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Závěrečná práce

Pracovní listy 3.části ústní zkoušky státní maturity z angličtiny
pro obor Hotelnictví a turismus na SŠ a VOŠ cestovního ruchu a
metodika jejich zpracování

Worksheets for the 3rd part of the oral exam of the state Maturita
exam in English for the field of Hotel and Tourist Industry at the
Secondary School and Higher Professional School of Travel and
Tourism and method of their preparation.

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České Budějovice

Mgr. Kateřina Filipová

Anotace

Přínosem práce je vytvoření pracovních listů ke 3.části ústní zkoušky státní maturity z angličtiny pro obor Hotelnictví a turismus na SŠ a VOŠ cestovního ruchu, České Budějovice. Práce je rozdělena na část teoretickou a praktickou. V teoretické části jsou zahrnuty všeobecné informace o státní maturitě z anglického jazyka, zejména pak o její ústní části. Dále pak informace o již zmiňované škole a profilu absolventa zvoleného oboru. V praktické části se práce věnuje již samotné tvorbě pracovních listů. Obsahuje 25 tematických okruhů, které vyplývají z ŠVP a potřeb oboru a informace o metodice zpracování pracovních listů.

Abstract

The contribution of the thesis is the creation of worksheets for the 3rd part of the oral exam of the state Maturita exam in English for the field of Hotel and Tourist Industry at the Secondary School and Higher Professional School of Travel and Tourism, České Budějovice. The thesis is divided into a theoretical and practical part. The theoretical part contains general information about the state language exam in English, especially the oral part, as well as additional information on the school and the profile of the graduate of the chosen field. In the practical part the thesis focuses on the creation of the individual worksheets. It contains 25 topics based on the requirements of the SEP and the specific field and information on the method of preparation of the worksheets.

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List of abbreviations

FEP	Framework Education Programme
SEP	School Education Programme
CZVV	Centre for the Evaluation of the Results in Education
CEFR	Common European Framework of Reference for Languages

1. Introduction

The aim of this thesis is to create worksheets for the 3rd part of the oral exam of the state Maturita exam in English for the field of Hotel and Tourist Industry at the Secondary School and Higher Professional School of Travel and Tourism, České Budějovice.

The thesis is divided into two main parts, theoretical and practical. The theoretical part is supposed to provide an important insight for understanding the Maturita exam in English, especially the oral part. It also deals with general information on the school and explains the needs of the chosen field of study.

The practical part focuses on the creation of the worksheets. It mentions 25 topics based on the School Education Programme and the specific field and describes the method of worksheets preparation.

Theoretical Part

2. Maturita

2.1. Maturita exam from the general point of view

Maturita is an exam terminating secondary education in the Czech Republic. According to the amendment to the Education Act, the Maturita exam consists of two parts - one part is prepared by the school, the other is prepared by the Ministry of Education and it is common for all schools. Therefore, the Maturita consists of a common, general part and a profile part. Each of these parts is further divided into individual exams that the student has to successfully complete to get the Maturita exam.

The **common part** is divided into 2 compulsory exams: from the Czech language and literature and from any foreign language that is taught at the school or mathematics.

The **profile** section is entirely within the competence of the school headmaster.

The Maturita exam consists of:

- 2 or 3 compulsory exams,
- Possibility to take up to 2 optional exams.

Profile exams can take the following forms:

- Written
- Practical exam
- Oral exam assessed by the examination board
- Maturita thesis assessed by the examination board

One exam may also be a combination of the above forms (it may consist of a written part and a Maturita thesis with a defence or a practical exam and an oral exam).

The choice of both compulsory and optional exams, including forms, topics and deadlines, is determined by the school headmaster according to the **Framework and**

School Education Programme. Both the composition and the form of profile exams must be based on the profile of the given field of study.

2.2. Foreign language as a test subject

Foreign language is a test subject included in the common part of the Maturita exam. At present, 5 foreign languages are offered in the common part - English, French, German, Spanish and Russian. The student may choose only the foreign language taught at the school. Therefore, the choice does not depend on whether the student in question studied the language in the secondary school himself. Exams are being prepared and offered to students at one level of difficulty.

