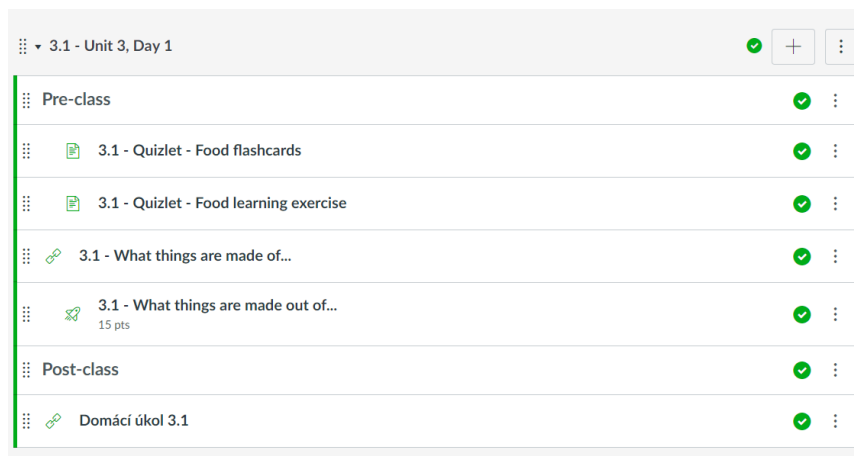




Using the *Reality Czech* Curriculum

The *Reality Czech* curriculum is composed of multiple components which exist over several platforms (*Reality Czech* website, Canvas course site, Quizlet) as well as various media types (online and print). This document serves to provide an overview of these different components and how they fit together. Here is an example of what students see for each day:



Each unit begins with a description of the unit's content as well as communicative goals and the grammar and vocabulary students will need to achieve these goals. Here is an example of what students see at the beginning of a unit:

Unit 3 - Food and Drink – Jídlo a pití

In this unit students are introduced to food vocabulary and talk about a variety of things related to food, including your food preferences, your cooking habits, and restaurants you like and this like. They learn about typical Czech meals and dishes served in restaurants and beverages served in pubs and cafes and how to order and pay for these items in Czech.

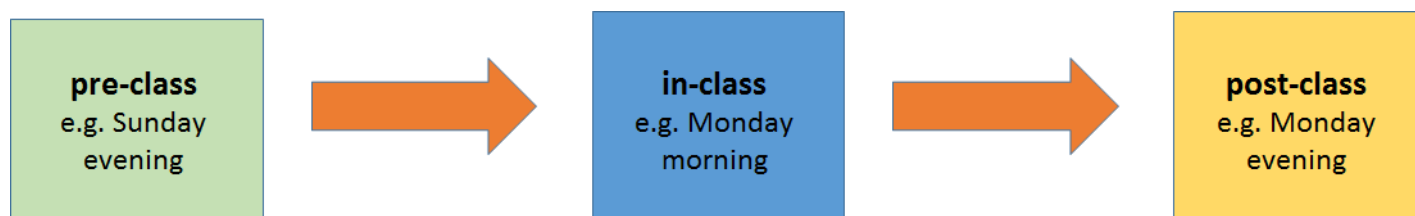
Communicative Goals	Grammar	Vocabulary
• identify different types of food • express food preferences • order food in a restaurant • give more precise details about the type or preparation of food	• concept of case • accusative with liking foods and ordering in a restaurant • the reflexive pronoun <i>si</i> • liking (mít rád) • stát – kolik stojí? • counting rules • phrasal use of cases:	• food items • descriptions of food (fried, baked, steamed) • basic cooking terminology • ordering food in a restaurant

you want (fried, boiled, etc.) / (with sugar, without milk) • read and understand a basic recipe • ask and answer how much something costs	○ s + instrumental ○ bez + genitive • negated questions	
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Unit Structure

The *Reality Czech* course utilizes techniques of blended learning and is designed from the ground up to leverage the advantages of online instruction in combination with classroom activities. In other words, *Reality Czech* is an example of a so-called *flipped* classroom. When learning and practice can be best achieved through independent work, these tasks are completed at home. On the other hand, students benefit greatly from interaction with each other and an instructor. These activities are specifically situated within classroom instruction.

