to the pictures below and find them.

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

 MONSTER	 SKELETON
 GHOST	 CAT
 VAMPIRE	 COSTUME
 WITCH	 MUMMY

Free-Flashcards-Download.com

First I write all the words on the blackboard in block letters. Children spell them. I show them flashcards. We match the pictures to the words. Then they get worksheets. They write Czech equivalents to the words. Finally they find the words in the wordsearch.

## Activity 2

Task: Halloween bingo

Integrated skills: Reading, speaking

Aim: The pupil reads the words clearly

Aids: Worksheets with bingo pictures

Time: 10 minutes

Age: 8 – 10 years

Source: ISL collective



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Children choose and tick for example four words. The teacher says slowly the words. When a child hears the ticked word, it has to circle it. He, whose words have been circled first, is the winner.

They children take turn in saying the words. Later they can use worksheets without written words, only with pictures.

### **Activity 3**

Task: Hangman

Integrated skills: Reading, speaking

Aim: The pupil spells the words connected with Halloween

Aids: Cards with the words, blackboard

Time: 15 minutes

Age: 9 – 12 years

Source: Common activity

Every child gets a card with the word connected with Halloween as a pumpkin, a ghost, a witch, a vampire, a bat, a wolf, Halloween etc. One child goes to the blackboard and draws so many dashes as there are letters in the word on the card. Other children guess the letters. They have to spell in English. He who can guess the word, continues at the blackboard.

Children in the fourth or fifth class do not get the cards, they already know the words, but they can practise spelling. This activity is favourite with all children at the end of English lesson.

## Activity 4

Task: Halloween traditions

Integrated skills: Reading with understanding

Aim: Pupil understands and adds the title to every paragraph

Aids: Worksheets

Time: 30 minutes

Age: 10 – 12 years

Source: ISL collective



This activity can be done in the fourth and fifth class, it depends on children. The unknown words are written on the blackboard. The titles of paragraphs must be deleted. Children in the fourth class do not need to translate the text perfectly. They try to guess what is each paragraph about.

Children in the fifth class try to read the text. Words on the blackboard help them, They can use the dictionary. Then they think about the title for each paragraph.

## Activity 5

Task: Happy Halloween

Integrated skills: Reading, understanding the text, writing

Aim: Pupil reads the text, fill in the gaps, answers the questions

Aids: Worksheets

Time: 30 minutes

Age: 11 – 12 years

Source: ISL collective



### HAPPY HALLOWEEN !

On October 31st, (the night before All Saints' Day), American, Scottish and Irish people celebrate Halloween ("Hallows" = "saints", "eve" = "evening" = "the night before"): they dress up as witches and ghosts, have parties, tell ghost stories and play games.

Halloween is the second biggest celebration in America after Christmas. Every year Americans spend more than \$2.5 billion on sweets, cards, costumes and decorations. More than 66 % of houses are decorated.

Halloween was originally a Celtic festival called "Samhain" celebrating the New Year. Celts believed that the dead came back to the world on that day. So people wore costumes like witches and ghosts. Today, Irish and Scottish children dress up for Halloween, visit houses and sing a song or tell a joke. If they don't get sweets, they play a trick.

Irish and Scottish immigrants took Halloween to America. American children started celebrating Halloween in the 1950s.

#### VOCABULARY :

- All Saints' Day = la Toussaint
- to dress up = se déguiser
- a witch (pl. witches) = une sorcière
- a ghost = un fantôme
- Christmas = Noël = Noël
- sweets = des bonbons
- the dead = les morts
- to wear, wore, worn = porter un vêtement
- a song = une chanson
- to play a trick = jouer un (mauvais) tour



#### QUESTIONS:

1. When is Halloween ? When is All Saints' Day?
2. What is the origin of Halloween?  
Brazilian  
Celtic  
American
3. What do the Irish, Americans and Scots do for Halloween ?
4. When American children say "trick or treat", they mean:  
I want to clean your house  
Do you want to sing a song with me?  
Give me some sweets or I do something terrible

ISLCollective.com

Children who already know something about Halloween get worksheets. Their task is to read the text and fill in the gaps with the words written below the text. They they answer the questions.

## Activity 6

Task: Halloween quiz

Integrated skills: Reading

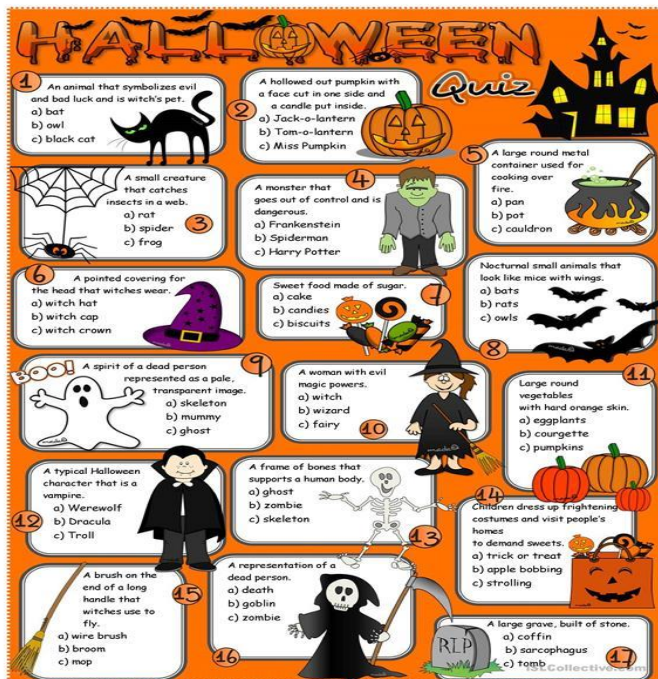
Aim: Pupil reads the statements and makes the right choice

Aids: Worksheets

Time: 10 – 15 minutes

Age: 10 – 12 years

Source: ISL collective



Children read carefully the short descriptions and choose the right from three possibilities. It is also interesting for children to listen to these descriptions and just answer in writing or orally.

The quiz is prepared as a test with questions and more answer possibilities. Similar tests are in grammar workbooks.

### 5.1.4 Writing

Writing is very difficult but necessary skill. It should be practised as often as possible. Children in the third class start with copying short words, adding missing letters, writing short expressions, phrases and sentences. It is possible to make this work more enjoyable by using word games. In the fourth and fifth class children already write short texts. When they are able to use verbs *to be* and *to have got* they can make simple sentences and write short dictations. At Halloween time it can be related to this festival or its traditions.

#### Activity 1

Task: Halloween words

Integrated skills: Writing

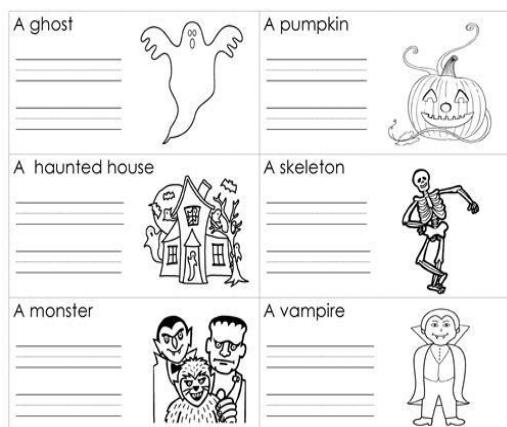
Aim: The pupil copies the words

Aids: Worksheets

Time: 10 minutes

Age: 8 – 9 years

Source: ISL collective



First children read the words, they can spell them, as well. Then they copy them. Later they can try fill in the missing letters and finally write as a dictation. We can prepare anagrams. Children unscrambles the words and writes them. They can make anagrams themselves.



## **Activity 2**

Task: Playing with letters

Integrated skills: Writing

Aim: Pupil constructs words or expressions

Aids: Letters on the lid of pet bottles

Time: 10 minutes

Age: 8 – 12 years

Source: My own activity

I have prepared several sets of letters written on the lids of pet bottles. Children work in groups. I say words connected with Halloween and children build them from letters. We have got groups of blue, yellow, green and orange lids. I write point to the group, which first build the word, but I check, if it is written correctly. The group, which has got most points, is the winner. I choose the words according to the age of children. I sometimes play a song and then I ask questions to the song or I say a riddle. Children write the answer with the letters on lids.

## **Activity 3**

Task: Brainstorming

Integrated skills: Writing

Aim: Pupil writes the words related to a certain topic

Aids: Small pieces of paper

Time: 10 – 15 minutes

Age: 10 – 12 years

Source: Common activity

I say *monsters*. Children write as many names of monsters as they know, they all are nouns every word on one piece of paper. Then I ask *What can the monster do?* Children write verbs.



Then everybody has two piles of words. Two children go to the blackboard. One child says noun on the top of its pile, the other says verb. They make short sentences, which are sometimes a funny.

#### **Activity 4**

Task: Halloween invitation card

Integrated skills: Writing

Aim: The pupil writes party invitation card

Aids: Coloured papers, crayons, scissors, glue

Time: 20 minutes

Age: 8 – 12 years

Source: Common activity

Children like making greeting cards, so this time they make invitation card for Halloween party. They write as much as they are able to, but normally I write some cues on the blackboard. First we speak about this cards, what must be written there. They can use their fantasy when they decorate the card.

#### **Activity 5**

Task: A happy monster

Integrated skills: Writing

Aim: The pupil describes the picture in writing

Aids: The picture

Time: 15 minutes

Age: 10 – 12 years

Source: Common activity

Children get a picture and they write few sentences to describe it.

## Activity 6

Task: Completing sentences

Integrated skills: Reading, writing

Aim: The pupil differentiates structure *There is/are* and verb *to be*

Aids: Worksheets





Time: 12 minutes

Age: 10 – 12 years

Source: ISL collective

<b>There is</b> Used with singular nouns. i.e.: There is <i>a cup</i> on the table.	<b>There are</b> Used with plural nouns i.e.: There are <i>many eggs</i> in the nest.
<b>They are</b> THEY pronoun + TO BE verb (often followed by adjectives or verbs) i.e.: They are <i>my friends</i> . They are <i>happy</i> . They are <i>jumping</i> .	

Fill in the blanks using **there is**, **there are** or **they are**.

_____ a haunted house on the hill. a) There is b) There are c) They are 	_____ many bats in the sky. a) There is b) There are c) They are 	_____ a cat in the jack-o-lantern. a) There is b) There are c) They are 
"I like brains, _____ delicious!" a) There is b) There are c) They are 	_____ a witch on a broom. a) There is b) There are c) They are 	_____ making a scarecrow. a) There is b) There are c) They are 
_____ a ghost in front of the tombstone. a) There is b) There are c) They are 	_____ trick-or-treating. a) There is b) There are c) They are 	_____ three monsters in the car. a) There is b) There are c) They are 
_____ two vampires at the party. a) There is b) There are c) They are 	_____ a spider on the web. a) There is b) There are c) They are 	_____ dancing. a) There is b) There are c) They are 

There are twelve incomplete sentences with pictures related to Halloween. Children complete them with structure *there is/are* or verb *to be*. The pictures help them to decide, what is right.

## **5.2 Christmas**

Christmas is the most popular festival with children. They look forward to it very much. In December they are already impatient, they do not concentrate enough. But they still have to learn. We can take advantage of their desires and practice the four skills in the text and activities connected with Christmas.

### **5.2.1 Listening**

As well as at Halloween it is possible to connect developing all skills with Christmas topic. There are good interactive activities on the websites of British council and a lot of songs on You Tube which can be motivation for preparing English lessons.

Videos with Steve and Maggie are very favourite with children. They are funny and children will expand their vocabulary. They can watch Christmas stories and understand Christmas traditions in English speaking countries. Children like singing two typical songs: Jingle Bells and Rudolph, the red nosed reindeer.

### **5.2.2 Speaking**

#### **Activity 1**

Task: Song: Jingle Bells

Aim: Pupil will learn well known Christmas song

Integrated skills: Speaking, reading, singing

Aids: Worksheets with lyrics, CD

Time: 10 - 15 minutes

Age: 8 – 12 years

Source: Common activity

Children learn key words, they read the lyrics, translate it with teacher and then they sing. It is nice to have some instrument as Maracas or instruments they have made themselves. As motivation we can ask them if they like sledging and if they know the story of red nosed reindeer Rudolph.

## **Activity 2**

Task: Guess what present I got

Aim: Pupil is able to ask questions and answer

Integrated skills: Speaking, grammar: asking questions

Aids: No aids, eventually a piece of paper and a pen

Time: 10 – 20 minutes

Age: 11 – 12 years

Source: Common activity

Children think of a present or draw it on the paper if necessary. Then one child goes to the board or stands in the middle of a circle. Other children ask questions about the present – *Is it a toy?; Is it for a boy or a girl?; Do you need it for sport or music?; How big is it?*, etc. Their task is to guess what it is.

Little children can ask closed questions and practise short answer.

## **Activity 3**

Task: Guess Christmas tree decorations

Aim: Pupil asks questions and gives short answers

Integrated skills: Speaking, grammar: questions and answers

Aids: Christmas decorations – baubles, tinsel, a bell, a star, Christmas card, etc. and a scarf to cover children's eyes

Time: Up to 10 minutes

Age: 8 – 10 years

Source: Common activity

We play Kim's game first. Children learn the words. They we cover eyes of a volunteer and other children give him various decorations. This child shall guess which decoration it is. Children have to ask questions and volunteer has to answer the whole sentence.