The headmasters of secondary schools have the possibility to decide to substitute the profile (school) part of the foreign language exam by a standardized exam (obtaining a certificate). The certificate must prove that the student has the language skills at least at B1 level under the Common European Framework of Reference. The school headmaster has the final say in this matter, so students have to ask their school about this possibility. It is also important to emphasize that the substitution option only applies to profile exams and not to the common part of the Maturita exam.

2.3. Comprehensive exam

The foreign language exam in the common part of the Maturita exam is designed as a comprehensive language test (regardless of whether it is compulsory or optional). It consists of three compulsory partial exams:

1. Didactic test (contains two subtests - reading and listening)
2. Examination paper
3. Oral exam

The weight of the individual exams in the final grade is 2:1:1. If a student fails to complete a foreign language test, he / she repeats only the partial exam (s) he / she did not succeed in.

Each of the exams tests different language skills. By means of the didactic test, the receptive language skills – listening and reading – are tested in two separate subtests. The examination paper serves for the assessment of expressive language skills – writing and the oral exam assessed by the examination board tests expressive language skills – speaking and interaction.

The scope of the knowledge and skills that can be verified is determined by the Ministry of Education in the catalogs of test requirements for the common part of the Maturita exam for the relevant test subject. The requirements are also based on the Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR, SERRJ in Czech). The catalog of requirements has been elaborated taking into account the terminology used in the descriptors that define the B1 language reference level in SERRJ.

Didactic test		Examination paper	Oral exam
Listening	Reading and language competence	Writing	Speaking and interaction

Test specifications in selected parameters

Partial exam	Weight	Skill/Competence	Time
DIDACTIC TEST	50%	Listening	40 min.
		Reading and language competence	60 min.
EXAMINATION PAPER	25%	Writing	60 min.
ORAL EXAM	25%	Speaking and interaction	15 min.

2.4. Oral exam

The oral exam is one of the partial foreign language exams and it is carried out on the basis of so-called worksheets.

Assignment	The student draws one of min. 5 assignments. One assignment corresponds to one worksheet (including Attachment). Each worksheet contains three general topics and one special topic (related to the specific field) verifying various language skills.
Form	4 broadly open tasks – each dealing with a different topic (general topics are listed in the requirements catalog for the relevant foreign language, specific / subject topics are set by the school in accordance with FEP and SEP).
Assessment	Assessment based on centrally determined criteria.
Aids	Dictionaries; for the 3rd part of the oral exam, also auxiliary materials (e.g. pictures, maps, reader's diary).

The worksheets with prepared tasks no. 1, 2 and 4 (the so-called exam tasks) are delivered to the school by the Centre for the Evaluation of the Results in Education (CZVV) through the CERTIS Information System. Therefore, the topics in the 1st, 2nd and 4th part of the worksheet are always general.

2.4.1. Third part of the oral exam

The third part of the worksheets (so-called school-specific exam tasks) is prepared by the school itself (according to CZVV guidelines), or the school can generate whole worksheets, including the third part, through the CERTIS information system.

This part examines specific and / or subject / technical topics that are based on the specifics of the given school and / or field of study. The specified topics are always in line with the outputs of the relevant FEP and SEP of the school. If the third part is

compiled by the CZVV, it relates to specific topics that should be common to all graduate study fields, i.e. to the knowledge of the Czech Republic / knowledge of the countries of the relevant linguistic region, etc. according to the respective FEPs.

2.4.2. Course of the test

In order to prepare for the oral exam, the student receives the student's worksheet with the assignment the student has drawn. The student has the option to prepare notes during the preparation time and use them during the oral exam. Both the exam and the assessment are carried out according to the examiner's worksheet, which contains instructions, tasks, the attachment from the student's worksheet, as well as the additional information necessary for the proper conduct of both the examination and the assessment.