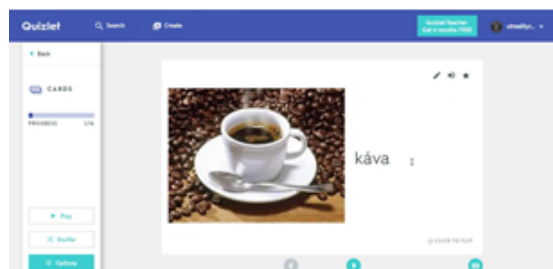
Units are subdivided into between 10-12 modules that correspond to instructional days during the semester. Each day contains a **pre-class**, **in-class**, and **post-class** component which are completed sequentially:



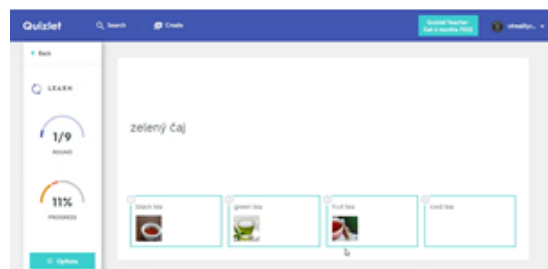
Pre-class

New concepts are introduced and students are given opportunities to practice them. The following components are typically included in a pre-class for a given day:

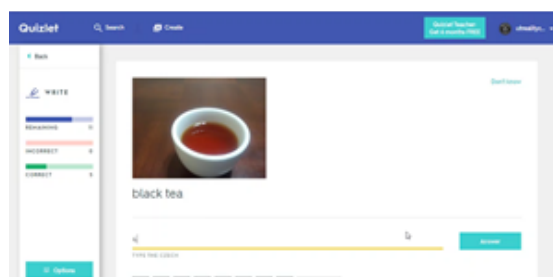
Vocabulary Learning - Vocabulary is provided to students at the beginning of each unit in the form of a list, but much of the vocabulary is best learned in parts as it becomes contextually relevant for meeting communicative goals. Students are introduced to new vocabulary primarily through the Quizlet platform, which offers many different ways of learning vocabulary. The following types of activities are utilized multiple times throughout a unit to introduce, drill, and ultimately activate vocabulary:



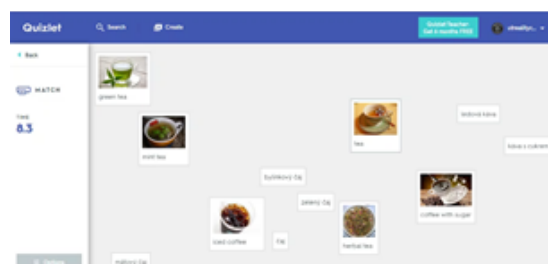
flashcards - each card includes a picture with the Czech word next to it. Pairing vocabulary words with pictures strengthens the link between concept and vocabulary item. Students may click on this Czech word to hear an audio recording of the vocabulary item. English definitions are provided on the reverse side of the card.



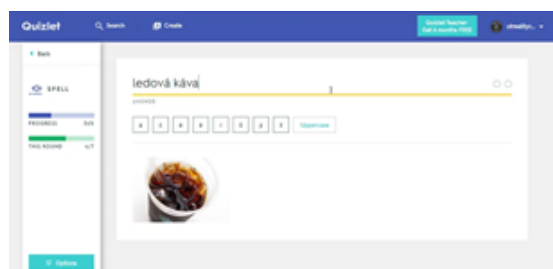
learning exercise - this Quizlet type consists of two components. The first component offers students the Czech word(s) and asks them to match them with an English definition paired with a picture. After several iterations, students are then asked to write out the Czech words for given English word/picture.



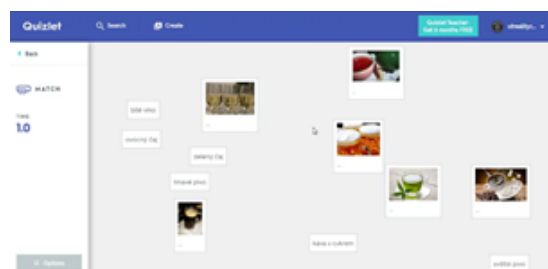
write in target word - here students are asked to write in the Czech equivalent of English words which are paired with a picture.



matching 1 - Here students match a Czech word to picture with English description.



listen and write - students see a picture and hear the Czech word being pronounced. They are then asked to write that word in Czech. This exercise further reinforces the link between a Czech word



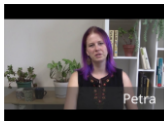
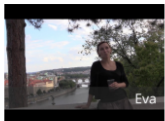
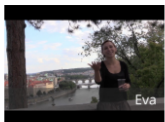
matching 2 - for this exercise students can only match Czech words with a picture. This exercise further aids in vocabulary/meaning integration.

and its meaning and crucially makes listening a key component of vocabulary/meaning integration.