#### **Activity 4**

Task: Describing a picture

Aim: Pupil describes a picture related to Christmas

Integrated skills: Speaking, grammar: short sentences

Aids: Colour pictures, a piece of paper

Time: 20 minutes

Age: 8 – 12 years

Source: Common activity

Children of the third class say what they can see and are able to say it in English, just words. Children of the fourth and fifth class can use the structure *There is/are* or *I can see...in the picture*. Then children sit in a circle and discuss Christmas with teacher. They can make dialogues in pairs and develop speaking with the help of teacher. He can write some sentences on the board.

### **5.2.3 Reading**

#### **Activity 1**

Task: Wordsearch; Picture dictionary

Aim: Pupil finds out words related to Christmas

Integrated skills: Reading, writing

Aids: Wordsearch worksheets, paper, crayons

Time: 10 minutes

Age: 8 – 10 years

Source: Wordsearch maker on Internet

Teacher can make his own wordsearch on the Internet. Children have to find the words in the wordsearch, they write them and draw pictures to each word, so they make a picture dictionary.

## Activity 2

Task: Read, look, answer

Aim: Pupil reads and understands

Integrated skills: Reading, grammar: Present continuous, structure *There is/are*, prepositions

Aids: Worksheets





Time: 15 minutes

Age: 12 years

Source: ISL collective

**Read, Look, Answer (7): Xmas**

Name: \_\_\_\_\_ Score: ...../25

	<p>Santa is wearing boots. True/false He isn't holding a clock. True/false There's a candle on the chimney. True/false The reindeer is crying. True/false The reindeer is wearing socks. True/false They are outdoors. True/false</p>
<p>There are five stars in the sky. True/false The snowman is holding a broom. True/false There is a bird in the sky. True/false The snowman is wearing a cap. True/false The children are wearing scarves. True/false The children are wearing mittens. True/false They aren't having fun. True/false</p>	
<p>The tree is in the living room. True/false There's a sock near the tree. True/false There are presents in the tree. True/false There isn't a vase in the room. True/false There's a fire in the fireplace. True/false The Christmas tree is decorated. True/false</p>	
	<p>Santa is laughing. True/false It's early afternoon. True/false There is smoke coming out of the window. True/false There aren't any trees. True/false Santa isn't wearing mittens. True/false There are three presents. True/false</p>

There are four pictures with several sentences to each of them. Children have to read the sentences, look at the picture and decide if the statements are true or false. Finally they can discuss the pictures and colour them.

## Activity 3

Task: Welcome Christmas

Aim: Pupil reads the text and answers the questions

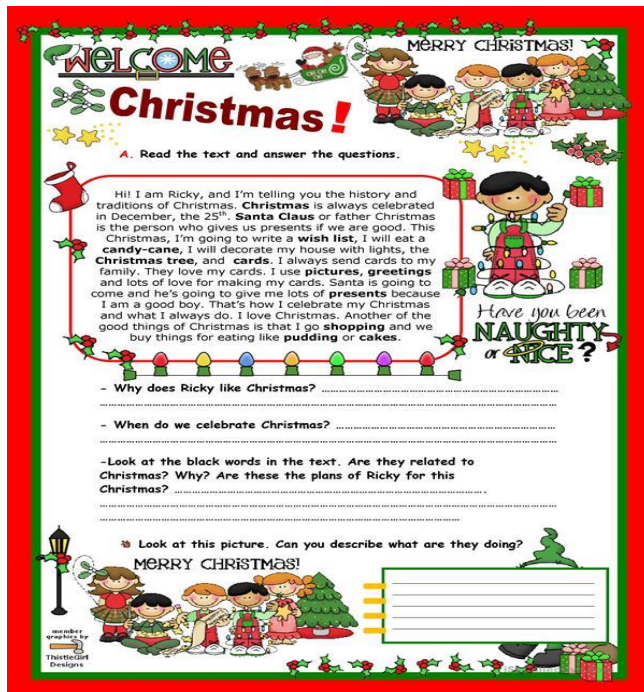
Integrated skills: Reading, writing, grammar: present simple and continuous

Aids: Worksheets

Time: 15 – 20 minutes

Age: 12 years of age

Source: ISL collective



Children first look at the black words in the text and decide if they are related to Christmas. Then they read the text and answer the question. Finally they can describe the picture below. They should know they have to use present continuous.

#### Activity 4

Task: Christmas Clockwords

Aim: Pupil knows time in words

Integrated skills: Reading

Aids: Worksheets

Time: 7 – 10 minutes

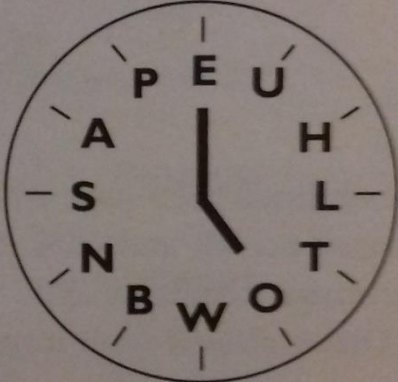


Age: 10 – 12 years of age

Source: Book by Francesca Simon “How to survive Christmas Chaos with Horrid Henry“

# CHRISTMAS CLOCKWORDS

Horrid Henry swaps his most hated present for the chocolate bar in Perfect Peter's stocking. Follow the time instructions below to find out what it is.



Where does the big hand go when it's...

1. Half past five	5. Five past five
2. Ten to six	6. Twenty past five
3. Quarter past five	7. Quarter to six
4. Twenty to six	

Answer: \_ \_ \_ \_ \_

26

Children read the time instructions to find out what present is in the stocking. Every number on the clock is replaced by a letter. But it is necessary to know the time to solve this riddle.

## 5.2.4 Writing

Writing is difficult for children so in the advent time I have chosen fun activities only.

### Activity 1

Task: Making words from letters

Aim: Pupil practises vocabulary

Integrated skills: Writing

Aids: Board

Time: 10 minutes

Age: 10 – 12 years

Source: Common activity

Teacher writes “Merry Christmas“ on the board and asks which words can be made from individual letters. These can be two school subjects (Maths, Art), verbs (cry), forms of verb *to be*.

### Activity 2

Task: A Letter to Father Christmas

Aim: Pupil writes a wish letter to Father Christmas and uses a dictionary

Integrated skills: Writing

Aids: Paper, crayons, a pen, an envelope, a dictionary

Time: 20 minutes

Age: 8 – 12 years

Source: Common activity

Children get a paper and an envelope. They should be informed that children in English speaking countries write letters to Father Christmas (in the UK) or Santa Claus (in the USA). Little children just draw their wish presents and find out the words in a dictionary. More advanced children write letters in whole sentences. They should be informed how to be polite. Finally they can guess, whose letters are there according to the wishes, teacher reads the letters, or they bring the envelopes home to leave them there for Father Christmas

### **Activity 3**

Task: Crafty Christmas Crackers

Aim: Pupil makes a cracker and writes a joke

Integrated skills: Writing, vocabulary, craft

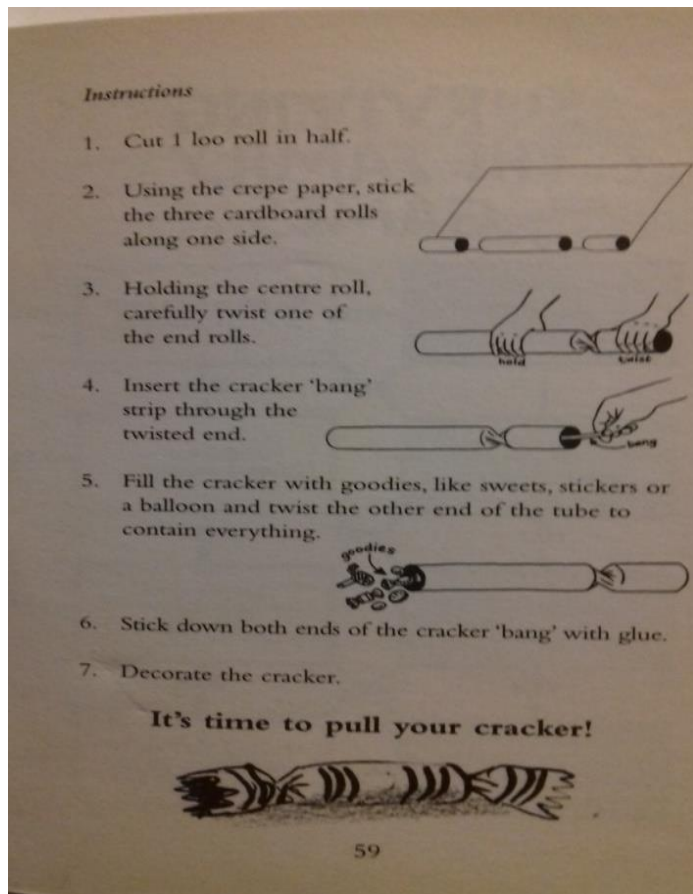
Aids: Loo rolls, strong glue, piece of crepe paper – big enough to wrap around crackers,

cracker “bang“ strip, cracker goodies, paper cut-outs to decorate

Time: 40 minutes

Age: 8 – 12 years

Source: A book by Francesca Simon



Teacher shows children a cracker and remembers this tradition. It can be seen in video “This is Britain – Christmas.” The instructions how to make crackers can be given on a worksheets, or teacher shows and explains children how to do it.

Then children draw and write a simple joke to put it into a cracker. They can use dictionary. Smaller children just draw something funny.

#### Activity 4

Task: Christmas tree wordsearch

Aim: Pupil learns vocabulary and solves the quiz

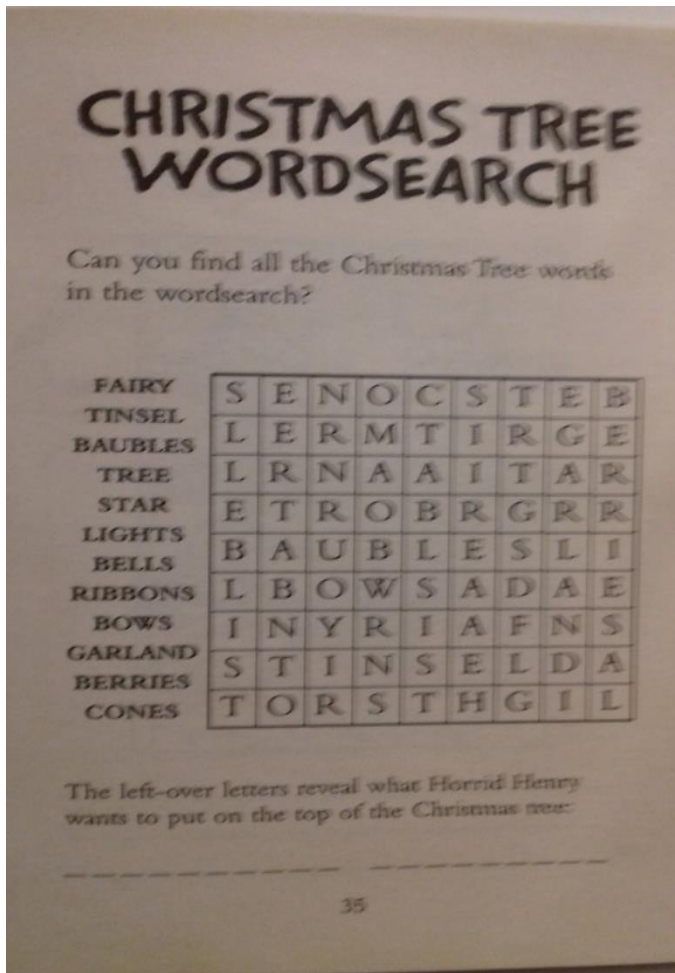
Integrated skills: Reading, writing

Aids: Worksheets

Time: 10 minutes

Age: 10 – 12 years

Source: Book by Francesca Simon



Children look for Christmas Tree decoration words in the wordsearch. The left-over letters reveal what Horrid Henry puts on the top of Christmas tree. (terminator gladiator). It is necessary to explain them who Henry is. He is the hero of the book, a little crazy boy who gives us advice how to survive Christmas. Unknown words as bows, garland, berries, cones must be written on the board in English and Czech. Children can learn them with the help of teacher.

#### Activity 5

Task: A postcard

Aim: Pupil differentiates present simple and present continuous tense

Integrated skills: Writing, reading

Aids: Worksheets

Time: 7 - 10 minutes

Age: 12 years of age

Source: Help for English



Dear Jamie,

I \_\_\_\_\_ Christmas with my parents in New York again. It's wonderful. There are Christmas decorations everywhere. Every year we \_\_\_\_\_ in a hotel, but this year we \_\_\_\_\_ with my father's friends.

I \_\_\_\_\_ to Christmas songs and \_\_\_\_\_ to you. The weather is fine. It's cold and it \_\_\_\_\_ here. Tonight we \_\_\_\_\_ to a Broadway show. You \_\_\_\_\_ that I \_\_\_\_\_ theaters! We \_\_\_\_\_ back home on the 3rd January. I \_\_\_\_\_ that you \_\_\_\_\_ fine.