2.4.3. Assessment of the oral exam

Assessment of oral examination is performed by two certified assessors. For oral exams of the common part of the Maturita exam, one assessor holds the function of the examiner and the second assessor acts as an observer. The evaluation is based on a single method and evaluation criteria.

What is evaluated in each section

I Introduction and content of the speech

- Completion of the assignment, content of the message and level of detail
- Sequence of thoughts, logical order
- Communication strategy
- Help / assistance of the examiner

II Lexical competencies

- Effect of errors in the student's vocabulary on understanding the message
- Breadth / scope of vocabulary
- Correctness of the vocabulary used

III Grammar Competence

- Effect of grammatical errors on understanding the message
- Breadth / scope of the grammatical means used
- Correctness of the grammatical means used
- Accuracy and appropriateness of linkers and connectors

IV Phonological competence

- Fluency of speech and its effect on understanding the message
- Pronunciation (correctness)
- Intonation (form and naturalness of the language)

The limit of success is set at 44%, i.e. the student will pass the oral test if he / she gets at least 18 points out of 39 possible.

2.4.4. Worksheet

During preparation and during testing, the student works with a worksheet that details the assignment of the oral exam. The worksheet has a single structure for all assignments (the number of parts of the test, the time defined for the individual parts of the test, etc.) and is standardized. The worksheet consists of 4 parts, each representing another topic.

Structure of the worksheet		
Part	Content	Time (min)
	Introductory part (motivation, initiation)	0,5
1	Interview on 1 general topic (3–5 questions)	2,5
2	Independent speech covering 1 general topic using stimuli (pictures); 3 compulsory tasks – description of a selected image, simple comparison of 2 images, brief self-expression (personal relation to the topic)	4
3	Speech on 1 specific/technical topic; max. 2 tasks – skills and topic defined by the school	5
4	Interaction – 1 general topic – discussion	3
	TOTAL	15

The time reserved for the individual parts of the Maturita exam in foreign language may be within ± 0.5 minutes of the above specified time, e.g. the first part may take 2-3 minutes.

The worksheet for the assignment is always prepared in the following versions:

- Student's worksheet + separate attachment
- Examiner's worksheet + separate attachment

The information in chapters 2. - 2.4.4 about the Maturita exam was taken from www.novamaturita.cz.

3. Secondary School and Higher Professional School of Travel and Tourism, České Budějovice

3.1. Characteristic of the school

The school has been preparing students for jobs in various areas of tourism for more than 30 years. The school focuses on gastronomy, hotel industry and tourism. It has around 700 students in various forms of study. The school has become one of the first hotel schools to be a member of the European Association of Hotel and Tourism Schools, collaborating with foreign schools of similar interest, especially with the International Hotel School in Bad Leonfelden.

The organization performs the activities of a secondary technical school, secondary vocational school, higher professional school, dormitory and school canteen.

- Secondary technical school: it is intended for graduates of elementary schools and has the following branches:

Vocational courses **65-51-H/01 - Cook-Waiter**

School education program:

Cook-Waiter

Cook

Waiter-Waitress

Field of study **65-42-M/01 - Hotel Industry**

School education program:

Hotel and Tourist Industry

Field of study **65-41-L/01 - Gastronomy**

School education program:

Cook

- **Extension study:** for the graduates of the three-year vocational courses:

Extension study **65-41-l/51 - Gastronomy**

School education program:

Public catering - daily and distant

- **Higher Professional School:** Education after the Maturita exam in the following field:

65-43-N/01 **Tourism** - daily and distant (completion by a certificate)

3.2 Characteristic of the Hotel Industry field of study

65-42-M/01 - HOTEL INDUSTRY

School education program - Hotel and Tourist Industry

Length: **4 years**

Type of study: **daily**

Completion: **Maturita exam**

3.2.1 Characteristic of the field of study

This is a field of study for elementary school graduates. The Hotel and Tourist Industry field of study is designed to prepare educated professionals for a wide range of hotel services and other tourism services.