Interview Videos - Every unit has a list of questions that students should be able to answer by the end of the unit and correspond to the unit's communicative goals.

Videos

Unit 3 – Jídlo / Food

Jaké jídlo máte rádi?	Novice-Intermediate:	Intermediate-Advanced:
		
Co rádi pijete?	Novice-Intermediate:	Intermediate-Advanced:
		
Jaká kuchyně vám nejvíc chutná?	Novice-Intermediate:	Intermediate-Advanced:
		



Martina: K večeři je většinou nějaké maso se zeleninou. A mám velmi ráda pečenou zeleninu, ryby, kuře.	<i>většinou</i> - mostly, usually <i>s, se</i> - with <i>pečený</i> - baked
Jana: K večeři jím velmi často saláty.	
Jana: Večeři už nepřeháníme, tak... Josef: Rozdělíme se s nepřítelem, jak se říká. Jana: Něco s chlebem, s chlebem něco tak. Jako vařené jídlo málokdy.	<i>přehánět</i> - to exaggerate, go overboard <i>rozdělít se s nepřítelem</i> - to share with the enemy – Czechs often eat their largest meals at breakfast and lunch and consider it unhealthy to eat a large dinner. A big dinner in this view is something better to share with your enemy. <i>něco</i> - something
Jáchym: Večeřím doma, takže zase jenom něco malého, jako třeba chleba se šunkou nebo nějaké těstoviny.	<i>něco malého</i> - something small
Petra: K večeři, tak to je pro mě hlavní jídlo, takže buď třeba kuře, nebo nějaký (nějaké) maso, anebo nějaký (nějaké) zeleninový (zeleninové) jídlo, něco zapečeného (zapečeného) a tak podobně.	<i>buď...nebo...</i> - either...or... <i>zapečený</i> - baked or roasted together in a casserole-like style, see <i>zapečené šunkofleky</i> or <i>zapečené brambory</i> <i>podobně</i> - similarly <i>a tak podobně</i> - and so on

These videos are compilations of speakers responding to these questions and each video contains 3-7 native speakers responding to a single question. These videos are completely unscripted and therefore occasionally words and forms are used that the students have not encountered. Frequently these videos provide an inductive way of learning new forms and vocabulary, as frequently grammar is used and

then subsequently taught in grammar lessons. The interview videos are presented to the students on Canvas and are followed by quizzes which assess the students' comprehension of the content, largely through multiple choice and true/false questions, as well as some free response.

Cultural Lessons - Culture is frequently integrated into vocabulary lessons and grammar instruction in the sense that these topics often go hand in hand together. An effort is made to provide both low and high culture to students. An effort is made to provide both accurate information and also avoid providing a stereotyped description of Czech culture. To that end, non-canonical culture is also introduced through videos, especially openly licensed content found on the internet.

Grammar Lessons and Exercises - Czech has a complex morphology and elaborate case system. This and other concepts such as verbal aspect, determinacy in motion verbs, etc. require a certain amount of overt grammatical instruction throughout the course. While there is a heavy grammar emphasis at times, students learn the grammar that is necessary to meet the communicative goals. While this is a departure from the heavier grammar-driven approach of most textbooks of Czech currently available, we have found that this approach results in better results and longer retention of grammar.

3.7 - *Restaurační jídla* - Restaurant Dishes

So here are some common items you'll find on restaurant menus. You don't have to necessarily memorize all of these, but if you ever eat out, it'll be good to at least recognize the names so you're not throwing a dart a dartboard, so to speak.

Many of these foods are also frequently made at home, though some of the more elaborate dishes are saved for restaurants or special occasions.