Love, Jill

Complete with the verbs in the right form of present tense (spend, stay, listen, write, snow, go, know, love, fly, hope, do).

I have made worksheet from an online test. First I make sure that children know all the verbs. Then I remember the rule of using simple and continuous tense. They complete the sentences with the verbs below.

### 5.3 St Valentine's Day

This festival is not frequently celebrated in our country, but children should know how it is in English speaking countries. We do not devote much time to it, just one lesson. Children at the Primary-school level like the legends of Valentines. They are too young to be lovers, so

they send valentines to their friends. We have a Valentine box for them. Little children make valentines for their parents or friends.

### **5.3.1 Listening**

#### **Activity**

Tast: History of Valentine's day

Aim: Pupil listens to the story and understands the legend

Integrated skills: Listening

Aids: A simple story

Time: 15 minutes

Age: 8 – 12 years

Source: Internet

I have chosen one of videos on You Tube which describes the history of St Valentine's day. It is provided with subtitles. I have written the story after the subtitles in a very simple way. Now I can read it for children. For little children it is necessary to tell the story in Czech. Then we discuss it.

### **5.3.2 Speaking**

Speaking must be connected with listening. Children expand their vocabulary adequately to their age.

#### **Activity**

Task: Vocabulary connected with love, friendship, family members

Aim: Pupil expands vocabulary

Integrated skills: Speaking, writing, reading, grammar: questions

Aids: Worksheets

Time: 15 minutes

Age: 8 – 12 years

Source: Common activity

Children, adequately to their age, learn vocabulary as *family members, boyfriend, girlfriend, partner, best friend, husband, wife, classmate, schoolmate* etc. They get worksheets with the English words, they can write Czech translations. Then they can practice grammar by asking *Are you my friend? Have you got a sister?*, etc.

They can make dialogues, sit in a circle and discuss. Teacher can ask *Has Tom got any brother?*, etc. Children realize how well they know each other.

### **5.3.3 Reading**

#### **Activity**

Task: Valentine's Day Surprise

Aim: Pupil practises vocabulary and knowledge

Integrated skills: Reading

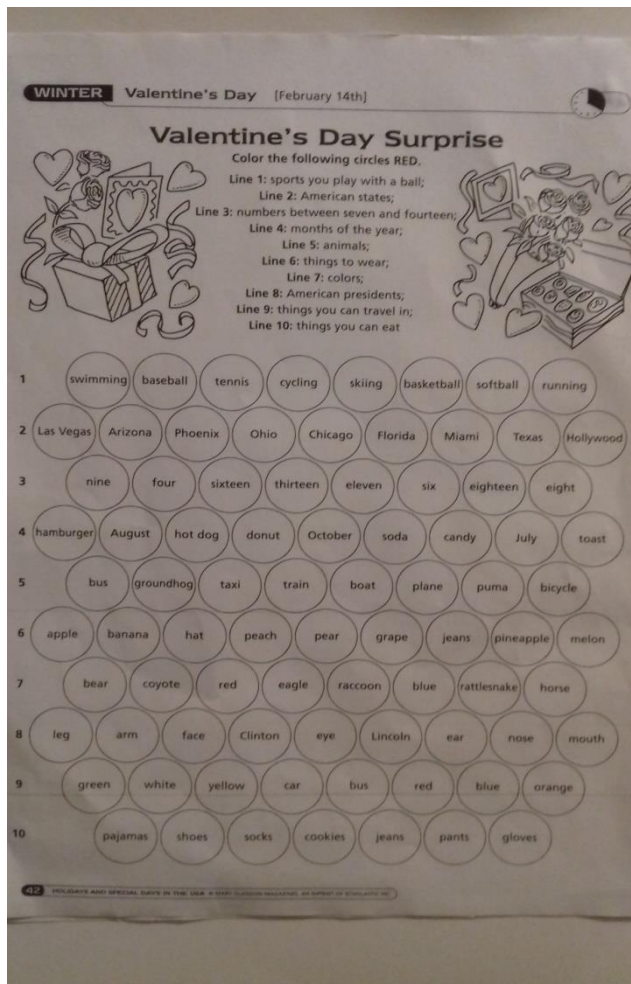
Aids: Worksheets

Time: 15 minutes

Age: 11 – 12 years

Source: "Holidays and special days in the USA"





Children have to colour words after the instructions. They practice colour, numbers, animals, sports, food, clothes but also American states and presidents, which can be difficult for them. It would be good to use the map of the USA and tell children something about presidents in the USA and ask who is nowadays' president. So this activity is connected with learning Realia as well, but in an enjoyable way. When they finish their work they will see a red heart.

This topic is difficult at the Primary-school level, so I work only with vocabulary and videos, which is enjoyable for children.

### 5.3.4 Writing

#### Activity 1

Task: Who is who?

Aim: Pupil will know vocabulary – family members

Integrated skills: Writing

Aids: Worksheets

Time: 10 – 15 minutes

Age: 8 – 12 years

Source: “The Giant Walt Disney Word Book“



This book is in fact a picture dictionary. There are nice pictures and English expressions. There are no Czech ones. Children get copies and they write Czech equivalents and copy English expressions. They can colour the pictures if the copies are black and white.

## **Activity 2**

Task: Valentines card

Aim: Pupil will write or copy the text adequately to the age

Integrated skills: Writing

Aids: Paper, crayons, a pen, an envelope

Time: 20 minutes

Age: 8 – 12 years

Source: Common activity

Children like making greeting cards. They can colour them, draw pictures connected with love. They can write their own text or copy a short text from the board.

Roses are red	My mother says, “I love you“
Violets are blue	My father, “I love you, too.“
Sugar is sweet	I give them hugs and kisses,
And so are you.	“Because I love them, too.

## **5.4 Easter**

Easter in English speaking countries is an interesting topic for our children because their traditions differ from ours a lot. So it is interesting to compare them and to experience some activities that are new for our young pupils.

### **5.4.1 Listening**

#### **Activity**

Task: Easter in Britain

Aim: Pupil will know Easter traditions in Britain

Integrated skills: Listening

Aids: A short educational video, worksheets

Time: 5 minutes video, 10 minutes discussion

Age: 8 – 12 years of age

Source: “Windows on Britain“ – DVD (You Tube)

Children watch the video, we can stop it and ask questions. The video is provided with subtitles. More advanced children get worksheets to compare the traditions. *Do children in Britain paint eggs?; What egg hunt is?; What egg rolling is?, etc.*

It is attractive for children to do Easter egg rolling. It is possible at my school because it is situated on the hill. Other children can try Easter egg hunt in school garden.

### **5.4.2 Speaking**

Children can connect speaking with reading. They can read some interesting text and then discuss it. We discuss the differences of Easter traditions in English speaking countries and in our country. They make dialogues about their plans for Easter holidays. We speak about pets, especially rabbits. Motivation can be a story about a rabbit.

#### **Activity**

Task: My pet

Aim: Pupil will speak about a pet

Integrated skills: Speaking

Aids: No aids

Time: 10 minutes

Age: 8 – 10 years

Source: Common activity

Children prepare several sentences about their pets and then everyone speak about his one. They can sing a song about animals. There are songs in textbooks.

We like song Boom chicka Boom, which is connected with Easter and children practise verbs. It is popular with all children. I found it on You Tube and learnt it. That is *Repeat after me* song.

### 5.4.3 Reading

There are many reading activities. At some craft activities children have to read instructions in English first.

#### Activity 1

Task: Happy Easter Everyone

Aim: Pupil will match the words to the pictures and find the words in the spiral

Integrated skills: Reading

Aids: Worksheets


Time: 10 – 15 minutes

Age: 8 – 12 years

Source: ISL collective

## HAPPY EASTER EVERYONE !!

Hi everyone ! My name's Alec , I am 11 years old and I live in Totnes, a small town in the south west of England with my mum, Jenny, my father Sam and my sister Sue. I am very happy because today is the beginning of the Easter holidays, no school for two weeks. Yesssss ! Easter is when people celebrate the resurrection of Jesus Christ, in our family, we go to mass on Palm Sunday, then on Good Friday, we all eat the hot cross buns mum makes for tea. On Easter Sunday morning we are all going to church for mass. My uncle, aunt and cousins are coming over for lunch. Mum is a very good cook so we are eating roast lamb with roast potatoes and peas, and a big Easter cake for desert. In the afternoon , if the weather is fine there is an « Easter egg hunt » in our garden. Mum and Dad hide lots of chocolate eggs, chicks or rabbits. Of course we keep the biggest ones for my little sister and cousins. Then we go for a walk on Dartmoor to see sheep, cows and ponies there ! This year Easter is right in the middle of the holidays so my cousin John is staying with us for a week. I really like the Easter holidays : days are getting longer and there are plenty of flowers everywhere, spring is really blooming and we can play outside!



**I . SAY IF IT IS TRUE ✓ OR FALSE ✗**


- 1 The boy speaking is called John.
2. He is talking about Christmas .
3. He likes this period.
4. This festival is religious at the origin.
5. Easter is in summer.
6. There are no holidays at that period.
7. They go to church for mass.
8. Easter is always on the same day.
9. People organize Easter egg hunts.
10. It is usually a family festival.
11. The weather is always nice at that time of the year.
12. They go to the restaurant.
13. Alec is an only child and he has no cousins.

**II . ANSWER THE FOLLOWING QUESTIONS**


- 1 .Where does Alec live ? \_\_\_\_\_
2. What are his parents' and sister's names ? \_\_\_\_\_
3. What is he talking about ? \_\_\_\_\_
4. What do people celebrate originally ? \_\_\_\_\_
5. What do they do on Easter Sunday morning ? \_\_\_\_\_
6. What do they have for lunch ? \_\_\_\_\_
7. What do they do in the afternoon ? \_\_\_\_\_

**III. MATCH THE WORDS TO THE PICTURES**

- 1 .Church
2. Chocolate egg
3. Bunny
4. Easter basket
5. Easter eggs
6. Easter bonnets
7. Spring
8. Hot cross buns
9. Egg huntina



**IV .FIND THE WORDS IN THE SPIRAL**



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This worksheet can be used for little children and for more advanced ones. The last two exercises are good for expanding vocabulary of little children and repeating vocabulary for more advanced ones.

The text is suitable for practising understanding and getting knowledge about Easter traditions in the UK. There are true or false statements and questions to the text.

## **Activity 2**

Task: Easter

Aim: Pupil reads the text and compares Easter traditions in our country and the UK and USA

Integrated skills: Reading

Aids: Worksheets

Time: 15 minutes

Age: 10 – 12 years

Source: Chit Chat 2, Workbook, p. 64

Children look at the pictures and read the descriptions. Then they complete the text below with the sentences. They can speak about differences of Easter traditions in our and English speaking countries.

We can prepare such a text with missing words and more advanced children complete it.

## **Activity 3**

Task: Easter Egg Hunt

Aim: Pupil reads and learns cardinal point as North, West, South, East

Integrated skills: Reading

Aids: Worksheets, a dictionary

Time: 20 minutes

Age: 12 years

Source: "Festivals and special days in Britain"

**SPRING** Easter [March/April]

### Easter Egg Hunt

Chocolate Easter eggs are popular in Britain. Sometimes people hide Easter eggs and children look for them. There are eight Easter eggs in the garden. Read the clues and find the eggs. Write the position of each egg.

Start at the sundial.

1. Go south some flowers
2. Go west a bench
3. Go south a statue
4. Go north a swing
5. Go south a fountain
6. Go north a wheelbarrow
7. Go east a tree
8. Go north a statue

It is an enjoyable quiz. Children expand vocabulary and look for the eggs after the instructions and they write the position of each egg.

#### **Activity 4**

Task: Our Easter

Aim: Pupil will read and answer the questions

Integrated skills: Reading, writing

Aids: Worksheets

Time: 20 minutes



Age: 12 years

Source: ISL collective

**OUR EASTER**

Hello Friends! My name's Jack. I'm 12 years old and I live in a small town in the south of Britain with my mum, dad and my sister, Emily.



Spring is here now and I'm very happy because of it. But now, I would like to tell you what we do in Britain at Easter. Easter is in spring and people celebrate the resurrection of Jesus Christ. Easter starts on Good Friday in Britain. My mum makes hot cross buns and we eat them for tea. We usually have Easter projects at school. Last year we made colourful hats, called Easter bonnets. This year we are going to design a basket full of painted Easter eggs. It will be a great fun! On Easter Sunday morning we have a big breakfast. After breakfast we all go to church. When we get home, we give each other chocolate eggs. (Kids get the biggest ones!) Then we play 'Easter egg hunt'. My parents hide some Easter eggs in the garden and Emily and I look for them. We love playing it.

We have roasted lamb with veggies for lunch. In the afternoon my cousins, aunts and uncles come over for tea. We have Easter cupcakes, cakes and delicious tea. After tea we usually go for a walk together. I like Easter because it is a great family festival and there is no school for two weeks!)

