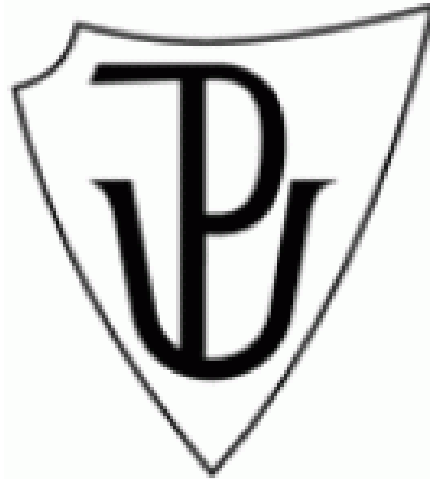


UNIVERZITA PALACKÉHO V OLOMOUCI
Pedagogická fakulta
Katedra anglického jazyka



Bc. LENKA POHANKOVÁ, DiS.

II. ročník navazujícího magisterského studia – prezenční studium

Obor: Učitelství anglického jazyka pro 2. stupeň základních škol
a učitelství hudební výchovy pro střední školy a 2. stupeň základních škol

**COMPARISON OF GRAMMAR SECTIONS IN ENGLISH COURSE
BOOKS FOR LOWER SECONDARY SCHOOLS**

Diplomová práce

Vedoucí práce: Mgr. Silvie Válková, Ph.D.

OLOMOUC 2015

Prohlašuji, že jsem závěrečnou písemnou práci zpracovala samostatně a použila jen uvedeníh pramenů, literatury a elektronických zdrojů.

V Olomouci 2. 4. 2015

.....

vlastnoruční podpis

I would like to thank Mgr. Silvie Válková, Ph.D., for her support, provided materials and valuable comments on the content and style of my final project.

Abstract

On the basis of the theoretical part of this thesis, three course books were analysed from the point of view of grammar teaching. Especially ways of grammar presentation and practice were taken into consideration. Discover English teaches grammar mainly deductively and includes a variety of short accuracy exercises. Project and Way to win explain grammar rather inductively. Except from accuracy practice, Way to win contains more tasks including fluency practice and Project incorporates some real fluency exercises without grammar instruction.

Table of contents

Acknowledgements	
Abstract.....	4
Table of contents.....	5
1. Introduction.....	7
THEORETICAL PART.....	8
2. Motivation to grammar teaching.....	8
3. Approaches and methods of grammar teaching.....	11
3.1 Grammar-Translation approach.....	11
3.2 The Direct Method.....	12
3.3 Audio-lingualism.....	12
3.4 Natural approach.....	13
3.5 Communicative Language Teaching (Communicative approach).....	13
3.6 Conclusion.....	15
4. Grammar presentation.....	16
4.1 What to present.....	16
4.2 General principles of a good grammar presentation.....	17
4.3 Characteristics of the target learners.....	18
4.5 Covert and overt grammar teaching.....	20
4.6 Deductive approach.....	21
4.7 Inductive approach.....	24
4.8 Language used to explain grammar.....	28
4.9 Conclusion.....	29
5. Grammar practice.....	30
5.1 What to practise.....	30
5.2 Types of exercises.....	32
5.2.1 Accuracy practice (drills).....	32

5.2.2 From accuracy to fluency practice	34
5.2.3 Fluency practice.....	35
5.2.4 Games	36
5.3 Conclusion.....	38
PRACTICAL PART	39
6. Course books used	39
6.1 Course books selection.....	39
6.2 Short description of the course books used.....	41
7. Course books comparison.....	45
7.1 Comparison of grammar content.....	45
7.2 Comparison of approaches to grammar teaching.....	47
7.3 Comparison of grammar presentation.....	47
7.4 Comparison of language used to explain grammar.....	50
7.5 Comparison of grammar practice.....	51
7.6 Illustrative example.....	55
7.6.1 Introduction	55
7.6.2 Presentation of present perfect	56
7.6.3 Practice of present perfect	58
7.6.4 Contrasting present perfect with past simple.....	60
7.6.5 Practice of the contrast between present perfect and past simple	63
7.6.6 Conclusion.....	64
7.7 Conclusion and suggestions for English teachers	64
8. Conclusion	67
Bibliography	68
List of abbreviations	71
Appendices – sample pages of the selected course books	72
Résumé	
Annotation	

1. Introduction

When mentioning grammar learning and teaching, I usually meet faces expressing boredom or frustration. Nevertheless, I do not belong among people who share the opinion that grammar is necessarily stupid and boring. On the contrary, I am convinced that grammar is an exciting element of language that serves not only for comprehensive communication but also for having a lot of fun.

This thesis focuses on grammar teaching, which is an important part of English lessons. A wide range of theoretical approaches, practical methods and also concrete activities that can be used for grammar teaching in English lessons are presented in the first part of the thesis.

The practical part compares and contrasts ways of grammar teaching in different course books that can be used in the Czech Republic for teaching English at lower secondary schools. The main aims of the thesis are to find out what approaches to grammar teaching the selected course books use, how they practice grammar and which course books are suitable for which learners.

The thesis aims mainly at English as a foreign language teaching in Czech environment. The teacher is always referred to as “he” for simplification even though both male and female teachers are meant.

I believe implications of this thesis might be helpful for teachers of English in selecting an appropriate approach to grammar teaching and using good teaching materials for their classes.

THEORETICAL PART

2. Motivation to grammar teaching

This thesis deals with the topic of grammar teaching. In the following chapters, different aspects of methods and techniques of grammar teaching will be discussed, but the basic question that should be answered is whether grammar teaching is necessary and useful, and therefore, whether it should be included in English lessons.

Celce-Murcia and Hilles (1988; 1) claim that grammar teaching lies in the centre of a traditional approach to language teaching. But this alone is not an argument for grammar teaching today.

In the same way, Ur (2012; 77–78) appeals to language teachers not to teach grammar only for historical reasons, but to think about a position of grammar teaching in today's lessons.

Celce-Murcia and Hilles (1988; 6–7) presume that the main goal of language teaching is communication in the target language. They say that some learners only need to communicate certain ideas in any way, and these learners do not need to be grammatically precise, if their message is comprehensible. For such learners, a grammar instruction is not very important. However, Celce-Murcia and Hilles show that these learners tend to stop their progress in language learning at a certain point of a pidgin, being incapable of further language improvement.

Considering that grammar represents accuracy in the particular language, Ur (2012; 77–78) allows a certain amount of freedom in it if the comprehensibility is not endangered, but at the same time she presents several reasons for teaching accuracy in grammar as well. She (2012; 78) claims that the correct forms of English grammar are used by most English speakers, both native and non-native ones, including English teachers. Although non-grammatical forms can be tolerated in oral performance, they are normally not used in written English. Teachers usually try to get their students to “achieve internationally accepted levels of accuracy and fluency in their speech and writing,” and also students themselves want to be precise in English usage. International English exams demand accuracy as well. For all these reasons, Ur recommends including grammar teaching into language teaching.

She (2012; 78) only makes an exception relating to grammar teaching in courses with different objectives. She says that there is a difference between students whose aim is only to communicate certain messages and those who need English for academic purposes and therefore need to focus more on grammatical accuracy.

Celce-Murcia and Hilles (1988; 13–14) conclude that grammar teaching should not be avoided in general because “there is no empirical evidence that to do so is ultimately more beneficial to second-language learning.” Moreover, techniques that do not give grammar instruction may cause fossilization in language learning for some students.

Thornbury (2009; 14–25) in accordance with the authors mentioned above comes to conclusion that grammar instruction in language teaching is useful. He (2009; 15–17) provides the following seven reasons for it:

1. ”The sentence-machine argument” (It is impossible to learn language just by learning words or phrases by heart. Grammar serves to create new sentences, and therefore keeps learners from endless memorising.)

2. “The fine-tuning argument” (Language without proper grammar can become incomprehensible and unambiguous, especially in writing.)

3. “The fossilisation argument” (Learners who do not receive grammar instruction in language studying tend to fossilise in their language skills earlier than those who devote to grammar.)

4. “The advance-organiser argument” (Explicit grammar teaching can influence later noticing certain grammar structures, which can help learning the language.)

5. “The discrete item argument” (Organizing the entire complicated language into smaller parts, such as grammar units (“discrete items”), can help learners manage the learning better.)