Polévky

As we've learned, Czechs are very fond of soup, especially for lunch. Here are some very common soups that you might find on a menu:



česnečka, which is short for *česneková polévka* is probably one of the most beloved soups. *Česnečka* is also often touted as a cure for a hangover and it's not uncommon to see someone eating *česnečka* on a Sunday morning.



čočková polévka (s *uzeným masem*) is also very common on Czech menus. Frequently they will have some sort of smoked meat (*uzené maso*) cooked in it as well.

3.4 - the verb *pít* - to drink



Since we're learning about food, we also need to learn the verb *pít* - to drink. This verb is [an -e- verb](#); and as with most -e- type verbs you have to memorize a stem.

The stem for *pít* is *pij-*:

<i>pít</i>	to drink		
(já)	piju 'I drink, am drinking'	(my)	pijeme 'we drink, are drinking'
(ty)	piješ 'you drink'	(us)	pijete 'you drink are'

Grammar is introduced using clear terminology. An effort is made to avoid overly complex technical language. Additionally, grammar explanations are accompanied by frequent pictures to illustrate the concepts being learned.

Question 1

3 pts

pít - to drink

já		my	
ty		vy	
on, ona, ono		oni (ony, ona)	

Question 2

1 pts



Lucie každý den kokakolu.

Learning quizzes are also a key component of the course. These quizzes provide immediate feedback and are scored for points. Students are given two attempts and the correct answers are given after the second attempt.

SoundCzech - SoundCzech is a radio program on Czech Radio which explores the Czech language through songs. Typically they take one or two lines from a song and expand on them to include a variety of useful and interesting phrases. These are incorporated into relevant pre-class assignments approximately 2-3 times per unit. They are followed by a quiz to make sure that the students completed the listening and reading. A key useful phrase or two is then selected from this and becomes the locus of a class activity the following day.

Radio Praha in English

TOP STORIES BUSINESS TRAVEL PANORAMA CULTURE SPORT HISTORY

English

A NIGHT OUT ON THE TOWN

Clare Profous 28-05-2016 Subscribe to RSS Print Send by email

Hello and welcome to a new edition of SoundCzech, Radio Prague's Czech language course in which you can learn Czech phrases with the help of song lyrics. Today we will be learning words and phrases related to a night out on the town. The song we will be listening to is "Hospoda U Mámy", or "The Pub at Mother's Place", sung by Jaromir Nohavica.

01:12 04:05

Download: MP3

The Czech Republic is well known for its beer. If you find yourself out at a bar or a **hospoda** (a pub) you can say **dám si jedno pivo** – I will have one beer. Another, quaint version of this request is **dám si pivko**, which literally means I will have one little beer.

If you decide to opt for stronger spirits, such as the traditional Czech becherovka, say **dám si jednoho panáka** – I would like a shot. A fun Czech expression to say before quickly downing a shot is **hřc do báby!** meaning down the hatch, or literally translated, into the old woman! Similar expressions meaning bottoms up are **Na ex** which or **do dna** – to the bottom.

When someone drinks a lot of alcohol that person **chlastá** – gets drunk. Someone who drinks to the point of intoxication is an **opilec** or a **piják**. If a drunk person comes up to your friend in a bar and asks her for a date, she will probably refuse his advances – **ona ho odmítne**. In Czech, to turn someone down is **dát někomu košem** – to let someone have it with a basket.

At the end of the night, the barman will count the number of drinks you ordered and give you the bill – **účet**. To say that the barman will add the bill up later you can say **vrchní to pak spočítá**. However, the counting does not stop in the bar. If stay out too late or drink too much, and you know that you will get in trouble at home, the Czech saying is **doma mi to spočítají** – at home they will count it for me.

This is Clare Profous, saying thank you for learning Czech with me, and na shledanou.

Photo: Kristýna Maková

Thematic Videos - thematic videos contribute both to learning about Czech culture as well as language instruction. They are typically first introduced in class and are followed by a quiz which tests comprehension of content and language.



Here an example of a video shot for the course in the popular pub *Lokál*. It demonstrates ordering and eating in a pub in the Czech Republic.



This is an example of a YouTube video under and open license (CC-BY) which is being used for the course.

In-class

The classroom is understood as the primary place for interaction in Czech for students. Grammar and endings are not the primary focus of instruction at this time and thus there is nearly a complete absence of these types of exercises in class. Face-to-face classroom time is reserved specifically for activities that further the goal of interaction and language production.