**Match the words to the pictures.**

- church
- egg hunting
- spring
- hot cross buns
- chocolate egg
- garden
- cupcake
- chick
- bunny
- roasted lamb
- egg painting
- basket
- Easter eggs
- cake
- bonnets



**Are the statements true (✓), false (✗) or doesn't it say (⊖)?**

- Easter is in summer.
- Easter starts two days before Sunday.
- Everybody eats hot cross buns on Good Friday in Britain.
- Jack's family eats hot cross buns on Good Friday morning.
- Children make Easter bonnets this year at school.
- Jack likes doing Easter projects.
- Easter egg hunting means that children eat chocolate eggs.
- Jack gets three chocolate eggs.
- On Sunday afternoon two cousins come over.
- Unfortunately, children have to go to school at Easter in Britain.

**Answer the questions.**

- When is Easter?
- What do people celebrate at Easter?
- Who gets chocolate eggs in Britain?
- What are the traditional food at Easter?
- Why does Jack like Easter?

**Complete the sentences.**

- This year the Easter project will be a \_\_\_\_\_ full of painted eggs.
- After \_\_\_\_\_ Jack's family goes to church.
- Emily and Jack \_\_\_\_\_ Easter eggs in the garden.
- In the \_\_\_\_\_ all his family have tea.
- At Easter \_\_\_\_\_ no school in Britain.

What about you? How do you celebrate Easter?  
What do you do at Easter? What do you eat?  
Do you have Easter holidays in you country?

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First we revise vocabulary, there are pictures and words to match. I have to write some words on the board and explain that some verbs are in past tense. It is better for children at this age to work together with the teacher. After reading the text they write *true* or *false* to the statements, answer the questions and complete the sentences. Finally they discuss traditions in our country and in the English speaking countries.

## 5.4.4 Writing

### Activity 1

Task: Easter Wordsearch

Aim: Pupil will know the expressions connected with Easter

Integrated skills: Writing

Aids: Worksheets



Time: 5 – 10 minutes

Age: 8 – 10 years of age

Source: Common activity

Children look for the words written on the board in the wordsearch. They have to learn their meaning. They can match them to the pictures. When they find all of them, they write them to the right pictures.

They can play with the words. Children like playing Hangman.

We spell the words connected with Easter, children write them. They practice the Alphabet and spelling.

I prepare words with missing letters for practicing.

## Activity 2

Task: Easter Crossword

Aim: Pupil can write the words connected with Easter correctly

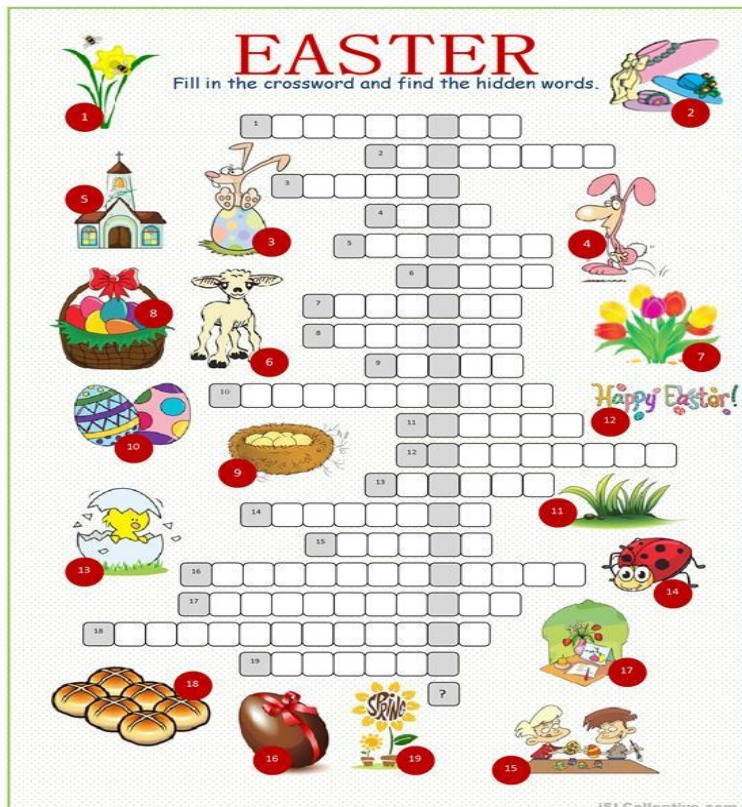
Integrated skills: Writing

Aids: Worksheets

Time: 10 - 15 minutes

Age: 8 – 12 years

Source: ISL collective



The worksheet is a crossword with pictures. Little children must be prepared by other activities. Children of the fourth or fifth class can repeat vocabulary by this activity.

### Activity 3

Task: Five Minute Easter Activity

Aim: Pupil knows vocabulary connected with Easter

Integrated skills: Writing, vocabulary

Aids: worksheets

Time: 10 minutes

Age: 10 – 12 years

Source: ISL collective

**A 5 Minute Activity**

Write three words in each category! Name: \_\_\_\_\_ Score: \_\_\_\_\_

- Three Easter Days!
- Three Easter flowers!
- Three spring months!
- Three Easter foods!
- Three Easter candies!
- Three Easter animals!
- Three Easter traditions!
- Three Easter characters!
- Three Easter games!
- Three Easter symbols!
- Three Easter decorations!
- EASTER in three other languages!
- Three egg foods!

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This is a competition. Children can work individually or in pairs. They have to fill in three words connected with Easter days, animals, traditions, games, etc. They check their knowledge. Children like competing so it is attractive for them at the end of a lesson dealing with Easter.

#### **Activity 4**

Task: Easter card

Aim: Pupil will make and write an Easter card

Integrated skills: Writing, drawing

Aids: Paper, crayons, scissors, glue, a pen

Time: 20 – 25 minutes

Age: 8 – 12 years

Source: Common activity

We have to write the text on the board for little children. Other children know it or one of them can write it on the board. Children develop their creativity. Some of them make more than one card in the lesson.

There are many activities we can do to develop the four skills and grammar in an enjoyable way and we can inform children about festivals and traditions in English speaking countries. We can change the activities according to individual festivals.

## 6 RESEARCH

My field study is Primary school teaching. I work at Primary school of Pecka. I teach Maths and PE, but mostly English language – in the third, fifth, seventh, eighth and ninth classes.

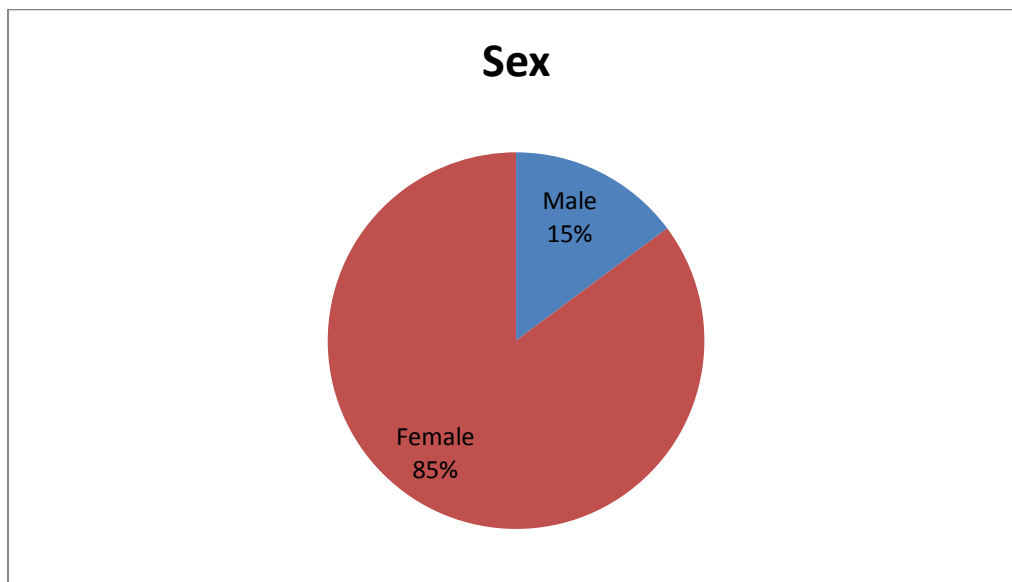
I have to admit I prefer working with Elementary-school level children. They are obedient and quiet as well as enthusiastic with a healthy craving to learn new things. They are not shy, they like playing games and singing and they are eager for knowledge.

I have chosen *Festivals and traditions in English Speaking Countries at teaching English language at Primary-school level*. I want to find out whether teachers at Primary schools in our region use this topic at teaching English grammar, developing the four skills and teaching Realia of English Speaking Countries.

I sent a questionnaire (see Appendix 3) by email to various schools in my region, altogether to fifty-six Primary schools, but only twenty-seven respondents filled it in although I informed them that their answers would be anonymous. There are closed questions, multiple answer questions (to select one answer from four possible options) and opened questions. I prepared the questionnaire in Czech so I had to translate all respondents' answers to English.

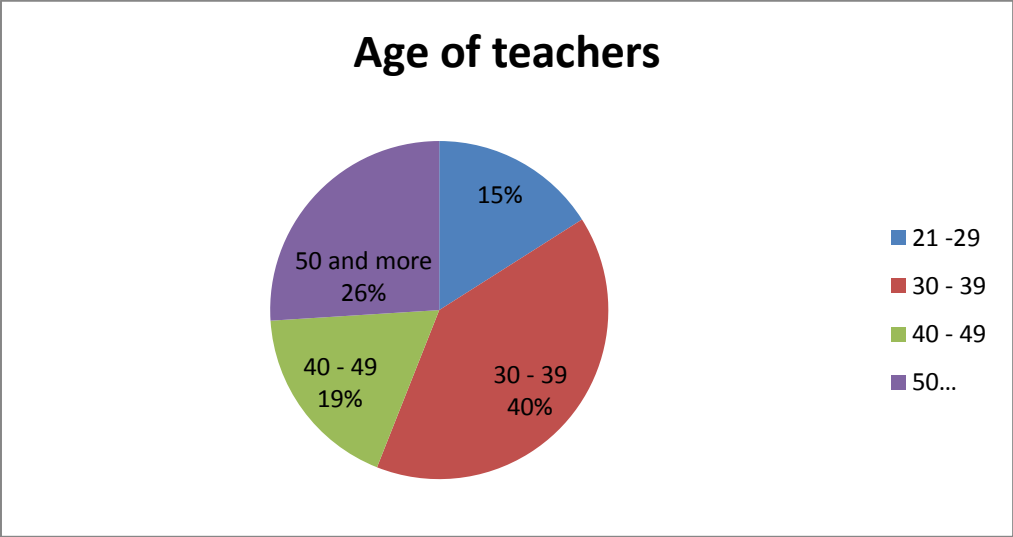
Questions 1 – 5 are connected with basic information.

### 1) Are you a man or woman?



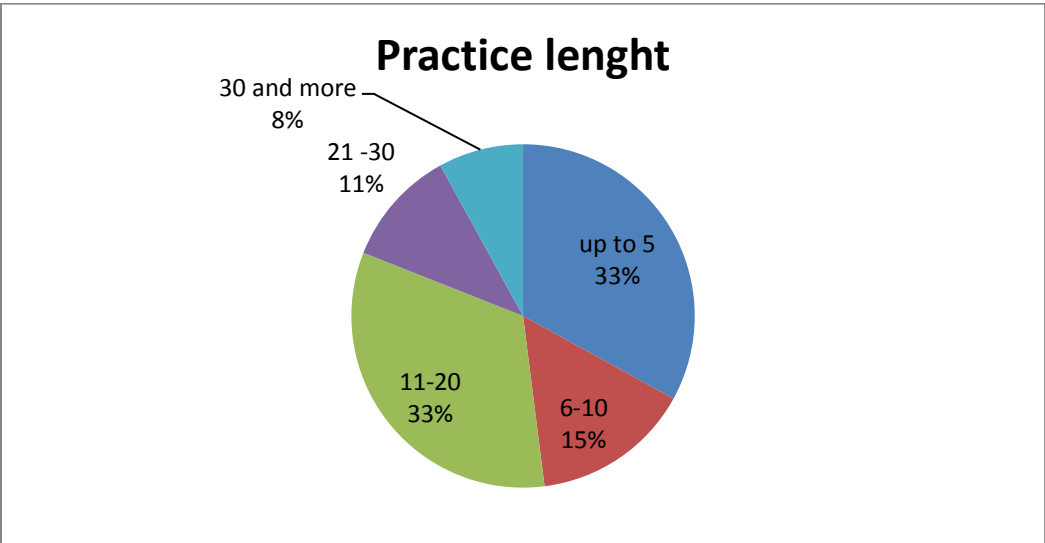
The major part of teachers are women – only four men, that is 15 % and twenty-three women, that is 85 %. I was not surprised, not many men want to teach nowadays and that is a pity.