6. “The rule-of-law argument” (Teaching and learning consists of a transfer of some information from a teacher to learners. Having rules and order in the lessons is necessary especially in the classes of bored adolescents.)

7. “The learner expectation argument” (Most of language learners expect a grammar instruction in lessons. Particularly those who failed in language learning while studying on their own or just exposure to the target language would be thankful for grammar teaching in the classes.)

To summarize, grammar is not the goal of foreign language teaching, but it is a means that helps to reach the aim that is communication. Although there are some opponents to grammar teaching and in certain conditions grammar really does not have to be emphasized, the experts agree that in general grammar is useful and helpful for learners and therefore it should be included in English teaching.

3. Approaches and methods of grammar teaching

In the previous chapter, attitudes to the role of grammar in contemporary classes were consulted. Different approaches to grammar teaching will be discussed in this chapter. Only several selected approaches and methods will be presented to outline the variety of attitudes to grammar teaching.

Thornbury (2009; 23) provides a simplified chart to illustrate how the particular approaches differ in their focus on grammar teaching. He is convinced that the Grammar Translation approach puts heavy emphasis on grammar, the shallow-end of Communicative Language Teaching (CLT) follows with less emphasis on grammar, the Audio-lingualism and the Direct Method are more or less in the middle, and the Natural Approach and the deep-end CLT are on the opposite side with no regard for grammar teaching at all. These approaches, suggested by Thornbury to have specific emphasis on grammar teaching (or not teaching), will be briefly described below.

3.1 Grammar-Translation approach

The Grammar-Translation approach is a traditional method of language teaching, in which grammar obviously plays the main role. It is usually explicitly presented in the beginning, and practising new grammar items includes translation both from the target language and into it and otherwise. Reading and writing are the most preferred skills in this approach, mostly at the expense of speaking and listening (Thornbury, 2009; 21).

Longman dictionary of language teaching and applied linguistics (Richards, 1992; 252–253) describes a usual lecture of the Grammar Translation approach as follows: a grammatical rule is given, new vocabulary is learnt and in the end both of these are used in translation exercises.

Other characteristics of Grammar Translation method (except for translation) are deductive approach to grammar teaching, focus on accuracy and the use of L1 for communication in lessons. (Richards and Rodgers, 1994; 4)

The aim of language teaching according to Grammar Translation approach is to translate literary texts. That is why it was used mostly to learn Greek and Latin in Europe until the 19th century and then also other languages were taught like that (Richards et al., 1992; 252–253).

As Richards and Rodgers (1994; 4) put it, this method is still used at Universities for those who primarily need to be able to read or translate foreign texts. However, Richard and Rodgers (1994; 5) claim that the Grammar Translation method is not based on any theories of language.

3.2 The Direct Method

The Direct Method reacted to the Grammar-Translation method of teaching and meant the complete opposite of it. As Richards and Rodgers (1994; 9–10) claim, the lessons were led only in the target language, the lexis was related to daily situations, speaking and listening were preferred to reading and writing, spoken target language was used to explaining, and unknown items were taught by demonstration, acting, pictures or objects.

As for grammar, Thornbury (2009; 21) says that in the Direct Method, overt grammar teaching was minimised and students were supposed to gain grammar knowledge intuitively and learn the grammar inductively. The class was exposed to the target language as much as possible. Harmer (2007; 63) adds that there was stress on accuracy and sentence was regarded as the main language unit in the Direct Method.

Richards and Rodgers (1994; 10–11) present several disadvantages of the Direct Method that led to its decline. Among others they say that although this method was suitable for motivated students, it was not appropriate for an ordinary environment of secondary classes. Native or native-like teachers were necessary for teaching according to this method and the avoidance of L1 in the lessons often led to long and complicated explanations of the language items.

3.3 Audio-lingualism

Richards and Rodgers (1994; 44–7) claim that the origin of the Audio-lingualism lies in a necessity of language education in the US army for better communication with foreign officers. In a view of a fact that the new need appeared, a new approach to language teaching had to be introduced. At first, this method was called Army Method and included intensive training in the target language that led to satisfaction of the army purposes. Audio-lingualism drew inspiration mainly from the behaviourist theory and structural linguistics and was popular especially in the United States after the World War II. The main learning techniques were drills and dialogues.

Course books were not needed in this approach, especially at the beginning stage, because only aural inputs and oral reactions to them were important.

Thornbury (2009; 21) underlines that natural spoken language was essential for this approach, only the target language was used in the classrooms and grammar was not taught at all, even though the syllabus was based on sentences that had certain grammar structures.

Harmer (2007; 64) notes that similarly to the Direct Method, language teaching was based on sentence level and a real-life context to language teaching was missing. There was strict focus on accuracy and learners were almost forbidden to make mistakes.

3.4 Natural approach

Richards and Rodgers (1994; 128–130) say that the Natural Approach is based on principles of second language acquisition, the target language exposure is crucial. According to this approach, language serves primarily for communication, which is why vocabulary knowledge and meaning of the language is preferred to grammar teaching and focus on form. The Natural Approach refuses previous approaches that stress grammar teaching, and considers grammar useless.

As Thornbury (2009; 21) puts it, “the Natural Approach attempts to replicate the conditions of first language acquisition. Grammar, according to this scenario, is irrelevant.”

3.5 Communicative Language Teaching (Communicative approach)

Richards and Rodgers (1994; 64–66) say that the Communicative Language Teaching followed the Situational Language Teaching and originated in the learners’ need to understand and produce the target language for communication in everyday situations. Communicative syllabuses were made for this approach. It was soon accepted by teaching experts, educational centres and also course book authors. As the function of the target language is emphasised, the Communicative approach is also occasionally called (notional-)functional approach.

The objective of the CLT is to get learners involved into real life situations, in which they can use language for communicating meaning. Therefore, common learning techniques and tasks used in the CLT are role-plays, simulation or information gap exercises (Harmer, 1997, 69–70).

Ur (2012; 8) remarks that also task-based instruction and CLIL methodologies are often used in the CLT, as they correspond to its aims.

As for other learning strategies, Thornbury (2009; 27) points out that the CLT is based on principles of inductive learning and cooperative work among students, it is student-focused and the importance of fluency and meaning is valued more than accuracy. Thus, it may not be suitable for cultures where teacher is considered the source of knowledge and stands in the centre of learning process and where precision is the most important aspect of learning.

Drills can be used in the CLT but they are only marginal. All the language features are taught in a meaningful context. Even simple exercises put emphasis on communicative aspect. Native language and translation exercises can be used if they are helpful for learners and serve the goals of the CLT. The Communicative approach also pays attention to the progress in all four language skills (Richards and Rodgers, 1994; 66–67).

In general, the CLT is an approach that can apply various teaching methods if they correspond to its aims (Richards and Rodgers, 1994; 67).

Thornbury (2009; 22) discriminates between two varieties of the CLT. The shallow-end of the CLT supposes that communication and explicit grammar teaching do not contradict and therefore grammar instruction is accepted as an important part of learning process. On the contrary, the deep-end version of the CLT calls attention to task-based learning and refuses all kinds of grammar teaching.

Howatt (1991; 279) calls the varieties of the CLT weak and strong. According to him the weak variant of the CLT means “learning to use English” and it is approximately what Thornbury calls the shallow-end CLT. This type of the CLT is more widespread. In contrast, the strong version is defined as “using English to learn it”.

However, Thornbury (2009; 22–23) adds that the attitude to grammar teaching of the deep-end of the CLT was changed recently. This variety of the CLT was not applied for a long time, which shows that grammar instruction is not purposeless.

Ur (2012; 8–9) calls today’s most widely used approach a Post-communicative approach. She says that in this approach it is believed that the main goal of language usage is effective communication, which is why a lot of meaningful and communicative exercises are used for language teaching. But also techniques related to other approaches such as translation or memorizing are allowed. A balance among grammar, vocabulary, pronunciation and spelling

teaching should be provided. Ur claims that the ‘Post-communicative approach’ is what is currently being used by the majority of English course books and English teachers.

3.6 Conclusion

To summarise, there are many approaches that vary from putting the biggest emphasis on grammar teaching to not regarding grammar at all. Some of them have been described to outline their diversity.