3.2.2 Graduates

Graduates find jobs in intermediate operations and business positions in hotels, businesses and catering companies, accommodation, spa and leisure facilities, travel agencies, private and state-owned enterprises. These include, for example, the following jobs: operations manager, receptionist, technologist, supervisor, business or economic department employee, employee of a travel agency or other institution providing tourist services, businessman in catering and accommodation services. After gaining a certain experience, graduates have the opportunity to become managers or self-employed entrepreneurs in these fields.

Successful graduates can apply for admission to study at a higher professional school or at university. Students are also encouraged to actively communicate in at least two foreign languages at the B1 level in contact with the customer at the end of the course and master the basics of a third foreign language at A1 level.

The information in chapters 3. - 3.2.2 was taken from www.skolacrb.cz.

4. Requirements of the Framework Education Programme (FEP)

According to FEP (2007) foreign language education plays an important role in preparing students for active life in multicultural society, as it leads students to acquire both general and communicative competences to communicate in situations of everyday personal and working life. It prepares students to participate effectively in direct and indirect communication, including access to information resources, expanding their knowledge of the world. At the same time, it contributes to shaping the personality of students, teaches them tolerance to the values of other people, and develops their ability to learn throughout their lives.

Students should possess language skills at least in two languages. Foreign language learning is aimed at acquiring a level of communicative language competence that corresponds to B1 level according to the Common European Framework of Reference for Languages for the first foreign language; A2 level according to the Common European Framework of Reference for Languages for the other foreign language. This corresponds to the acquisition of vocabulary of at least 2300 lexical units, of which the professional and technical terminology is generally at least 20% at the B1 level, and 15% at the A2 level. (FEP 2007)

5. Requirements of the School Education Programme (SEP)

The English course is based on the content of the FEP Education and Communication in English. The hourly allocation is 4 hours per week in the 1st, 2nd and 4th year, i.e. 132 hours per year and 3 hours per week in the 3rd year, i.e. 99 hours per year.

According to SEP, the objective of English courses is:

- To develop students' communicative skills with regard to their future professional orientation
- Acquiring language competences enabling communication in ordinary situations of personal and working life
- Lead students to sophisticated communication
- Expand students' knowledge of English-speaking countries
- Lead students to work with information and sources of information in a foreign language.

The aim of the English course is to contribute to the formation of the student, to help shape his/hers attitudes and values. The course expands not only his/hers cultural outlook, but also leads to understanding and respecting the traditions, customs and cultural values of other nations.

Teaching focuses on the following skills:

- receptive language skills, i.e. listening with comprehension and reading with comprehension
- expressive language skills, i.e. writing and speaking – both independent and interactive.

Students should have the ability to understand the spoken and written English and to work with the information they get. The course requires active attitude, discussion, work with real life situations and own experience (problem-based learning). In addition to frontal teaching, emphasis is placed on working in groups or pairs. Active and independent access to foreign language education is also taken into account. (SEP 2009)

Practical Part

6. Method of the preparation of worksheets for the 3rd part of the oral exam

6.1. Method of worksheets preparation

According to Maturitní zpravodaj (10/2011) all foreign language teachers have the option to use templates of the third part provided by CZVV or they can prepare third parts without the use of CZVV templates. They should always keep in mind that they should be in accordance with the rules applying to the centrally prepared worksheets. The templates are available in the CERTIS information system.

The third part of the worksheet (the school test task) is the only part of the worksheet in which, in addition to the skills, it is possible to verify technical or factual knowledge. Its scope always depends on the requirements of the school. However, general topics may also be included in the third part. The general topic in the third part of the worksheet is then conceived professionally, or at least examines the vocabulary in a more detailed way, etc. An example of a third part based on catering, can be discussion between a waiter and a customer in a restaurant where the student of the secondary school will act as a waiter. The correct use of appropriate linguistic means will also have to prove the knowledge of his/her future profession. The third part of the worksheet may contain one or two tasks and verifies an independent oral presentation or interaction. There are basically five possible combinations:

- one task - independent oral presentation (e.g. description, storytelling, presentation, statement, speaking on a given topic, etc.);
- one task - interaction (discussion with the examiner, the student and the examiner play the assigned roles);
- two tasks - independent speaking and interaction;
- two tasks - two interactions;
- two tasks - two independent oral presentations.