**2) What is your age category?**



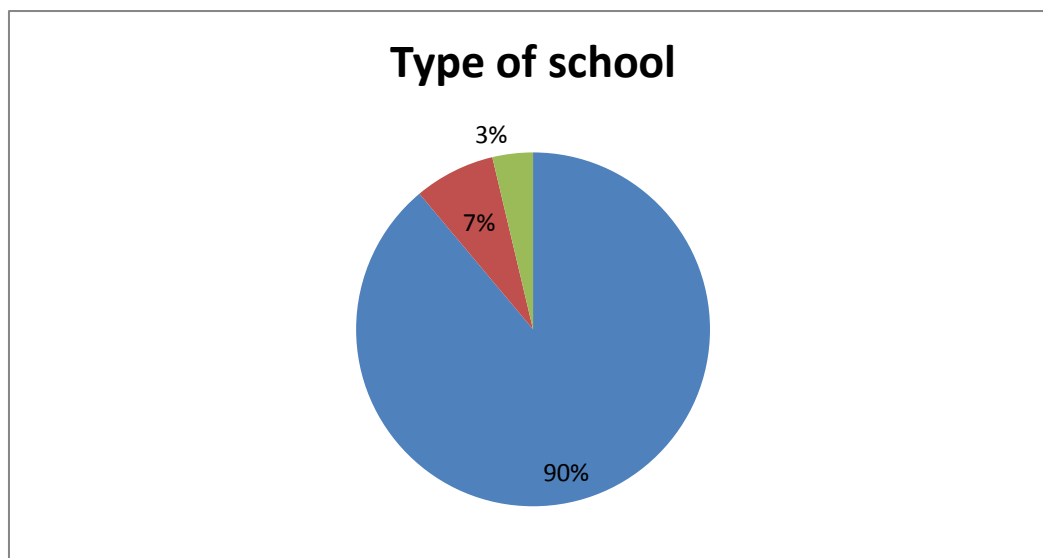
Most respondents are between thirty and thirty-nine years old.

**3) Your practice length of teaching English language is:**



From this graph we can see that there are a few teachers who teach English language more than 30 years.

**4) Do you work at a fully-organized primary school, school with composite classes or school at sanatorium ?**



Most teachers (twenty-four teachers) teach at fully-organized primary schools. I sent my questionnaire to two schools with composite classes (two teachers) and to one school at sanatorium (one teacher) and it surprised me that they filled it in.

**5) In which class do you teach?**

1 <sup>st</sup> + 2 <sup>nd</sup> class	22, 2 %	6
only 1 <sup>st</sup> class	3,7 %	1
3 <sup>rd</sup> class	51,3%	14
4 <sup>th</sup> class	59,3 %	16
5 <sup>th</sup> class	59,3 %	16
3 <sup>rd</sup> + 4 <sup>th</sup> + 5 <sup>th</sup> class	18,5%	5

It is clear from the table that just one respondent teaches only in the first class.

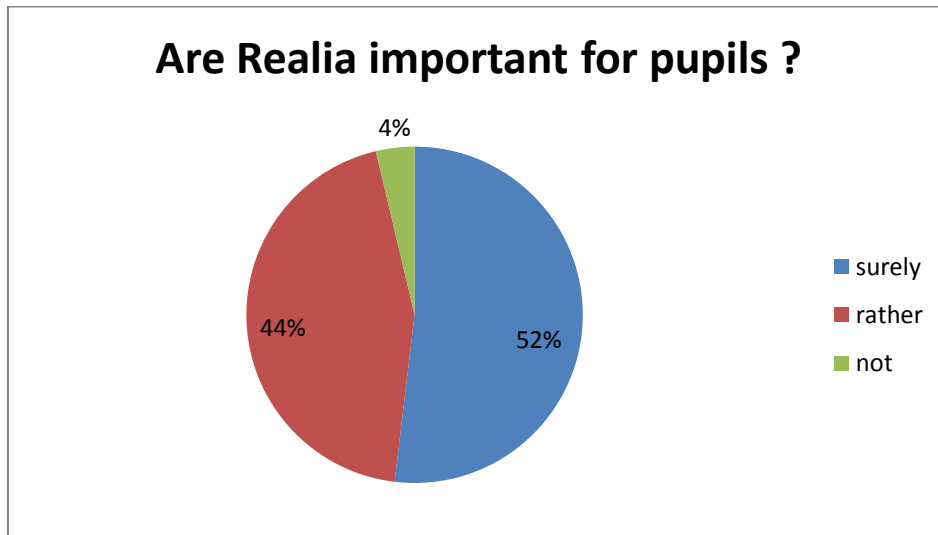
There are six respondents who teach at the first and second class.

There are five teachers who teach in the third, fourth and fifth class.

Most respondents teach in the fourth and fifth class.

## 6) Do you consider Realia of English speaking countries important for pupils?

I was very curious about the answers of respondents. One respondent thinks it is good to inform pupils about countries, their location, capitals, sights, flags. This teacher says that the rest is taught in Geography and at secondary school. I suppose my questions was formulated badly, I did not mention festivals and traditions. I thought respondents understood that from the topic of my Diploma thesis which was written in Introduction.



## 7) If you think so, write why. If you do not think so, please give a reason.

Here are the respondents' ideas:

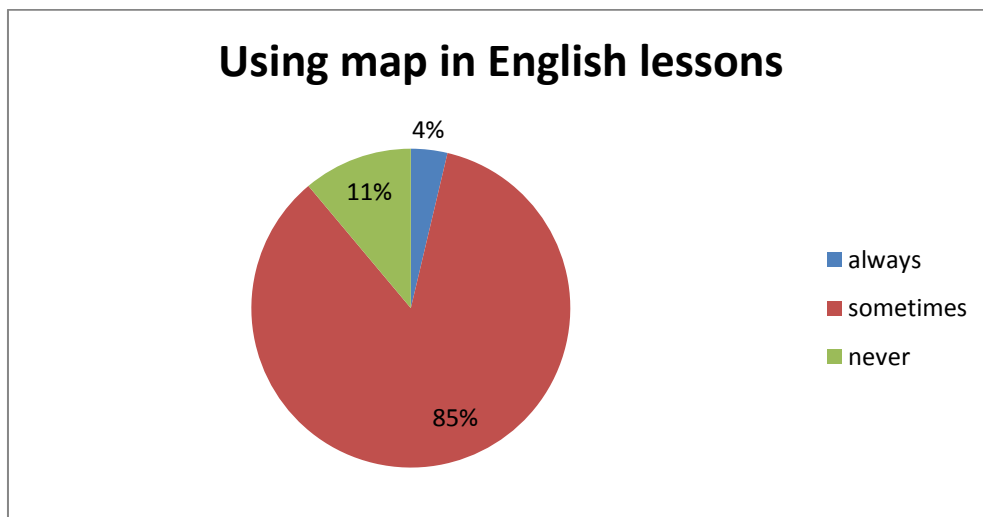
- Pupils should know the culture of those countries, they may go there in the future.
- For development of general knowledge
- For a better relation to English language
- Reviving teaching, enrichment of teaching, projects
- Motivation to travel, getting to know foreign countries, their culture and architecture
- Advantage at later study
- Pupils should get at least basic information about the country whose language they learn
- It is important to know not only language but also culture and other Realia typical for these countries
- Good motivation, it is good to see the differences and also what we have in common
- Realia belong inseparably to learning foreign languages



- It is good to know not only the language but also the way of life and traditions of the country
- It is good to be informed as soon as possible, it is interesting for young learners
- Realia are the part of learning language
- Knowledge of the world
- Knowledge of differences
- I consider important getting to know the country, map, traditions, cities, culture, symbols of the country – the flag, National anthem. Pupils can better realize why it is so important to learn foreign languages, they get closer relation to the country, they make basic idea of the country, they realize what we have in common.

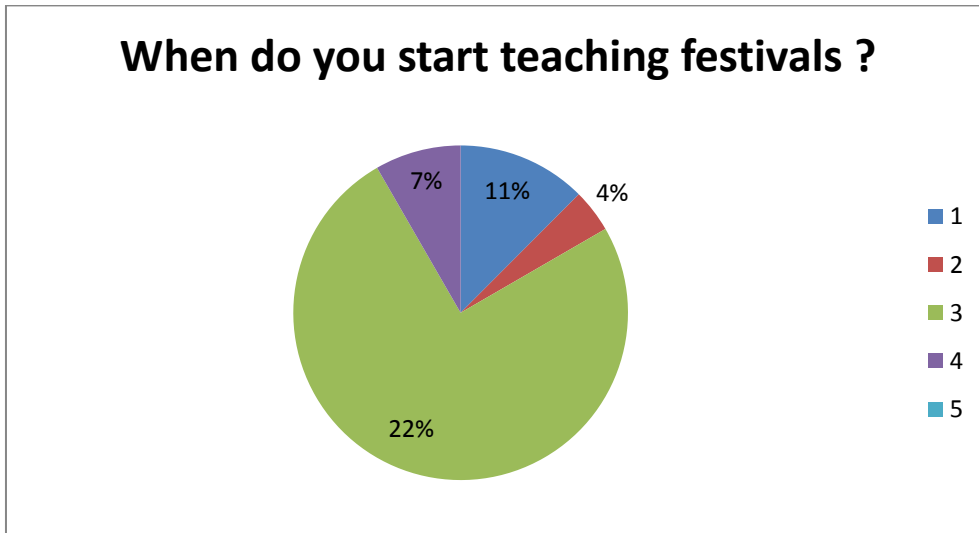
Generally, the teachers are of the same opinion. I agree with them.

**8) Do you use map of the world, maps of individual countries or globe?**



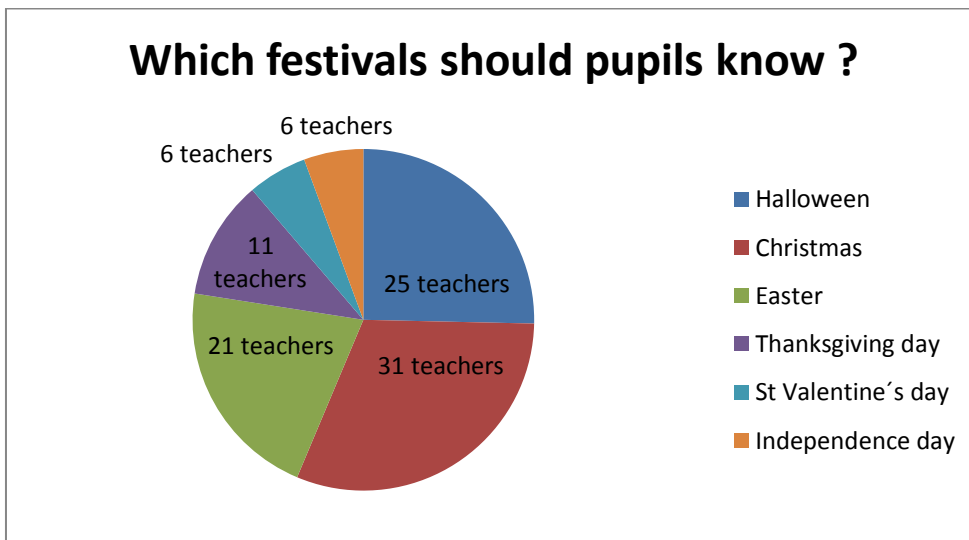
Most teachers use the map. I personally think, that it is important for better orientation, image of the situation of the country. I use globe as well.

**9) In which class do you start teaching about festivals and traditions of English speaking countries?**



I have to admit, I was afraid of possible negative answer. Luckily every respondent teaches this topic. Most of them start in the third class.

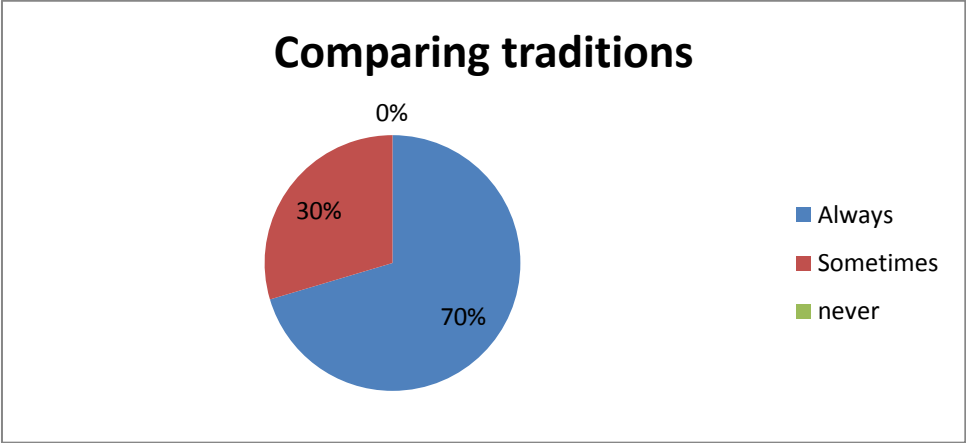
**10) Which festivals should pupils know and why?**



Only two teachers think the main reason of teaching festivals is history. One teacher wants children to realize that nothing is matter of course, there is always something to thank for (Thanksgiving day). The rest – twenty-five teachers believe that it is useful to compare the festivals, traditions and culture of English speaking countries and of our country. In the graph

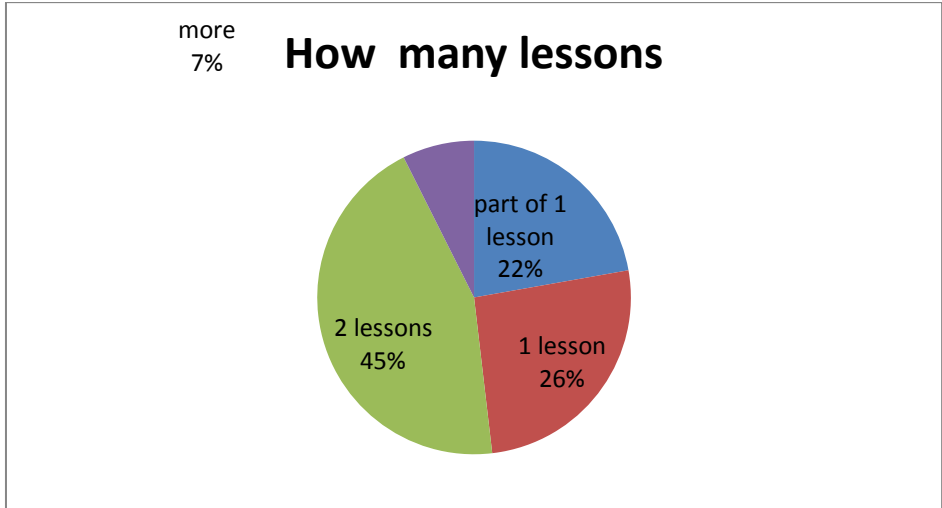
we can see St Valentine’s day is not very popular by teachers. It is commercial matter and in fact more suitable for later study.