Thornbury (2009; 22) finds the cause of the different attitudes to grammar teaching in different beliefs about the language. He divides most of the different methods into two categories: those that use the model of L1 acquisition for the target language acquisition and reject explicit grammar teaching, and those that consider the second language learning a cognitive process and use the grammar instruction in the learning process.

In accordance to what Thornbury says, Ur (2012; 6–7) claims that if it is believed that the language is subconsciously acquired, implicit language learning and teaching (“intuitive acquisition” or “habit-formation”) is preferred, while if conscious understanding of the language system is regarded, explicit learning and teaching (“cognitive process” or “skill-learning”) is used.

After analysing general features of some methods and approaches to language teaching, Thornbury (2009; 23) concludes that even though the main purpose of learning another language is communicating the meaning, attention to form and grammar teaching also plays an important role in LT. Ur (2012; 9) remarks that “explicit language instruction in general and grammar exercises in particular, have continued to play a major role in language teaching worldwide“.

4. Grammar presentation

Presenting and practising grammar are essential for grammar teaching and learning. These two issues usually form the content of the course books, which is why they will be discussed in the following two chapters. Later in the practical part of this thesis, different forms and methods of presenting and practising grammar in particular course books will be compared.

4.1 What to present

When presenting new grammar in a classroom, teachers have to keep in mind various elements of grammar issues. Harmer (1991; 17) claims that students need to learn a form, meaning and use of every grammar item they are taught. Only one or two out of these three items would not be sufficient for the learners if they are supposed to learn the new piece of language well.

Concerning the form, Harmer (1991; 9) underlines there is not always a unique meaning of one particular form. For example, present continuous in different contexts can be used to refer to present, future, past or a repeated habit. Similarly, almost the same meaning can sometimes be expressed by more than one grammatical form. For teachers this means the necessity to think carefully and in advance about the way of teaching. They cannot omit teaching the form, meaning or use of any grammar item.

Ur (2012; 80) puts emphasis especially on teaching form and meaning of every grammar topic. She notes that every grammar issue is different, and more focus on form is needed with some of them (e.g. comparative of adjectives), while more focus on meaning is needed with others (e.g. present continuous tense). What is emphasised in a particular lesson depends on the character of the grammar feature, on students' needs and also on their first language.

Harmer (1991; 10–11) explains what the use of language is. Students do not only need to know the meaning of a particular grammar item, but also the context of a situation in which it is usually used. For example present continuous has a progressive aspect, which means it describes actions in process. But no one usually describes actions he or she is doing at the moment. However, a situation of a demonstration of cookery would be appropriate for the usage of

present continuous. And according to Harmer, creating a suitable context for the usage of the particular grammar items in the classrooms is important.

Even though Ur (2012; 80) does not put the use of the language to her list of grammar components, she also encourages teachers to provide a meaningful context of every grammar item they deal with in English lessons. She claims that students need to learn the meaning of grammar in a context and not just separately of a text. It is important that they recognize the situation in which it is appropriate to use the new grammar.

Furthermore, Harmer (1991; 11) advises teachers to take into consideration patterns in which new grammar is introduced in the lessons. At the first presentation, only a restricted pattern of the particular grammar topic should be taught. After learners familiarise with the new grammar structure, more detail can be added. For example present perfect is not introduced together with words *since* and *for* (that are new to learners) but these words are taught later with present perfect tense. This supposes thinking about the patterns in advance.

To conclude, teaching form, meaning and use of every grammar item is vital. None of these elements can be omitted. Grammar items should be situated in a suitable context in English lessons and more complicated grammar issues should be taught gradually, not all at once.

4.2 General principles of a good grammar presentation

Making a good grammar presentation might be demanding, but it is essential for effective grammar teaching.

Harmer (1991; 18) gives some clues to make a good grammar presentation. He states that it has to be clear, efficient, lively, interesting, appropriate and productive. With these characteristics, students will get involved in the new grammar, they will understand both its form and usage and they will be able to produce new structures using it.

Thornbury (2009; 25–26) agrees to Harmer in most of the characteristics of a good grammar presentation. He uses two letters to simplify it. Number one is E-factor which means efficiency and contains economy (not wasting extra words of explaining if practice helps better), ease (not time and energy-consuming preparations) and efficacy (evaluation of the result). Number two is called A-factor which contains appropriacy and considers the age of the students, their level and previous experience, the number of them, their L1, their needs and interests, available resources,

and cultural and educational context. Every grammar lesson can be evaluated by the teacher according to these two important factors.

Ur (2012; 80–81) gives several practical recommendations for grammar teaching. Among other, she advises teachers to use pictures, to get feedback from students, not to ask them whether they understand but rather let them prove their understanding on examples, to teach both spoken and written form of the target structure so that it suits needs of all the students, and finally to teach grammar at the beginning of the lesson when learners are more attentive and better concentrated on it.

In conclusion, a grammar presentation should be appropriate for the needs of both learners and a teacher. It should be motivating, uncomplicated and leading to the set goals. Also some practical aspects of a good presentation have been mentioned.

4.3 Characteristics of the target learners

In order to teach grammar appropriately for learners, a teacher needs to know them. Since this thesis deals with grammar teaching to students at lower secondary schools (learners aged approximately 11 to 15), a short characteristics of these learners and their learning abilities will be provided in this section.

Šimíčková-Čížková (2005; 103–106) characterizes the learners at the age of pubescence as those, who go through a significant cognitive development, even though they can be emotionally unstable. They are in the stage of transition from concrete to abstract thinking, their logical judgment develops, they are at the starting point of ability to deduce conclusions and think hypothetically. Logical memory develops and brings memorizing without understanding to the end. Later, adolescents have selective memory, which means they are good in the areas of their interests, but their memorising of issues out of their interest is poor.

Scrivener (2011; 325) agrees to Šimíčková-Čížková and claims that teenage students can be highly motivated, enthusiastic and committed to learning activities of their interest. But at the same time, adolescent classes can become very demanding to manage for their teachers. Scrivener provides various reasons for that. Teenagers are usually uncertain of themselves, their feelings are not stable and they can get bored in activities that do not correspond to their interest. They may refuse learning tasks that they consider inappropriate for them or that risk them feeling

embarrassed before their peers. Sometimes their motivation is low, because they are forced to do tasks they have not chosen.

Harmer (2007; 83–84) confirms what was written above. He describes adolescents as those who are able to think abstractly (unlike young children), to bear responsibility or to recognize the need for learning. But at the same time lower secondary students are often problematic learners because they go through a difficult time of searching for identity and they need to feel accepted and appreciated by their teachers and peers.

Also Ur (2012; 264–265) says that adolescent students are difficult to motivate and manage, but they are capable of grasping overt explanations of grammar.

It is clear that the learning process at lower secondary schools should be adapted to the needs of teenage learners that are described above concerning their cognitive abilities. Both a good teacher and a good course book can help achieve this aim. For these reasons, some pieces of advice concerning teaching teenagers will be presented below. Even though they mostly refer to teacher's attitudes and teaching methods, they can be also applied to the characterisation of course books suitable for learners of this age.

Harmer (2007; 84) explains that the teacher's task in teenage classes is to choose relevant and involving topics for the class, to get students engaged and to encourage discussions in the class. Nothing during language teaching should endanger learners' sense of security.

Scrivener (2011; 326) recommends teachers to get students involved in the learning process as much as possible, giving them opportunity to participate in the selection of aims and techniques of achieving them. Otherwise, if the learners are not engaged in these issues, they might lose their motivation and fail to reach the objectives of the learning process.

As for the course books and other materials, Scrivener (2011; 326–327) suggests using present-day teaching materials with topics suitable for teenagers. He also recommends teachers to alter classroom activities (group work, individual work, whole class work) and observe which kinds of activities work, to be sensitive to adolescents' feelings and preferences, to include project work and to ask students for their suggestions regarding lesson contents.

Celce-Murcia and Hilles (1988; 5–6) claim it is important for a teacher to know his students and their learning styles in order to provide suitable approach to language teaching. They distinguish two types of learners: analytical learners and holistic learners. Those with left-hemispheric dominance are usually analytical learners and inductive learning is preferable for

them, and on the contrary learners with right-hemispheric dominance usually prefer deductive approach because they are holistic learners. Celce-Murcia and Hilles suppose that children are rather holistic learners, while adults may prefer analytical way of language learning. Teenage learners are somewhere in between in their cognitive development, which enables their teacher to use both approaches and observe which of them works with the concrete students he teaches. They conclude that since every class consists of different students with different preferences and learning styles, the teacher should try using different ways of grammar teaching, so that he meets the needs of all the students in his class.