The prerequisite for a good understanding of what to do in the third part and success in the exam is, among other things, a well-prepared assignment. Each assignment should specify: topic, communication situation, objective / purpose of communication and time set for the fulfilment.

For better understanding of the assignment, it is appropriate to highlight some keywords in bold. The assignment is also usually provided with so-called key points that specify what the student should focus on in his/her speech. If the communication situation and topic require it, the third part can be provided with stimuli, for example photos, pictures, diagrams, maps, plans, or excerpts of text from books etc. (Maturitní zpravodaj 10/2011)

6.2. Maturita exam topics for the 3rd part of the oral exam

The third part of the oral exam focuses on the areas and topics, which are based on the needs of the field of Hospitality and Tourism. The specified topics are in line with the outputs in the relevant FEP and, subsequently, the SEP of the Secondary School and Higher Professional School of Travel and Tourism.

Maturita exam topics for the third part of the oral exam, which are required by the field of study as well as SEP, are as follows:

1. Place where I live /study
2. Describing accommodation
3. The Czech Republic
4. Hotel types
5. South Bohemia
6. Hotel staff
7. Prague
8. Room types
9. The United Kingdom

10. Travelling and means of transport
11. London
12. Hotel services and classification
13. The USA
14. Serving drinks
15. Washington DC, New York
16. Types of food service
17. Canada
18. The menu
19. Australia
20. Laying the table
21. Education in the Czech Republic
22. The meals of the day
23. Education in the United Kingdom and in the USA
24. Healthy food , junk food
25. Czech, British and American national cuisines

6.3. Worksheets for the third part of the Maturita oral exam

During preparation and testing, the student works with a worksheet that specifies the assignment of the third part of the oral exam. The worksheet has a unified structure, it contains only the tasks and instructions necessary for the preparation of the student for the exam, therefore it does not contain those parts of the assignment (e.g. questions of the examiner) which the student needs to solve without prior preparation. The total time for this part of the oral exam is 5 minutes.

The third part of the worksheet is prepared on a separate template with one task - independent oral presentation. Each of these templates includes a place for the specification of topic, instructions, key points, worksheet number, duration of the task and a place for visual stimuli (photos, maps, pictures). There are 25 worksheets corresponding to 25 topics of the 3rd part. Worksheet form: 1x A4, black colour for the text part.

TOPIC: 1 Place where I live / study

1

PART THREE *Place where I live/study*

5 min

You are going to speak on your own about **the town you live and study in**. The following ideas and pictures may help you:

- Brief information about the town or village you live in
- České Budějovice – general information
- Places of historical interest
- Culture (theatres, clubs, museums...)
- Gastronomy
- Other

3A



3B



TOPIC: 2 Describing accommodation

2

PART THREE *Describing accommodation* **5 min**

You are going to speak on your own about **all kinds of accommodation** people can use when travelling.
The following ideas and pictures may help you:

- Kinds of accommodation
- Hotel types
- Room types
- Prices
- Dealing with complaints
- Other

3A



3B



*TOPIC: 3 The Czech Republic***PART THREE** *The Czech Republic***5 min**

You are going to speak on your own about **the Czech Republic**. The following ideas and pictures may help you:

- Geography (location, landscape, climate)
- Population
- Cities and places of interest
- Economy and politics
- Culture (music, sport, cuisine...)
- Other

3A**3B**

TOPIC: 4 Hotel types

PART THREE *Hotel types*

5 min

You are going to speak on your own about different **hotel types**. The following ideas and pictures may help you:

- Hotel types (resort hotel, motel, luxury hotel, guest house,...)
- Typical location
- Classification by stars, prices
- General facilities
- Guests
- Other