**11) Do you compare festivals and traditions of English speaking countries with ours?**



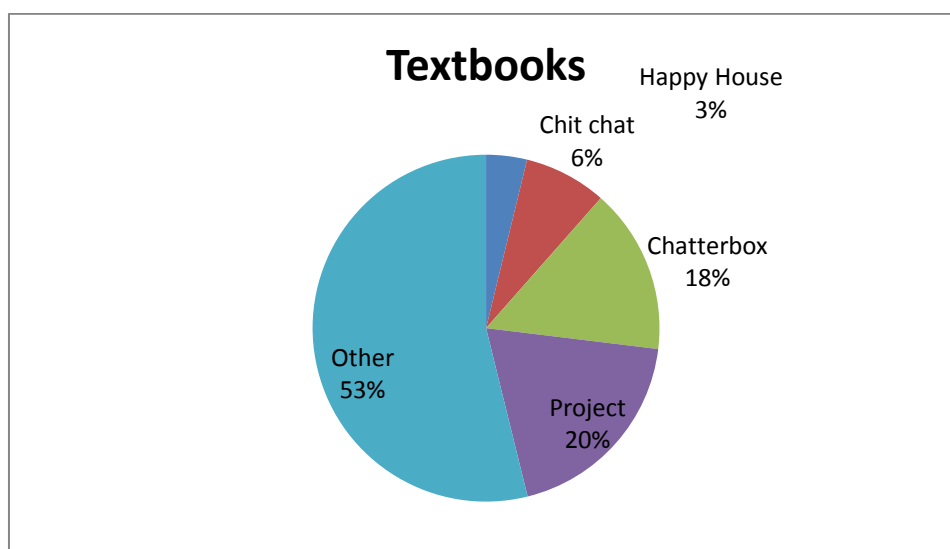
The major part of teachers compare our traditions with ones in English speaking countries. In the last question I was asking about the reason of teaching festivals in English lessons and twenty-five respondents considered comparing festival the most important. In this graph we can see 70 % of respondents, which are nineteen teachers from total amount, always compare festivals. It is obvious that all teachers do that at least sometimes.

**12) How many lessons do you spend by teaching individual festivals?**



Most respondents devote two lessons to individual festivals at teaching English language.

### 13) Which textbooks do you use at teaching English language?

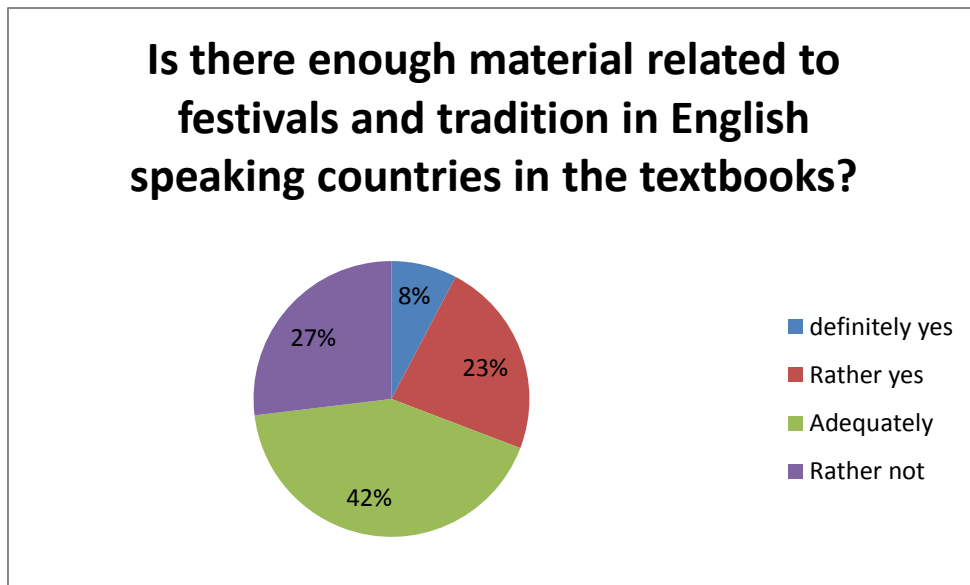


I expected more teachers to use Chit Chat, because I am satisfied with this textbook. Project Starter is mostly used in the fifth class, but there is no material connected with festivals, so I use materials from other sources when I teach that. It is possible teachers using Project meant Project 2. However, most respondents of my questionnaire are teachers of the fourth and fifth class. Most teachers use other sources at teaching English.

### 14) Which other textbooks do you use?

“Start with Click New“ is used by nine teachers. “Happy Street“ is used by two teachers as well as “Bloggers“. There were mentioned other textbooks as “Angličtina žádná dřina“ and “Angličtina 1, 2“ by one respondent each. There is one respondent who does not use any Textbook, only own materials. On the other hand one of the respondents uses all textbooks and teaches individually.

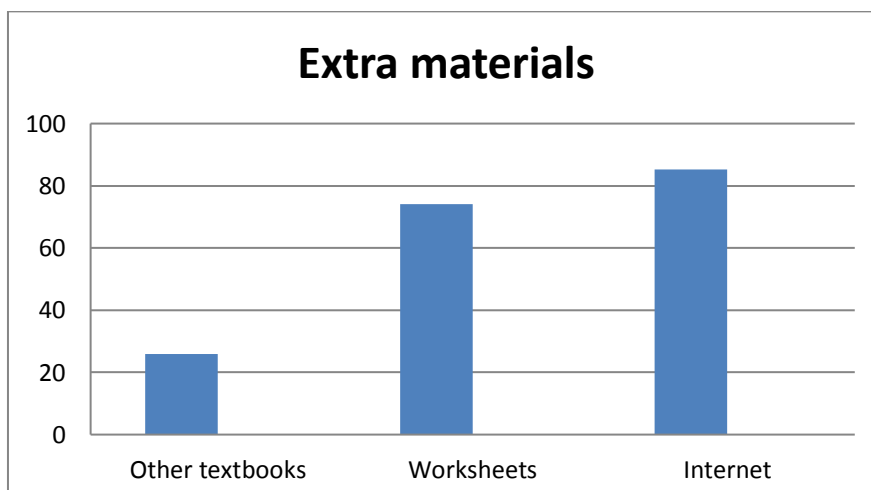
15) Is there enough material related to festivals and traditions in English speaking countries in the textbooks?



Most respondents are satisfied. But quite a lot of respondents, which is 27 % of them think there are not enough. I think it depends on the textbook.

There is nothing in “Project Starter“ and there is enough in “Chit Chat“ and “Chatterbox“. “Start with Click New“ is different, in the third class children learn about Christmas and in the fourth class only about Easter.

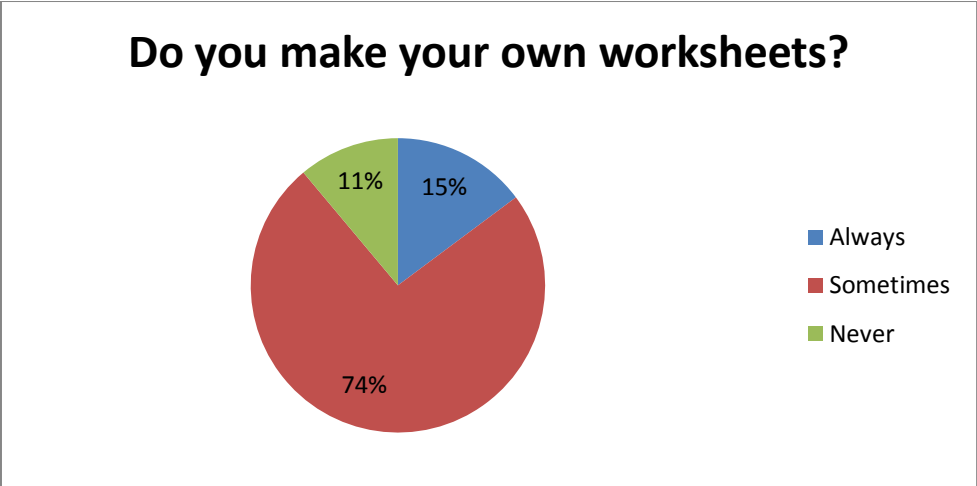
16) Do you add any other texts from other textbooks or do you use any other material?



The major part of respondents, twenty-three teachers use Internet for searching for new materials. A lot of them, twenty teachers prepares their own worksheets. Seven teachers use material from other textbooks.

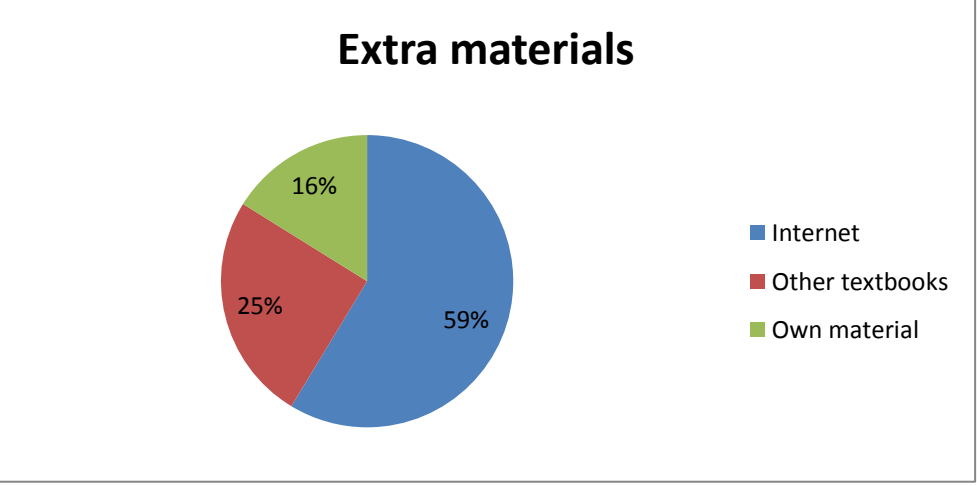
I want to attract pupils so I always look for interesting texts. There are also a lot of activities on You Tube or British council’s websites. I take advantage of them.

**17) Do you make your own worksheets?**



Four teachers always use their own worksheets, twenty teachers only sometimes and three teachers never use their own worksheets.

**18) What are sources of extra material you use in English lessons?**



The major part of teachers use Internet at searching for extra material related to festivals and traditions. One quarter of them copy material from other textbooks and only 16 % of the respondents make their own materials. There is one teacher who obtains it from information of native speaking friends. Only one respondent uses knowledge of workshops and magazines.

I try to get as much as possible extra material, so I attend workshops, I search in magazines and websites. I also copy some worksheets from other textbooks.

### 19) What do you practise at teaching festivals?

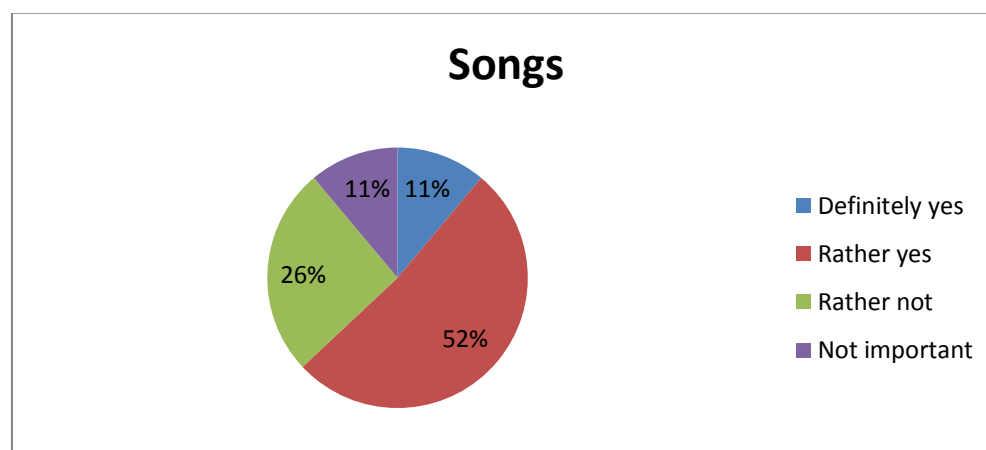
It cannot be seen clearly in the graph so I made a table.