To sum up, students at lower secondary level are at the stage of maturing in their cognitive abilities, they are able to understand overt grammar instruction and to think logically. Depending on their development, they can grasp both deductive and inductive learning if it is not very complicated. There can be considerable differences between individual students of the same age, so it is recommended to try using various approaches and to find out what is suitable for a particular class. It is vital that topics and learning tasks are interesting and challenging for learners, so that they get opportunity to engage in the learning process. At the same time, they are in need of acceptance of their peers and a teacher, they need to meet with understanding for their emotions, and they long for a sense of security, so it is not good to expose them to situations in which they can feel unsafe before other people.

The suitability of the course books for learners at lower secondary schools according to their needs will be considered in the practical part of this thesis.

4.5 Covert and overt grammar teaching

Two basic concepts of grammar teaching are called covert (implicit) and overt (explicit). Thornbury (2009; 23) defines covert grammar teaching as “teaching to a grammar syllabus but otherwise not making any reference to grammar in the classroom at all” or alternatively “teaching to a communicative syllabus but dealing with questions that arise in the course of doing communicative activities”. Overt grammar is more common and means “teaching to a grammar syllabus explicitly presenting the rules of grammar, using grammar terminology.”

Harmer (1991; 3–4) explains that in covert grammar teaching a teacher doesn't tell learners about grammar. He uses grammar structures in the class and also makes learners use them in different activities, but the learners are not concentrated on grammar features during the

activities. On the contrary, overt grammar teaching includes explicit explanations of how grammar works.

Covert LT is mostly used in so called acquiring the target language. According to Harmer (1991; 6), acquiring a language is related to children learning (= acquiring) their mother tongue, to children or even adults who are surrounded by people speaking a different language, or also to students of a foreign language learning by simply being exposed to the language. However, since acquiring a language just by being exposed to it takes a lot of time, Harmer (1991; 6) recommends using overt grammar teaching in lessons to save time but also to provide learners with activities and material for acquiring the language.

As for the level of learners, Harmer (1991; 7) states that grammar teaching at a beginning level is usually more covert because beginners need to practise and use the language a lot. Then the need for covert teaching gradually decreases, and at intermediate level the learning consists mainly of communicative tasks and less grammar teaching, and grammar teaching at this level is more overt.

Ur (2012; 78–80) presents a survey of Norris and Ortega that shows that students who were overtly provided with grammar rules could use the language better than those who were not.

As mentioned above, both covert and overt grammar teaching (acquiring and learning language) should be included in English lessons. Students at lower levels usually receive more covert grammar instructions and students at higher levels can grasp overt grammar teaching better. At lower secondary schools, overt grammar teaching should not be missing. Ur (2012; 79) comes to conclusion that “Teachers and students also generally feel that grammar instruction is helpful.”

4.6 Deductive approach

The next two concepts of grammar teaching this thesis is going to deal with are inductive and deductive approaches. Both of these ways of grammar teaching are useful in English lessons and both of them contain advantages and disadvantages that will be discussed at the end of each of the following two chapters. It is always important to choose the approach that is more appropriate in a particular situation for concrete learners. The deductive approach, which is more traditional and probably a more common one, will be introduced as the first one.

Thornbury (2009; 29) calls this approach “rule-driven” because it consists in deriving examples of grammar usage from given rules. However, when using this approach, it is important to follow some rules to make the lesson effective. Methods of providing a good rule-driven grammar teaching will be presented below.

Scrivener (2011; 165) is convinced that the way of giving explanation of a particular grammar rule is very important. The lesson should not look like a lecture. Giving grammar rules is just a short part of a lesson, not its main point. Longer explanations can create an impression that a lot of work have been done in the lesson, but in fact teacher’s dedication to grammar does not give any information about students’ learning of what the teacher talks about. Students often get bored and do not pay attention to the explanation of grammar items if it takes too long.

Scrivener (2011; 165) recommends teachers to plan lessons of grammar carefully in advance and state what is needed to say and how to explain it with the maximum usage of visual aids. He recommends using timelines, substitution tables, annotated diagrams and other aids to make the explanation clear. He encourages teachers to talk slowly, clearly and shortly, to use a simple language, to give examples and to ask questions when giving a grammar explanation. As for the order of a grammar lesson, Scrivener suggests that both giving the explanation before or after the students try using the new grammar item is acceptable and depends on the choice of a teacher in a particular situation. Scrivener summarises all his principles of explaining grammar into one rule: “Keep it short”.

Harmer (1991; 17–27) advises teachers not to use too abstract rules but rather give learners some examples that demonstrate the particular grammar rule. Similarly to Scrivener, he recommends using a lot of visual aids and techniques to involve learners into the learning process and help them understand the rules clearly. He suggests these aids: Using charts, dialogues, texts for contrast, texts for grammar explanation and visuals for situations. As for an overt grammar help a teacher might need to give his students, Harmer presents the following techniques: modelling (learners repeat a sentence after a teacher with the correct pronunciation and intonation), isolation (a teacher sets apart a particular grammar element of the sentence he wants to emphasize) and visual demonstration (highlighting a grammar problem on the board, drawing time lines to express the meaning of a tense and an aspect, using fingers to show the grammatical structure).

Ur (2012; 80–81) says that there are basically two kinds of situations when a teacher explains new grammar. Firstly if it is in a syllabus or a course book the teacher plans to deal with it, and

secondly if the teacher reacts to a particular situation in the classroom when students need something specific to be explained. In both cases, she suggests that the teacher should keep the rules of a good presentation, such as providing meaningful context, explaining clearly, using both written and oral examples, teaching both form and meaning, etc. Besides other principles, Ur states that “it is often useful to provide an explicit rule.” And the rule, according to her, should compromise between accuracy and simplicity. She suggests that the rule is truthful for the majority of cases students might meet, and that the most common exceptions are introduced. But she claims that comprehensibility is more important for learners than exactness.

Concerning grammar rules, Thornbury (2009; 11) distinguishes between prescriptive and descriptive rules. Prescriptive rules advise how to use the language. He provides this example of a prescriptive rule: “Do not use *different to* and never use *different than*. Always use *different from*.” On the other hand, descriptive rules say how the language is usually used by native speakers. For instance: “You do not normally use *the* with proper nouns referring to people.”

For teaching purposes, Thornbury (2009; 12) uses the term pedagogic rule that differs from the above mentioned types of rules. Pedagogic rules are grammar rules used in language teaching and are aimed at learners, not at grammarians. They are simple and therefore useful and easy to remember for students, although they are not necessarily fully trustworthy. For example a rule can say to use *some* in positive sentences and *any* in negatives and questions. This is useful for elementary learners, because it is not a complicated rule and it is mostly true. But *any* can also be used in affirmative statements in a sense of “no matter which” and if the rule should be truly accurate, it would need to contain deeper definitions of these words; nevertheless, the rule would probably not be comprehensible for the majority of English learners.

Harmer (2007; 224–225) uses the terms descriptive and pedagogic grammars. He says it is necessary to find the balance between simplicity (and usefulness) on one side and complexity (and truthfulness) on the other side. Harmer recommends providing more simple rules to students at lower levels not to confuse them and more complex rules for students at higher levels not to bother them with what they know. He says rules that are used in classes should be appropriate for the particular students.

Every approach has its advantages and disadvantages. Thornbury (2009; 29) presents the following pros and cons of the deductive approach:

+ It formulates the rules directly, which saves time for practising and other activities in lessons.

+ It is suitable for people who have developed cognitive abilities.

+ It is expected by learners, especially those with analytical style of learning.

+ It is the teacher that organises grammar issues in a lesson, so he does not have to predict all the topics that appear in the lesson and get ready for them beforehand.

- Grammar explanation in the beginning of a lesson can be boring for some students and too difficult for those who are not skilled in language terminology.

- Using deductive approach to grammar teaching, the teacher is usually the front leader and students can be rather passive.

- Learners usually do not remember the rule as well as if they were shown some examples or a demonstration of the rule.

- Some learners have tendency to believe that language knowledge consists especially in the knowledge of the rules.