3A



3B



TOPIC: 5 South Bohemia

5

PART THREE *South Bohemia*

5 min

You are going to speak on your own about **South Bohemia**. The following ideas and pictures may help you:

- Location and landscape
- Towns
- Places of interest
- People
- Culture
- Other

3A



3B



TOPIC: 6 Hotel staff

PART THREE Hotel staff

5 min

You are going to speak on your own about **hotel staff**. The following ideas and pictures may help you:

- Departments in a hotel
- Jobs and positions in these departments
- Responsibilities of waiters, receptionists...
- Required skills and qualities
- Your personal experience
- Other

3A



3B



TOPIC: 7 Prague

7

PART THREE *Prague*

5 min

You are going to speak on your own about **Prague**. The following ideas and pictures may help you:

- General information (location, people...)
- Places of historical interest
- Culture (theatres, museums, clubs, cinemas...)
- Transport
- Shopping
- Other

3A



3B



TOPIC: 8 Room types

8

PART THREE Room types

5 min

You are going to speak on your own about all **room types**. The following ideas and pictures may help you:

- Kinds of rooms
- Description of a typical hotel room (furniture...)
- Description of a luxurious room
- Rooms for special occasions (weddings, lectures, waiting for a taxi...)
- Prices
- Other

3A



3B



TOPIC: 9 The United Kingdom

9

PART THREE *The United Kingdom***5 min**

You are going to speak on your own about **The United Kingdom**. The following ideas and pictures may help you:

- Geography (location, landscape, climate)
- Population
- Cities and places of interest
- Economy and politics
- Culture (music, cuisine...)
- Other

3A



3B



TOPIC: 10 Travelling and means of transport

PART THREE *Travelling and means of transport*

5 min

You are going to speak on your own about **travelling and means of transport**. The following ideas and pictures may help you:

- Reasons for travelling
- Means of transport
- Cost
- Comfort and safety
- Speed
- Other

3A



3B



TOPIC: 11 London

11

PART THREE *London**5 min*

You are going to speak on your own about **London**. The following ideas and pictures may help you:

- General information (location, people...)
- Places of historical interest and tourist attractions
- Culture (theatres, museums...)
- Transport
- Shopping
- Other

3A



3B



TOPIC: 12 Hotel services and classification

PART THREE *Hotel services and classification* 5 min

You are going to speak on your own about **hotel services and classification**. The following ideas and pictures may help you:

- International classification of hotels
- Services every hotel provides
- How do the services differ according to the classification?
- Give examples of services in a hotel you have worked or stayed in
- Give advice to a guest who has no Czech crowns..., needs to contact his boss in Paris..., would like to see something interesting in the city...
- Other

3A



3B



TOPIC: 13 The USA

PART THREE The USA

5 min

You are going to speak on your own about **the USA**. The following ideas and pictures may help you:

- General information (location, states and cities)
- Geography
- Places of interest
- Political system
- Economy
- Other

3A



3B



TOPIC: 14 Serving drinks

PART THREE *Serving drinks*

5 min

You are going to speak on your own about **servicing drinks**. The following ideas and pictures may help you:

- Hot drinks
- Cold drinks
- Alcoholic drinks
- Non -alcoholic drinks
- How would you prepare a cocktail, a cup of tea or coffee?
- Other

3A



3B



TOPIC: 15 Washington DC, New York

PART THREE *Washington DC, New York* **5 min**

You are going to speak on your own about **Washington DC and New York**. The following ideas and pictures may help you:

- General information
- Location
- People
- Tourist attractions
- Famous buildings
- Other

3A



3B



TOPIC: 16 Types of food service

PART THREE *Types of food service*

5 min

You are going to speak on your own about **types of food service**. The following ideas and pictures may help you:

- First class category restaurants
- Silver service
- Plate service
- Self- service
- Qualities and skills of a waiter
- Other

3A



3B



TOPIC: 17 Canada

17

PART THREE Canada

5 min

You are going to speak on your own about **Canada**. The following ideas and pictures may help you.