Vocabulary	92,3 %	24 teachers
Grammar	53,8 %	14 teachers
Text understanding	84,6 %	22 teachers

Most teachers use festivals for expanding pupil's vocabulary and developing text understanding. Only 23 % teachers practice grammar in the text related to festivals.

In the chapter " Festivals and traditions in English lessons" I am writing about possibilities of Grammar practising.

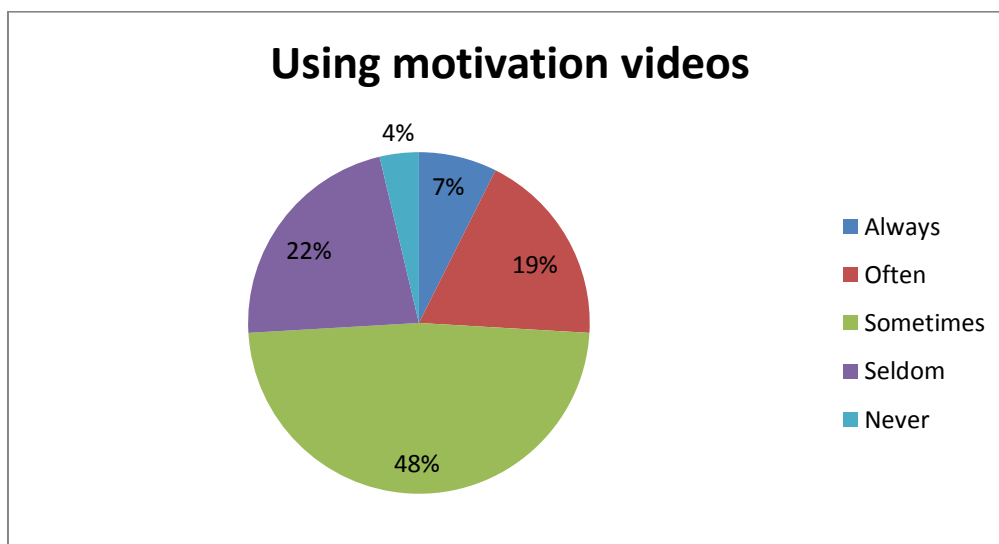
### 20) Do you teach songs related to festivals?



Only three teachers of twenty-seven respondents always use songs in English lessons connected with festivals.

I think it is a pity. We can work with a song as well as with an interesting text. Pupils can learn vocabulary, understanding and sometimes also grammar structures or phrases. Songs are very popular with children, they are good motivation and I think children should know some famous songs related to festivals.

### 21) Do you use motivation videos?



Only one teacher does not use motivation videos. Most teachers use them sometimes.

I think motivation videos can diversify teaching. Children can watch the traditions in short films spoken by native speakers. They can connect spoken and written language and learn vocabulary and phrases easily. All children enjoy watching videos and working with them.

### 22) Which videos are popular with your pupils?

- tales with subtitles
- Super simple songs
- Steve and Maggie
- This is Britain



- Mr Bean
- Educational videos on You Tube
- animated videos – Peppa pig
- Windows on Britain
- Michael Rosen Pigeon Impossible, Apples and bananas
- videos related to Christmas
- scary videos related to Halloween
- real videos made by users
- videos which belong to textbooks

Almost all teachers sometimes use videos. As I have already written I think videos are useful at learning English.

### **23) What else do you use for motivation?**

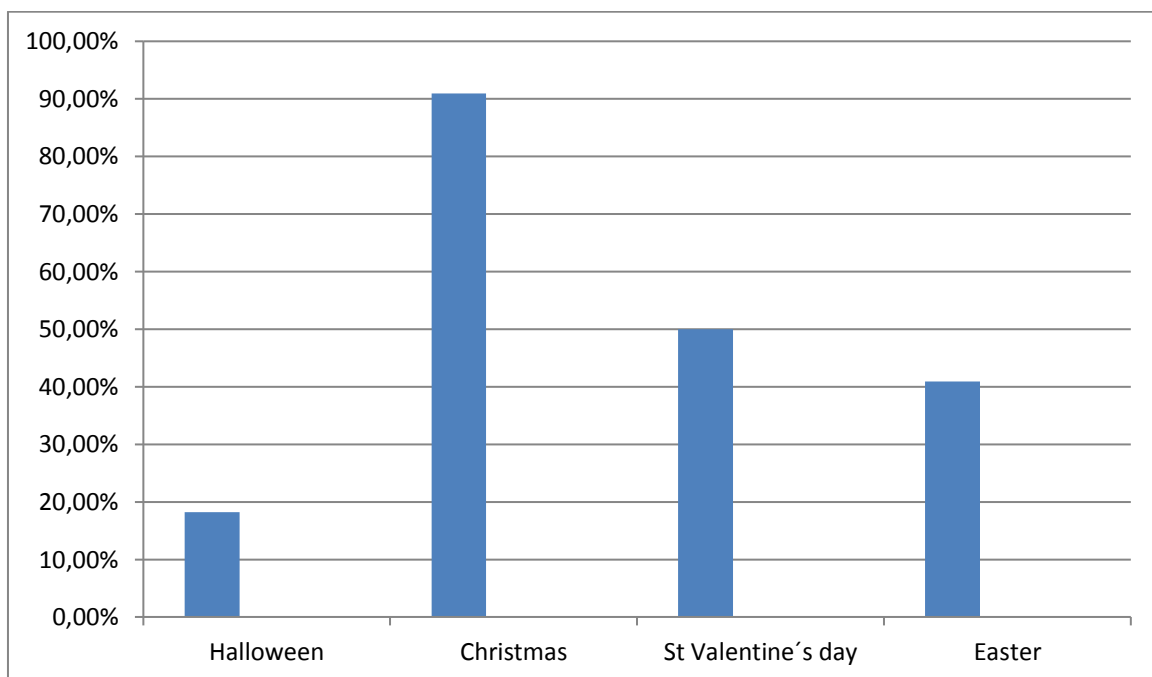
- various games, working in groups
- poems, songs
- pictures
- dialogues
- real objects
- activities and games as bingo, Hangman, Simon said, Show and tell,
- a ball
- memory games
- cards to colour
- pictures

- brainstorming

- Realia

All extra activities are good for motivation. English lessons should be varied. Children should use English language in various situations. As we can see from teachers' answers, they really use a lot of extra activities and they try to motivate children as much as possible.

#### 24) Which cards related to festivals do you make with children?



Christmas is probably the most popular festival with children. Nowadays, when most people write emails, it is not so common to send cards and it is a pity. At writing and making cards we can make nice atmosphere in the classroom.

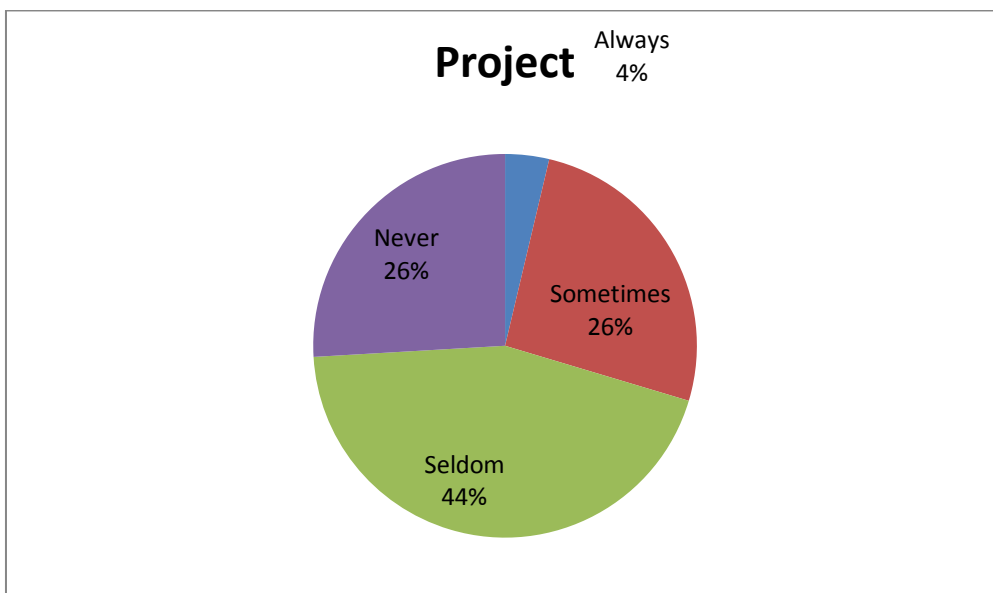
I do that with children at school. They can develop their creativity. The youngest ones love making cards. At the same time they have to write some short text so they develop the skill of writing. On the other hand we are not used to writing Halloween cards in our country. I inform children about Halloween boxes at schools. They like this idea and we have one in our school.

#### 25) What fun activities related to traditions in English speaking countries do you do with children?

- Halloween party
- Easter egg hunt
- Pancake day – baking pancakes
- singing songs
- dramatization
- making Halloween masks
- cooking special meals
- dancing in masks
- Christmas crackers
- dramatization – performance for younger children

A lot of respondents mentioned various wordgames only. All above mentioned activities are very good because they are connected with children’s experience.

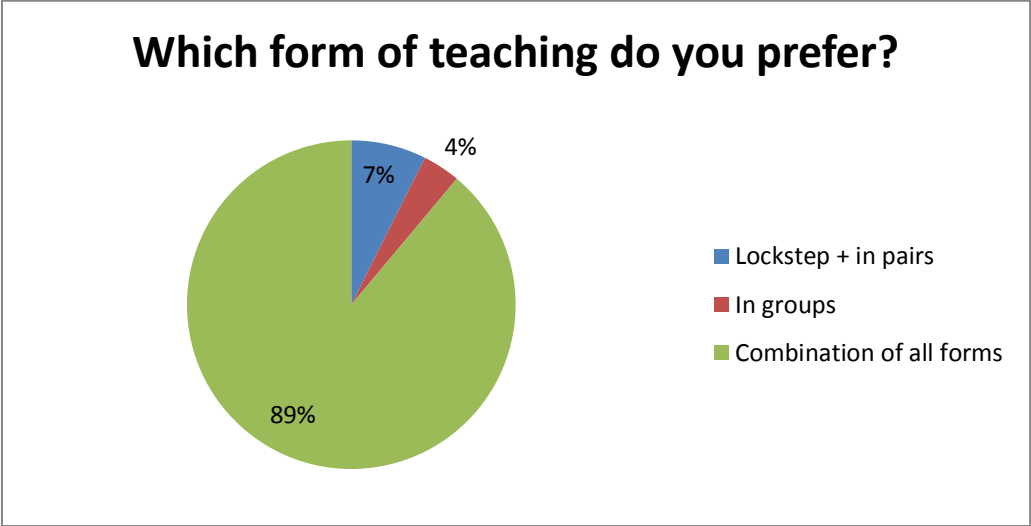
**26) Do you engage in a daylong project?**



Only one respondent always engages in project. I know it depends on the school headmaster. I was teaching in a school where all classes at Primary-school level engage in daylong Halloween

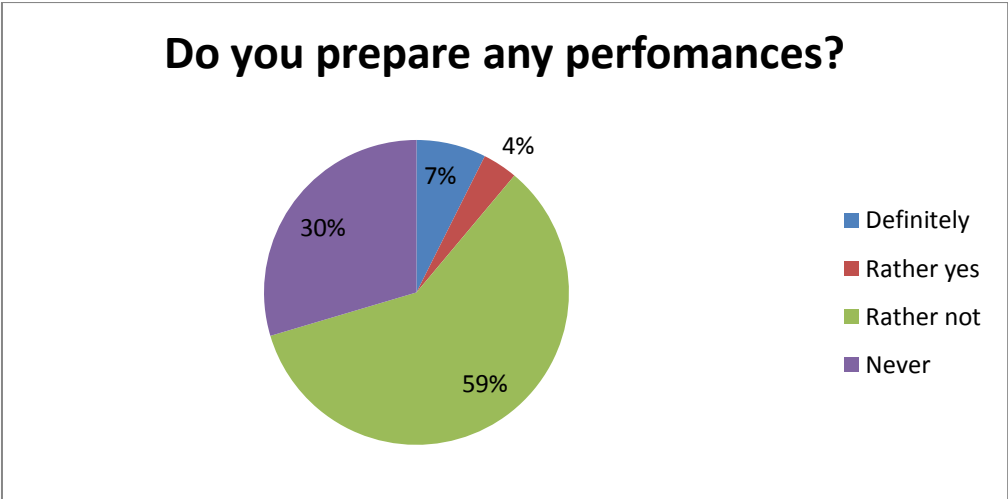
project and one lesson is really devoted English language. I think projects are big motivation for children and it is a pity that some schools do not use them.