All in all, deductive approach to grammar teaching means introducing grammar rules by a teacher and afterwards applying the rule to examples. It is suitable mainly for learners who prefer direct grammar explaining, it can be time-saving for a class and also less demanding for a teacher. On the other hand, this method can sometimes be boring, presented rules might be complicated, and it can tempt learners to passivity. When using deductive approach, the rule giving should follow certain principles, especially that the grammar instruction should be clear, short and easy to understand for all the learners. Using pedagogic rules in lessons is probably more effective than trying to formulate exact and truthful rules, since simplicity and comprehensibility for learners is most important in LT. Different techniques of presenting grammar such as modelling, isolation or visual demonstration have also been introduced.

4.7 Inductive approach

Inductive approach, or so called “discovery techniques”, to grammar teaching also plays an important role in English lessons. The suggestions of different authors concerning this approach will be discussed in this chapter.

Thornbury (2009; 49) calls this approach “rule-discovery” since learners are not told a particular grammar rule in advance but they try to formulate the rule themselves from the examples they are given. He remarks that the first language acquiring is realized by inductive style of learning. Learners are exposed to a lot of structures and they find out and start using the patterns of language for themselves. The Direct Method and the Natural Approach use the model of the first language acquiring to second language learning.

Harmer (1991; 29) distinguishes between a covert level of inductive approach when learners are only exposed to the target language before the new grammar is presented, and a more conscious level when learners are encouraged to work with a particular text, study its structures and come up with grammar rules presented in the text. In course books at lower secondary level, the more conscious version of inductive approach will probably be used, as they are usually designated for English lessons with grammar instruction, not for being only immersed into the target language.

According to Thornbury (2009; 50) simple immersion in the target language can lead to the required result but need not lead to it. Cases have been documented when people learned the target language well, and on the other hand some learners have not been able to learn a language without explicit grammar input. That is why Thornbury recommends using “the intervention of “the syllabus designer, the materials writer, or the teacher, or all three.”

Scrivener (2011; 166–169) makes another distinction in discovery techniques. He says there is a guided discovery and a self-directed discovery. The guided discovery he compares to “Socratic questioning”. Learners are asked questions that are either oral or written in their materials. In the way of prepared questions, learners are led to discover something new. Questions prepared by a teacher or course book writers can concern meaning, form, context, examples, errors, hypothesised rules, sentence analysis, problems or other topics. Scrivener also mentions that a teacher can answer some questions himself if his students cannot give the correct answer. He can also explain something if needed. The teacher can also use questions after the task to verify the learners’ understanding. His job in the guided discovery technique is to choose an appropriate exercise, explain students what to do, provide them support, manage the class, clarify what is needed, give feedback and make the students get a maximum out of the task. Students can benefit a lot from the usage of this approach in English lessons. But on the other hand, it requires a careful preparation of the teacher and he has to be able to set a good learning environment for his students. Self-directed discovery takes place in self-studies or in lessons

where teachers are no more than facilitators of the learners' studies. It is not very common. It requires a lot of learners' commitment as well as their knowledge of the aims and learning strategies and ability to create their own explanations and rules (Scrivener, 2011; 169). For these reasons, further references to inductive approach to grammar teaching will relate to what Scrivener calls guided discovery.

When presenting inductive approach, Thornbury (2009; 52) also concerns the guided discovery. He describes the process of discovery techniques as a process of trial and error with necessary assistance and correction of a teacher. He suggests that the procedure of inductive studying should include clear examples, formulation of rules, usage of the rules in the obvious examples and then applying the rules to the less obvious examples to check whether the rules were stated truthfully. If not, learners need to reconsider them.

Thornbury (2009; 54–55) mentions the following advantages and disadvantages of the inductive approach to grammar teaching:

- + Rules formulated by learners themselves are better understandable and easier to remember for them.
- + If students try hard to come up with a rule, they usually remember it faster.
- + Learners are expected to be rather active than passive in the lessons, which is why they are also more likely to pay attention and be motivated in their studies.
- + Inductive approach consists of problem-solving techniques and requires a challenge, which is convenient for students who like it.
- + Learners can practise language while finding out grammar rules as a part of group work.
- + When students learn to study from examples and make up the rules for themselves, they are led to major independence in learning.
- Some students can start to believe that language rules are the aim of the learning process, not just a way to learn the language.
- Working out rules can take time to the exclusion of practising the language.
- Especially in covert grammar teaching, students can formulate an inaccurate rule that does not fit the majority of examples.

- It is more demanding for teachers to prepare a lesson using the inductive approach. They have to plan carefully all the steps leading to students' formulation of the rule.

- Not all the language features can be formulated as rules.

- There are some students who prefer being told the rule and they feel frustrated if they are supposed to do it themselves.

Harmer (1991; 29–30) says the greatest advantage of inductive approach is that it is more “student-centred.” Learners are fully involved in the learning process and they have to think about grammar and find the rules for themselves, not just being told. On the contrary, he claims that the main weakness is that inductive approach is not appropriate for all circumstances. It depends on a particular grammar topic and on the students. It can also be time-consuming and sometimes puzzling. The teacher should decide on the convenient usage of this technique.

Ur (2012, p. 81) evaluates the usefulness of the inductive and deductive approach as follows. The major advantage of the inductive approach she mentions is the greater chance for students to retain the information they have discovered by themselves. On the other side, the major problem is that it takes a lot of time and formulating complicated rules can be discouraging or confusing for students. She recommends a compromise: a teacher can give learners some evident examples and then help them come to a particular grammar rule. He can also choose the approach according to a particular situation.

As for learners' level, Harmer (1991; 30) claims that inductive approach is more useful at higher levels when learners have known more metalanguage, even though it can be also used at elementary levels.

When a teacher decides to use inductive approach in his lessons, he can use some of the following discovery techniques suggested by Harmer (1991; 30–39): preview, matching techniques, text study and problem-solving.

Preview usually consists of reading or listening to a text with target grammar structures. Before learners are asked to work with the new grammar, they have already seen it in a context.

The aim of the matching techniques is to make learners decide about connections of the given words and structures, and thus come up with the rules governing them.

In the text study, a certain text (authentic, if possible) is presented to the learners either as a reading or a listening activity, and the learners are asked to identify the new grammar in it. A

teacher makes the students pay attention to the system of the language usage in the text. The target structure can be evident in the text, or the teacher can put emphasis on it and separate the part in which it is most obvious.

During problem-solving exercises, students are given a task that includes a particular “problem.” For example they are given several sentences that have similar meaning but a different structure (e. g. all of them express future, but they use different grammar structures), or otherwise the presented sentences include the same grammar feature but they have different meaning (e. g. present continuous in different contexts). Another problem-solving activity operates with students’ mistakes. The teacher can point out several common or serious mistakes the learners make (either during speaking or writing), write them on the board and let the learners discuss and correct them and justify their answers.

Regarding material used for inductive learning, Thornbury (2009; 52–54) suggests that language corpora that can be helpful for working out language rules if the corpora are used appropriately and do not make learners confused by the amount of data they bring.

To conclude, inductive approach is contrasting to the deductive one. In a classroom environment (teacher guided discoveries), it consists of providing students with examples and leading them to come up with rules governing the grammar in the examples. A teacher or a course book according to which he teaches can use questions to lead learners to a particular rule. Also other techniques suitable for inductive learning, such as preview, matching techniques, text study or problem-solving were explained. Inductive approach is learner-centred, exciting for some learners, most of the students can remember the rules they have discovered better and faster and it can help students in their further studying. The major problems of this approach are that the rules formulated by learners might not be correct, the process in the lessons can be time-consuming and complicated and it is demanding for teacher’s preparation.

Every teacher should be able to evaluate the usefulness of deductive and inductive approach with respect to his own teaching situation, his students’ needs and abilities and also to practical regards. Then he can choose the best way of teaching his students.

4.8 Language used to explain grammar

After presenting forms and methods of teaching grammar, a question of the language used for grammar presenting should be discussed.

Çelik (2014; 191) says that in communicative approach to language teaching “use of the mother tongue should be kept to minimum and used only as needed for issues such as classroom management or giving complex instructions that are beyond the students’ level of proficiency in the target language.”

Ur (2012; 80) recommends using the learners’ L1 to explain grammar if their language competence is not sufficient to grasp grammar rules in the target language and if it is helpful for their better understanding. Usage of the target language is suitable for classes that have reached a certain level of language and understand the explanation well. She also advises comparing and contrasting the first language with the target language if corresponding language features can be found in those languages. Ur also suggests using the learners’ mother tongue if it can save time for more practice.