The *Reality Czech* activity book is the primary source of materials for classroom activities. The goal of the activity book is to provide opportunities for speaking in pairs, groups, and between the class and the instructor in a structured manner. An effort is made to vary the types of activities so that a student has opportunities to interact with multiple people in a variety of ways throughout a class meeting.

The content of a day's meeting flows directly from the materials students learned in the pre-class assignment completed prior to that day's meeting. It draws on all of the components, such as the Interview Videos, grammar lessons, cultural lessons, and other components such as SoundCzech.

Co yy nikdy nejíte?

Part 1: Go around the classroom and ask everyone about what foods they **never** eat.

Part 2: Form a chain exercise in which each person is responsible for naming the foods the previous people never eat before naming their own food.

e.g. - Robert nikdy nejí saláty, Mary nikdy nejí sýr a já nikdy nejím suší...



Já to nemusím...



musim is from the verb muset 'must, to have to'. Literally this means 'I don't have to (eat)'.

It's a mild way of saying that you don't like something, kind of like saying 'It's not my favorite' in English. Instead of saying you don't like it in a more outright manner. You'll find out that it can be used to express a wide range of dislikes, from food and drink, music, films, etc. This construction is a bit colloquial, but extremely common, especially in spoken Czech.

Several of the speakers use the construction *já nemusím* _____.

What foods can you talk about with this construction? Remember that it's understood that

Part 2: Imagine you are in a *kavárna* placing your order with the *číšník/číšnice*. How do you place your order? For a coffee or

"Note" - When you order a *káva/kafe*, your server will often specify what type of coffee you want, typically asking if you want a *preso* 'espresso', which is one of the most common ways of drinking coffee in the Czech Republic.



without milk



s cukrem - with sugar
bez cukru - without sugar



s citronem - with lemon
bez citronu - without lemon

Kavárny v České republice - look up *kavárny* in Prague and other Czech cities and find their menu. Look at their coffee assortment. How are they similar to what you find in your home country?



Sample pages from the Unit 3 activity book.

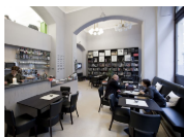
Post-class

Following their class meeting, students complete a post-class assignment that builds upon material from the pre-class. While the pre-class stresses learning of forms and mastery of endings, the post-class frequently builds upon the students' ability to create language in ways that were practiced during the in-class meeting. They also frequently involve looking at websites or other authentic materials and responding in directed ways about the materials they are looking at. These post-class assignments are printable from the Canvas site and turned in the following day in class.

Domácí úkol 3.7

Jméno _____

Cvičení 1 – For this exercise you will be looking on Google maps and finding various places where you can get food and drinks.



kavárna



hospoda



restaurace

You should find one *kavárna*, one *hospoda*, and one *restaurace*. They do not have to have Czech items on the menu (so your *restaurace* can be a *pizzeria*, *vietnamská restaurace*, etc.), but they should have a Czech menu and you need to look at that for this assignment.

Note - you might have to change the language of the website to Czech. Do do this, find where it says *česky*, *cs* (the international symbol for Czech language, or the Czech flag - 

Kavárna

1. Jak se jmenuje ta kavárna?

2. Kde je? (*v Praze, v Brně, v Plzni...*)
Ta hospoda je v _____
3. Jakou má adresu?

4. What are three items on the menu that you recognize from class. Write down the full line on the menu here.

Domácí úkol 3.8

Jméno _____

Cvičení 1 – V *hospodě* - fill in the blanks for the dialogues below:

Dialog

číšnice: Ještě jedno?

Petr: Ne, už ne. Prosím, _____.

číšnice: _____ nebo zvlášť?

Petr: Zvlášť.

číšnice: Ano, prosím.

-Tak já - dvě piva, _____.

číšnice: Dvě stě devatenáct, prosím.

Petr: _____.

číšnice: Děkuji.

Tomáš: Tak já - dvě piva. Jedno velké, jedno

_____. Pak _____ sýr.

_____, _____ omáčka.

číšnice: Sto devadesát pět, prosím.

Tomáš: Tak

_____.

číšnice: Děkuji. Na shledanou.

Kluci: Nashledanou!

Jídlo a pití

Petr:



Tomáš:



Examples of Unit 3 post-class assignments.