**27) Which form of teaching do you prefer?**



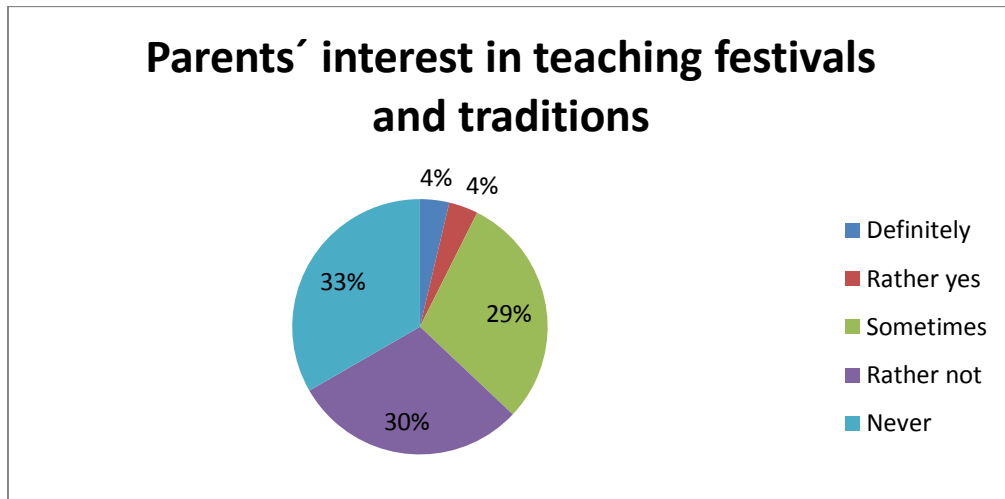
Lockstep teaching only is nowadays unwanted. It would be boring for children. They need changing forms and activities. I agree with most teachers who think that the best is to combine all forms.

**28) Do you prepare any performances for your school, parents or public?**



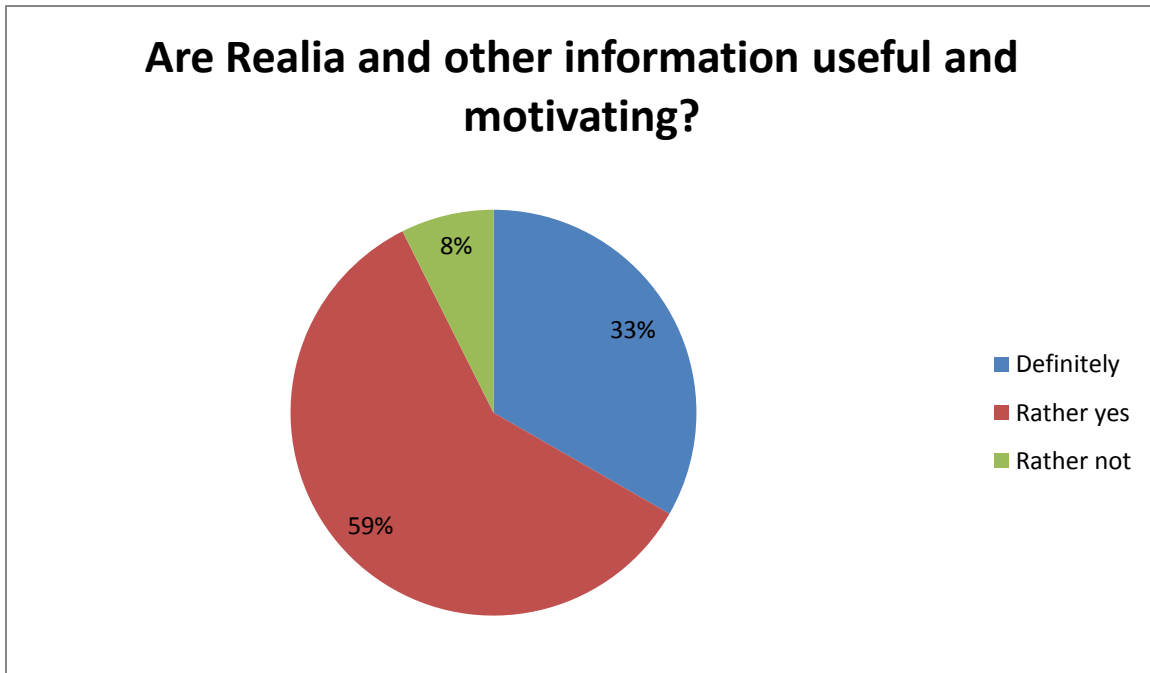
Quite a lot of teachers never prepare a performance. I think performance is good experience for children to sing, speak and play in front of other people. They have to get rid of stage-fright, learn something by heart and they experience success.

**29) Are parents interested that you provide children with new information related to festivals and traditions of English speaking countries?**



We can see that quite a lot of parents are not interested what their children do and learn at English lessons. In my region there are more villages than towns and not many people speak English. A lot of parents cannot help children with English homework so they let this work completely on teachers. Fortunately children enjoy learning English and getting new information.

**30) Do you think Realia and other information related to English speaking countries are useful and motivating for pupils?**



I expected more teachers believe Realia and other facts are useful and motivating for children, so I was surprised by the answers. Luckily only two teachers answered they do not consider Realia useful.

I would say Realia are definitely important.

## **6.1 Research conclusion**

Most respondents in my research are women at the age between thirty and thirty-nine. There are 26 % of teachers older than fifty and only 15 % of teachers younger than thirty.

Most respondents teach at the fourth and fifth class. More than one half of respondents consider Realia important. They suppose Realia belong inseparably to learning foreign languages, they especially compare foreign countries' traditions and way of life with our country.

The map is never used in English lessons by 11 % of respondents. Most teachers start teaching Realia in the third class.

Christmas and teaching its traditions is the most favourite festival, on the other hand St Valentine's day is not much taught at Primary-school level.

Most teachers search for extra material on the Internet and only few of them prepare their own worksheets. They use festivals and traditions of English speaking countries for developing vocabulary, text understanding and sometimes grammar. Only one half of respondents sing with children in English lessons and use educational videos.

Daylong project is rarely used, only 26 % of teachers do that. Lockstep teaching is no more used, most teachers combine it with working in pairs or in groups.

Performances for parents or public are prepared by one of the respondents. Parents are not much interested in the activities and teaching at Primary-school level.

## CONCLUSION

The aim of my Diploma thesis was to prove that teaching Realia, culture, festivals and traditions is important for pupils at Primary-school level. Children embrace interesting information and at the same time they develop listening, speaking, reading, writing, grammar and text understanding.

Although most respondents of my research consider teaching festivals, traditions, culture and other facts about English speaking countries important, parents are not much interested in what their children learn in English lessons.

I wanted to prove that teaching this topic is consistent with Framework Educational Programme, competences and cross-curricular subjects. I also wanted to prove that dealing with festivals and traditions pupils can practise grammar. I was surprised how much material connected with this topic and developing grammar can be found.

I went through three Pupil's books and Workbooks to see how much material related to this topic there is. In my opinion it depends on individual textbooks and publishers.

My hypothesis was that not all teachers deal with festivals and traditions of English speaking countries in their lessons. Due to questionnaire results I verified that real teaching does not differ from my hypothesis. I wanted to find out how it functions in the teaching process and reality at schools of my region. The research has shown that using festivals, traditions and culture at teaching English language is provided by more than 90 % of respondents. They mostly use this topic at teaching vocabulary and text understanding. Only one half of them teach grammar using texts connected with festivals and traditions, which I expected.

I hope there are some interesting facts, information and knowledge in my Diploma thesis. I believe reading it can incite to reflection on importance of teaching Realia, festivals and traditions and using this topic in English lessons.



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## **APPENDICES**

I wrote questionnaire in Czech, as well as letters to headmasters and English teachers to make it easier for them.

## **Appendix 1 - A letter to the headmaster**

V Hradci Králové, dne 26. 8. 2019

Vážená paní ředitelko, vážený pane řediteli,

jmenuji se Eva Demmerath a jsem studentkou Pedagogické fakulty Univerzity Hradec Králové obor Učitelství 1. stupně.

Touto cestou bych Vás chtěla požádat o pomoc při vypracování mé diplomové práce, kterou píši na téma *Svátky a tradice anglicky mluvících zemí ve výuce anglického jazyka na 1. stupni ZŠ* pod vedením Mgr. Olgy Vraštilové, M.A. Ph.D. z katedry anglického jazyka a literatury.

Pro získání potřebných informací bych ráda zadala krátký dotazník učitelům anglického jazyka na Vaší škole.

Tímto Vás prosím o svolení zadání anonymního dotazníku ve všech ročnících 1. stupně, samozřejmě dle ochoty učitelů. Výsledky dotazníku budou uveřejněny v mé diplomové práci. Případné dotazy ráda zodpovím.

Děkuji předem za kladné vyřízení mé žádosti.

S pozdravem Eva Demmerath

Demmerath.E@seznam.cz

## Appendix 2 – A letter to the teachers

V Hradci Králové dne 26. 8. 2019

Vážená paní učitelko, vážený pane učiteli,

jmenuji se Eva Demmerath a jsem studentkou Pedagogické fakulty Univerzity Hradec Králové obor Učitelství 1. stupně.

Touto cestou bych Vás chtěla požádat o pomoc při vypracování mé diplomové práce, kterou píši na téma *Svátky a tradice anglicky mluvících zemí ve výuce anglického jazyka na 1. stupni ZŠ* pod vedením Mgr. Olgy Vraštilové, M.A. Ph.D. z katedry anglického jazyka a literatury.

Prosím Vás o vyplnění anonymního dotazníku a předem děkuji za Váš čas strávený touto aktivitou. Výsledky dotazníku budou uveřejněny v mé diplomové práci. Případné dotazy ráda zodpovím.

Děkuji předem za kladné vyřízení mé žádosti.

S pozdravem Eva Demmerath

Demmerath.E@seznam.cz

### **Appendix 3** Questionnaire

**1.** Jste muž

žena

**2.** Patříte do věkové kategorie 21 – 29

30 – 39

40 – 49

50 let a více

**3.** Vaše délka praxe ve výuce AJ do 5 let

6 – 10

11 – 20

21 – 30

31 a více let

**4.** Pracujete v plně organizované ZŠ

v malotřídni ZŠ

**5.** Ve kterých ročnících učíte AJ? 1.

2.

3.

4.

5.

**6.** Považujete za důležité seznámit žáky s reáliemi anglicky mluvících zemí?

Ano

Ne

**7.** Pokud ano, napište proč. Pokud ne, uveďte důvod.

**8.** Využíváte ve výuce mapu světa, mapy jednotlivých zemí či globus?

Ano

Ne

**9.** Ve kterém ročníku začínáte žáky seznamovat s tradicemi a svátky anglicky mluvících zemí?

- 1.
- 2.
- 3.
- 4.
- 5.

**10. Které svátky anglicky mluvících zemí by podle Vás žáci určitě měli znát?**

Halloween

Vánoce

Den sv. Valentýna

Velikonoce

Jiné

**11. Porovnáváte jejich tradice a způsob oslav s našimi?**

Vždy

Někdy

Nikdy

**12. Kolik vyučovacích hodin výuce jednotlivých svátků věnujete?**

Halloween

Vánoce

Den sv. Valentýna

Velikonoce

Jiné

**13. Jaké učebnice používáte ve Vaší škole?**

Chit Chat

Chatterbox

Click

Project



Jiné

Uved'te \_\_\_\_\_

**14. Jaké jiné učebnice používáte?**

**15. Obsahují učebnice dostatek materiálů týkajících se svátků a tradic anglicky mluvících zemí?**

Určitě ano

Spíše ano

Spíše ne

Určitě ne

**16. Doplnujete výuku texty z jiných učebnic či jinými materiály? Napište.**

Učebnice \_\_\_\_\_

Materiály \_\_\_\_\_

Internet \_\_\_\_\_

Jiné \_\_\_\_\_

**17. Připravujete si vlastní pracovní listy?**

Vždy

Někdy

Nikdy

**18. Pokud ano, jaké materiály či jaké zdroje využíváte?**

---

**19. Co jimi procvičujete?**

Slovní zásobu

Gramatické jevy

Porozumění textu

**20. Pracujete i s písněmi týkajícími se svátků?**

Rozhodně ano

Spíše ano

Nevýznamné

Spíše ne

Rozhodně ne

**21. Využíváte motivační videa?**

Vždy

Někdy

Málokdy

Nikdy

**22. Která videa jsou u dětí oblíbená?**

---

**23. Co dalšího používáte pro motivaci?**

**24. Ke kterým svátkům vyrábíte s dětmi přáníčka?**

Halloween

Vánoce

Den sv. Valentýna

Velikonoce

**25. Jaké zábavné aktivity oslav svátků v AJ mluvících zemích s dětmi provádíte?**

**26. Zapojujete se s hodinou angličtiny do celodenního projektu tradic?**

Ano

Ne

**27. Učíte frontálně či pracujete ve dvojicích, skupinách?**

Jen frontálně

Frontálně i ve dvojicích

Ve skupinách

Všemi způsoby

**28.** Připravujete nějaká krátká vystoupení pro ostatní ročníky?

Ano

Ne

**29.** Zajímají se rodiče (dle Vašich žáků) o výuku anglického jazyka s využitím materiálů týkajících se svátků a tradic?

Určitě ano

Spíše ano

Tak napůl

Spíše ne

Vůbec ne

**30.** Domníváte se, že reálie a další informace vztahující se k anglicky mluvícím zemím mohou být pro žáky motivující?

Rozhodně ano

Spíše ano

Nevýznamné

Spíše ne

Rozhodně ne