Harmer (1991; 12–13) recommends contrasting some language features to the students’ L1 in teaching grammar, if it helps them understand either differences or similarities of the two languages better. If there is a multilingual class, he advises the teacher to get to know some facts about the students’ L1 in order to use it for giving better grammar instruction.

From the opinions mentioned above emerges that the main language used in classes should be the target one. But also the learners’ L1 can be used for explaining grammar rules in justifiable conditions if it is helpful for learners.

4.9 Conclusion

When presenting grammar, various aspects have to be considered. It is important to present everything belonging to particular grammar features, which are form, meaning and usage. Every grammar presentation should follow principles of a good presentation and also an appropriate formulation of grammar rules should be considered. A teacher can decide whether to teach grammar covertly or overtly, deductively or inductively, depending on his teaching situation. He should consider the advantages and disadvantages of the particular approaches and also take into account his students’ needs.

5. Grammar practice

Only presenting new grammar to students is not sufficient for their language abilities. They need to shift from understanding a new grammatical item to being able to use it correctly and freely. That is why practising grammar is essential for learners and a lot of time should be devoted to grammar practise in English lessons.

Scrivener (2011; 162–163) encourages teachers to provide even more time to practise new grammar than to present it. He says the most important job of a teacher is not to offer his students the information, but to give them chance to practise it on their own, because only trying and receiving feedback, advice and correction can help students improve their target language and avoid errors. As Scrivener (2011; 163) puts it, there is a difference between the “up-here knowledge” in a brain and “knowledge-in-use” in a mouth. He claims that transforming the first knowledge into the second one is the challenge for good lessons.

5.1 What to practise

Ur (2012; 82) says there are two important areas of practising the language: accuracy and fluency. It is common that students do grammatical exercises correctly, they are able to produce proper structures while focusing on them, but when they are supposed to speak fluently, they make mistakes and are not able to communicate accurately. Ur explains this fact by saying that those students have not mastered the new grammatical form yet and that is why they do not use it automatically in a fluent speech. She recommends teachers to use various exercises that combine accuracy and fluency practice to make students aware of both form and meaning of the new structure in a context. She (2012, p. 82–84) suggests these eight steps leading from accuracy to fluency:

1. Awareness
2. Controlled drills
3. Controlled responses through sentence completion, rewrites or translation
4. Meaningful drills
5. Guided, meaningful practise

6. (Structure-based) free sentence composition

7. (Structure-based) discourse composition

8. Free discourse

Thornbury (2009; 91–92) agrees to Ur that precision (accuracy) and automisation (fluency) are the most important components of practising the language. He shows that each of them is necessary. There are both students who have problem with accuracy and make serious mistakes that make their speech almost incomprehensible, and those who speak correctly but are hardly able to produce a free discourse. The third kind of learners Thornbury mentions are those that speak fairly precisely and also fluently, but they cannot produce a great variety of meanings. This type of students needs to learn to reorganize (restructure) their knowledge, so that they acquire an ability to express a richer variety of meanings. Therefore, Thornbury concludes that the biggest emphasis of grammar practising should be put on accuracy, fluency and restructuring skills.

Thornbury (2009; 94–95) claims teachers need to use all kinds of practice activities that include accuracy, fluency and also restructuring. Every student is different, has different needs in learning and reacts differently to practice. A good teacher considers this fact and incorporates a wide range of practice tasks.

Similarly to Ur, Thornbury (2009; 92) says it is very difficult for students to concentrate on form and meaning at the same time, so it is useful to start with exercises that do not require a lot of concentration on the meaning, so that students focus on form and practise only accuracy. At this stage, learners need time to pay attention to form to get used to it. The motivation is also very necessary here. A teacher should provide feedback to his students and confront them with the fact that they are in danger of being unintelligible if they are not accurate.

After the stage of establishing accuracy, Thornbury (2009; 93) recommends incorporating fluency practice focused on meaning, so that fluent usage of the language is not endangered by too much focus on accuracy. Such practice includes communicative tasks like information gap exercises. Students need to be motivated to use the target language to get to know some information from the others and also to tell something to them. They need to practise mutual comprehension including getting new (unexpected) information. Thornbury also recommends using chunking and repetition of selected phrases at this stage of learning process.

Finally, Thornbury (2009; 94) suggests that restructuring practice takes place in English lessons. He claims that most of the restructuring skills are acquired during practising. To achieve this, he recommends activities such as problematising (dealing with problems or misunderstandings can help students learn restructuring and practical usage of language), push (students are involved in an activity that requires usage of more complicated language items than they are used to produce) and scaffolding (providing safe environment for students to express themselves, incorporating both new and already known, giving students help, rephrasing what they say or suggesting what they might want to say).

Harmer (1991; 51–54) agrees to Ur and Harmer that the types of practice activities should lead gradually from the most controlled exercises focusing on accuracy to free exercises with emphasis on fluency.

To conclude, Ur, Thornbury and Harmer give enough reasons to beginning practising with exercises that focus on accuracy (and form) and do not require much concentration on fluency. After mastering precision, it is recommended to move on to practise fluency (including meaning and usage) or restructuring. In the following part, various types of exercises will be discussed.

5.2 Types of exercises

5.2.1 Accuracy practice (drills)

The simplest grammar exercise is a drill of a new-learnt item. Even though drills are considered old-fashioned and not working by some teachers, Scrivener (2011; 170) argues that they are still important for learners and they should be included in English lessons. Drills help students practise accuracy and make new structures automatic. Scrivener compares it to everyday routines in which we improve by practising the same actions over and over again.

He (2011; 170) recommends teachers not to praise their students too much during practising drills but maintain the standard of drilling high and continue encouraging students to do better and better because they need to create a challenge out of drills. Only then the drills will not be uninteresting and will help learners produce accuracy as a result.

Scrivener (2011; 169–171) suggests various kinds of drills. He says the most basic and the easiest form is simple repeating after a teacher. Then he provides 16 other ways of drilling including repetition of intonation patterns, substitution of some words in a sentence, completing

a sentence, transformation of a sentence, answering with true sentences using the same grammatical pattern, and many more. He also suggests various techniques of practising drills, such as loudly, quietly, whispering, singing, slowly, fast, in choral, in pairs, with exaggerated intonation, walking around, etc.

Harmer (1991; 41–43) is also convinced that drills should be included in English lessons, because they provide a quick and effective practice of new-learnt structures. He points out that the main benefit of drills is an opportunity to correct students immediately and make them aware of their errors. Harmer notices a disadvantage of drills is that they can become boring and long. He recommends teachers not to overuse drills but to use them only until learners are able to produce the correct structure, and then move on to more creative exercises. Besides other practice activities, Harmer (1991; 51–55) suggests using written drills (for instance finishing a short dialogue using certain words).

Ur (2012; 83) presents different types of drills too. In her list of progress from accuracy to fluency, she describes these three categories of drills: controlled drills (learners do not necessarily have to understand the meaning, but they make sentences with the target structure according to a given example), controlled responses through sentence completion, rewrites or translation (learners have to understand the meaning at this stage, but they are provided with words they are supposed to use in the target structure), and meaningful drills (students are allowed to produce their own sentences with a given structure of the target language). The first type of drills should precede the second and the third one because it is easier and closer to accuracy exercise while the third type is nearest to fluency, since students need to understand it and they are allowed to talk about something new for the others. Nevertheless, all of these types of drills are highly controlled.

Harmer (1991; 46–47) also recommends involving learners' personalities in grammar practising, even at the first stage of accuracy practice. He claims that learners can share something from their lives not only in mainly fluency activities, but also during practising accuracy in simple drills. Harmer proposes two particular activities involving learners' personalities, both designed for beginners' level. One is called a chain drill – crime (students one by one say “I am... and I've never...(crime)”), the other offers a practice of *was/were* and students are supposed to talk about their favourite things or experiences from their childhood.

To conclude, drills are useful for grammar practice. A good and effective drill should be challenging for learners, creative in its form and lasting only until learners are able to use the

target structure accurately. Drills in English lessons should proceed from the most controlled and focused primarily on the form to those that put emphasis on meaning and allow more freedom in the usage.