- General information (location)
- Geography and climate
- Population and languages
- Economy and political system
- Places of interest
- Other

3A



3B



You are going to speak on your own about **the menu**. The following ideas and pictures may help you:

- Parts of the menu
- Examples of various parts of the menu
- A menu for special occasions (wedding reception, birthday party, Christmas dinner...)
- Typical Czech meals
- Typical English and American meals
- Other

3A



3B



TOPIC: 19 Australia

19

PART THREE *Australia*

5 min

You are going to speak on your own about **Australia**. The following ideas and pictures may help you:

- General information
- Geography (location, landscape, climate, fauna, flora...)
- Population, language
- Places of interest
- Economy, politics
- Other

3A



3B



TOPIC: 20 Laying the table

20

PART THREE *Laying the table*

5 min

You are going to speak on your own about **laying the table**. The following ideas and pictures may help you:

- Explain how to lay a table
- Tablecloth
- Plates
- Cutlery
- Glasses
- Other decorations

3A



3B



TOPIC: 21 Education in the Czech Republic

PART THREE *Education in the Czech Republic* 5 min

You are going to speak on your own about **education in the Czech Republic**. The following ideas and pictures may help you:

- Types of schools
- Your school
- Students, teachers
- Facilities
- Special courses
- Other

3A



3B



TOPIC: 22 *The meals of the day*

PART THREE *The meals of the day*

5 min

You are going to speak on your own about **the meals of the day**. The following ideas and pictures may help you:

- Describe all meals we usually have during a day
- Compare our eating habits with the British and American ones
- Types of breakfast
- Places
- Typical meals
- Other

3A



3B



TOPIC: 23 Education in the United Kingdom and in the USA

PART THREE *Education in the United Kingdom and in the USA*

5 min

You are going to speak about **education in the United Kingdom and in the USA**. The following ideas and pictures may help you:

- Education system in Great Britain
- Education system in the USA
- State and public schools
- Wearing uniforms
- Famous universities
- Other

3A



3B



TOPIC: 24 healthy food, junk food

PART THREE *Healthy food, junk food*

5 min

You are going to speak on your own about **healthy food and junk food**. The following ideas and pictures may help you.

- What to eat and why?
- What not to eat and why?
- What to drink and why?
- What not to drink and why?
- Your eating habits
- Other

3A



3B



TOPIC: Czech, British and American national cuisines

PART THREE *Czech, British and American national cuisines*

5 min

You are going to speak on your own about **Czech, British and American national cuisines**. The following ideas and pictures may help you:

- Typical and popular dishes
- Traditions and trends
- Healthy/unhealthy food
- Easy/difficult to prepare
- At home/in a restaurant
- Other

3A



3B



7. Conclusion

This thesis was written with the intention of creating 25 worksheets for the 3rd part of the oral exam of the state Maturita exam in English for the field of Hotel and Tourist Industry at the Secondary School and Higher Professional School of Travel and Tourism, České Budějovice.

According to the requirements of the Framework and School Education Programmes 25 topics for the 3rd part of the oral exam were chosen and 25 worksheets corresponding to these topics were created. Topics such as *Place where I live /study, Describing accommodation, The Czech Republic, Hotel types, South Bohemia, Hotel staff, Prague, Room types, The United Kingdom, Travelling and means of transport, London, Hotel services and classification, The USA, Serving drinks, Washington DC, New York, Types of food service, Canada, The menu, Australia, Laying the table, Education in the Czech Republic, The meals of the day, Education in the United Kingdom and in the USA, Healthy food, junk food, Czech, British and American national cuisines* are based on the needs of the field of Hospitality and Tourism. All worksheets contain information about the topic, worksheet number, duration of the task, instructions, key points and photos, pictures or maps that can be used by students as a visual stimuli.

The material can serve as a worksheet for students during and before the 3rd part of the Maturita exam or as a didactic tool for English teachers at the Secondary School and Higher Professional School of Travel and Tourism for the purpose of practising specialized vocabulary required and also speaking skills when preparing students for the 3rd part of the Maturita exam.

8. Resources

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