5.2.2 From accuracy to fluency practice

After sufficient practice of accuracy, Ur (2012; 83–84) recommends using exercises that combine accuracy and fluency. At this stage, she suggests these three types of exercises:

- Guided, meaningful practice (learners are given the structure they are supposed to use but they make up their own sentences)
- (Structure-based) free sentence composition (students are given some prompts like a picture or a description of circumstances and they are told to create their own sentences)
- (Structure-based) discourse composition (students are given a topic they should deal with being encouraged to use the target structure)

Ur (2012; 84–85) also provides some examples of test tasks that can be used both for practice and for testing. Closed-ended tasks that suppose just one right answer can be more easily assessed, which is why they are used more often in English lessons. These types of exercises include:

- Multiple- (or dual-) choice (learners choose the correct answer from various options)
- Guided gapfills (learners are supposed to write a correct grammatical form in a context with specified words)
- Transformation (Learners rewrite sentences with the same meaning in other words. They are given a beginning of a sentence. This refers to what Thornbury (2009; 94) calls restructuring.)
- Matching (The phrases are given, learners are supposed to match a beginning of a grammar unit (for example a sentence) with its ending.)
- Rewrite (Similar to transformation, learners are supposed to rewrite a sentence with the same meaning using a specific word given.)
- Correct the mistakes (Learners are asked to identify mistakes in a text.)

Harmer (1991; 51–55) suggests these types of written activities to combine accuracy and fluency:

– Word order (order the words into sentences – the exercise can be either written or acted in class with cards with individual words)

– Sentence writing (describing pictures with learners' own words)

– Parallel writing (reading a piece of text and writing a similar one)

The first type of exercise presented by Harmer put more emphasis on form, while the last two examples of tasks are oriented rather to fluency, even though a certain amount of guided support is given.

Among the oral practise, Harmer (1991; 42–46) recommends using interaction activities that are more entertaining than just tedious drills. He suggests using information-gap exercises, in which learners are supposed to get to know some information from the others. For example students can get little bit different pictures and they are supposed to get to know information from the picture of their partners by asking them questions. Another option is to give students charts they are supposed to fill in by asking their classmates for certain information (e.g. about their favourite leisure activities).

Thornbury (2009; 100–105) agrees to Harmer that information-gap exercises and personalisation tasks should be included in grammar lessons.

Ur (2012; 86) also mentions translation practice. She claims that translation is used rarely in testing and practising language, because learners are supposed to think only in their target language instead of connecting it to their mother tongue. But she shows that lack of translation exercises can lead students to making errors originating from wrong connections to their L1 and the best method to prevent from the inter-language errors is to practise translation and contrast those two languages.

5.2.3 Fluency practice

When learners have gone through the stage of accuracy practice and exercises that connect accuracy and fluency, Ur (2012; 84) suggests using a free discourse exercise that relates to fluency practice. In this kind of exercise, learners are asked to produce a text with the topic given, not being limited by an instruction to use the target structure in their production.

However, the topic is designed in a way that the students are likely to use the target grammar. Free discourse is probably the only clearly fluency practice presented by Ur. Among exercises that can serve as examples for both practising and testing grammar with primary focus on fluency, Ur (2012; 86) mentions the following two tasks:

- Open-ended sentence completion (e.g. “If I could fly...”)
- Sentence-composition (e.g. “Compose three sentences comparing these two people (in the picture) using comparative adjectives.”)

Both of these types of exercises, however, concern accuracy too. Learners are suggested the grammar structures they are supposed to use, so these tasks do not purely emphasize fluency. The “sentence-composition” task obviously corresponds to “sentence writing” exercise mentioned among practice leading from accuracy to fluency in the previous section (see above). It is evident that most of the practice exercises do not focus exclusively on fluency, but combine both accuracy and fluency. However, the proportion of accuracy and fluency practice in different exercises vary.

5.2.4 Games

The amount of entertainment during practice activities is also quite important, especially for learners at lower secondary schools (see 4.3). If a teacher wants to make a good lesson, he should also care about learners’ wants and their involvement in the practice activities. The motivation can be raised by the use of more interesting and amusing activities.

Scrivener (2011; 174–177) advises to use written exercises in a new way, so that it is more interesting and engaging for learners. He suggests that a printed exercise can be used in various ways in a class. Students can work on it in pairs or small groups, they can be divided into teams and compete among each other, they can do the exercise on the board, the exercise can be done as a dictation, students can pretend to be teachers and correct and mark the filled-in exercise, it can be done at great speed, the answers can be discussed in pairs or teams, or the teacher can introduce the whole exercise as an “auction” and handle the learners “money” for which they can “buy” the correct answers. All of these techniques make the exercises more entertaining and interesting for learners, which can increase their motivation and therefore make the learning process more likely to succeed.

Scrivener also (2011; 177) suggests that any grammar item can be carried out in interesting ways such as grammar quizzes with two teams competing. The task can be writing the correct grammar forms on the board as fast as possible, and the faster team gets a point. A variation is not to give the team points but opportunity to put noughts or crosses to a tic-tac-toe game against the other team. The teams can also ask other teams their own questions.

Harmer (1991; 48) suggests playing the tic-tac-toe game in a way that a teacher puts words of the target grammar (e.g. questions words, infinitives, modals etc.) into squares and learners' teams are supposed to use the words in sentences (or put them into past etc.). If the team fulfils the task, they can put their nought/cross to the field they won.

Harmer (1991; 48) also says general knowledge quizzes can be used for purposes of grammar learning and teaching. Particularly grammar issues such as superlatives, comparatives or past simple are suitable for quizzes. Learners themselves can make questions they would afterwards ask the other team.

Concerning other than just grammar and language matters, Scrivener (2011; 178–179) also recommends using memory tests and games. For instance, students can be given pictures for some time and after that they are provided with certain statements and are supposed to decide whether they are true or false. The target grammar structures are used in the statements. Another way of using pictures is a picture dictation. In this activity one student (or a teacher) describes a picture that the others do not see, and other students draw it according to what they hear. Miming can also be used in English lessons to demonstrate certain actions or feelings. While one student is miming, the others guess what he is showing. The target grammar points, such as present continuous, future forms using *going to* or adverbs, can be used. Growing stories can also be attractive for learners. The story can be spontaneously made up if everyone adds one sentence to it, or it can be built on the basis of pictures or words prepared in advance. Questionnaires that students use to interview their classmates can also be useful in classes and they can help students make questions with the target structures. Scrivener even suggests teachers to perform a grammar auction in which learners can “bid” and “buy” suggested answers while only correct answers they gain will be counted in the end.

Both Scrivener (2011; 179) and Harmer (1991; 49–51) also recommend using board games for grammar teaching, too. Harmer puts forward a board game called *Meridian Trail*, in which players that step on certain fields are supposed to answer questions regarding target grammar.

Another variant of a board game would be to have written sentences on each square and let the learners decide whether the sentences are grammatically correct.

Harmer (1991; 51) also suggests playing bingo or twenty questions (yes/no questions to find out an object) to practise grammar in lessons.

To sum up, a variety of games and game-like activities can be used in grammar teaching to increase learners' motivation and make grammar teaching more interesting and more effective. Activities like these included in course books will be evaluated in the practical part of this thesis.

5.3 Conclusion

This chapter shows that practising grammar in English lessons is essential for language learning and teaching. A good teacher should incorporate many different exercises considering his students' needs and individual differences. The tasks should proceed from the simplest to more demanding ones. In the beginning, more form-focused and accuracy exercises should be incorporated, and gradually they should transform into more meaning-focused and fluency exercises.

PRACTICAL PART

The practical part of this thesis consists in comparison of grammar sections of three selected English course books used at Czech lower secondary schools. The aim of the comparison is to provide suggestions and recommendations for choosing a suitable course book for English teachers in the Czech Republic according to their and their students' needs. Even if a certain kind of course books is used at a particular school, teachers can take appropriate supplementary materials from other courses according to their current needs. It can also serve to draw inspiration from different approaches to grammar teaching presented in the following course book comparison.

6. Course books used

6.1 Course books selection

Since this thesis aims at Olomouc region and its surroundings, the course books were chosen according to a survey made among students of the last year of Master degree at the department of English at Pedagogical Faculty of Palacký University. Most of these students have gone through two teaching practices at different schools in Olomouc and its surroundings or at places of their residence. Some students were only at one teaching practice and some of them experienced teaching at three schools. The survey was composed only of two questions for each teaching practice:

- Where have you been at your teaching practice?
- What English course books did the school use for lower secondary students?

Eleven out of nineteen students responded to the survey and provided information from 18 different schools. Half of these schools represented Olomouc faculty schools in Olomouc and its surroundings, and the other half were different schools in Moravia and Silesia.

Altogether, only the following three course books have been used at the schools included in the survey:

- Project (by Tom Hutchinson) – 16x
- Way to win (by Lucie Betáková and Kateřina Dvořáková) – 1x
- Angličtina (by Marie Zahálková) – 1x

I myself have been at two schools in Olomouc region during my teaching practices and these schools used the following two course books:

- Discover English (by Carol Barret et al.)
- More! (by Herbert Puchta and Jeff Stranks)

Out of all these course books, three have been chosen for comparison in this thesis:

- Project: the most common course book according to the survey; an international course book by Tom Hutchinson, published by Oxford University Press.

- Discover English: also an international course book, published by Pearson; the content of the Czech edition of this course book is claimed to be consulted with Czech specialists in English teaching according to the Publisher's web page (see references).

- Way to win: a Czech course book of English language published by Fraus Publishing House.

The latest editions of all the selected course books will be used for comparison. It means the fourth edition of Project (2013), the first edition of Discover English (2011) and the first edition of Way to win (2005 – 2008).

According to Publishers' web pages (see references), the selected course books contain the following components:

Project: a student's book, a workbook, a teacher's book, a teacher's resource CD, a test builder, class CDs, a DVD with supplementary materials and iTools.

Discover English: a student's book, a workbook (containing an activity book and student's CD-ROM pack), a teacher's book with tests CD, a test book, class CDs, Active teach (interactive whiteboard software) and flashcards.

Way to win: a student's book, a workbook, a teacher's book, a teacher's audio recording, student's CD, photocopiable materials and a video recording for the seventh and eighth grade with a methodical book.

Despite all the available materials, only Student's books (SB), Workbooks (WB) and Teacher's books (TB) of the selected courses will be compared in this thesis, without other complementary materials. As Průcha (1998; 7) states, printed course books has always been important for education and even in the era of computers and multimedia, they cannot be replaced. He suggests that text books will play an important role in education in the future as well. According to him (1998; 46), teachers mostly use course books as a key source for lesson planning.

I also believe that printed books can be regarded as crucial for common usage in classes. They are most easily available for the majority of schools, since using them do not require any special aids (except for a CD player for course books audio recordings), as for example interactive white board, DVD mechanics or on-line Internet connection that are not necessarily available for language teaching at all schools. This traditional material is also usually the cheapest means of teaching.

Similarities and differences of grammar sections in the three selected course books (Project, Discover English and Way to win) will be compared and contrasted throughout the whole practical part of this thesis.

6.2 Short description of the course books used

Before the comparison of grammar content and approach to grammar teaching, a short description of each of the chosen course books will be provided.

Project course book is based on a multi-functional syllabus containing topic, grammar, vocabulary, and communication and skills. These items are usually interconnected. For example when learning *will* and *going to* in grammar area, most of skills activities refer to future plans and predictions, and vocabulary consists of space (future of the humanity) and offering help (e.g. with usage of *will*). Each unit also includes a chapter on culture, a curriculum section, a project and a song.

Project course book consists of 5 parts (Project 1, 2, 3, 4 and 5) and it can be used for instance in grades 5 to 9 at Czech schools. Every unit (there are 6 units in each SB) is composed of parts A, B, C and D, each consisting of two pages. At the end of every unit, one page is dedicated to a chapter on culture of English speaking countries, one page brings information from other subjects (English across the curriculum), one page contains revision (usually formed

by pieces of grammar, vocabulary and language skills), and the last page introduces a project learners are supposed to do and a song. Before the first unit, a few pages are dedicated to revision of what learners are supposed to know from previous parts of the course (this is not included in Project 1). At the end of the SB, there are extra pages with pronunciation and extra reading materials.

The WB follows a similar pattern. Every unit consists of 4 double pages labelled A, B, C and D (corresponding to the SB), and there is one more double page called “progress check” for revision and self evaluation (*I can* statements) at the end of each unit. At the beginning of the WB, there is usually an introductory revision of previous knowledge and at the end there are a few pages of overall revision. After that, six pages called Preparation for testing are included, one page for each unit. The last pages consist of grammar summary of the whole course and a vocabulary list.

The TB contains all the pages from the student’s book and one page of methodical notes to each of them. At the beginning, there is an introduction to the whole course, a description of the tasks from the student’s books and support for teachers (suggestions for the lessons). Also the audio scripts and WB answer key is included.

Discover English is also based on a multi-functional syllabus including topics, vocabulary, grammar and functions that are usually interconnected. Pearson Central Europe (2012, online) claims that “Discover English provides a solid grammar and lexical syllabus with the perfect mix of variety and challenge to motivate young learners. The course uses simple tried and tested principles to address the needs of a modern student.”

The whole course consists of six parts: a Starter book and Discover English 1, 2, 3, 4 and 5. Every part of the course book has 8 units plus one starter unit. Each unit is composed of one introductory page presenting the topic, vocabulary and an outline of the learning plan for that unit, and 4 double pages including the main topics marked A, B, C and D. The last part (D) is a revision section (including revision of words, grammar, pronunciation and functions, and a self-assessment). In every odd unit, only one page is dedicated to the revision, while in every even unit, two pages are provided for revision containing also a consolidation exercise with listening and a song, and there is one more page called Discover culture. At the very last page of the SB, there are extra words to be found in each unit, and in some levels of the course book, there is also a key to “secret code” used in the course.

The WB logically corresponds to the SB. It also begins with an introductory page that typically contains practice of new vocabulary. The topics of each unit are then practised on three double pages A, B and C and a single page labelled D is dedicated to revision. A grammar summary of the whole part of the course is given at the end of the WB, an English-Czech vocabulary is included after that, and the last page is dedicated to the practice of the extra words from each of the 8 units.

The TB, besides from introductory instruction, notes for teachers to each page of the SB and a WB answer key, includes several extra pages of photocopiable material that can be used in classes. These materials include two pages for each unit; one page is mainly for communicative and vocabulary activities, and one page is dedicated to grammar consolidation and extension exercises.

Way to win course book also has a multi-functional syllabus involving topics, grammar and functions. The four levels of course books are labelled 6, 7, 8 and 9 and are intended for the same numbers of school grades at Czech schools. The individual levels of the course book contain from 7 to 10 chapters, and each chapter involves certain grammar content.

A typical chapter consists of approximately 8 to 10 pages. The first page of each unit is an introductory and motivational page for the topic of the unit and does not contain any new language items. From the second page on, introduction of new grammar and vocabulary starts together with continuous practising it. This section is typically composed of texts, pictures, “looking at language” charts and speaking tasks. After that, a few pages of practice exercises, especially with focus on grammar, follow, and then some vocabulary exercises or skills practice takes place. At the end of each unit, there is a vocabulary list for that unit, a well-arranged grammar summary and a short review of what students have learnt in that unit. At the end of the SB, a few pages of extra reading with tasks are included. After this section, vocabulary list for extra reading material takes place.

The WB has the same number of units as the SB. Each unit has approximately 4 pages (the exact numbers differ) and involves practice activities of the same topics as the student’s books. The activities focus not only on the new learnt items, but also revise what is already known from previous learning. In the middle and in the end of the WB, there is a portfolio for learners’ self assessment. Grammar summary is attached in the middle of the workbook. At its end, a few pages are dedicated to “how to learn better”, then exercises accompanying extra reading are involved and there is a list of irregular verbs at the very end.

The TB contains introduction, structured table of contents, methodical notes for teachers to each unit and extra reading, including all answers to questions and exercises included in the SB and WB, and at the end, there is a suggestion of a thematic plan and photocopiable practice materials.

7. Course books comparison

7.1 Comparison of grammar content

Project

Every unit covers a certain piece of grammar, from the easiest and most frequent issues to more complicated and less frequent ones.

Project 1 starts with teaching indefinite articles, plurals, imperatives, verb *to be* and *have got*, *there is/are*, present simple, possessive pronouns and 's, time and place prepositions, *can/can't* and ends with present continuous presentation.

Project 2 follows the knowledge acquired during learning from Project 1, goes deeper into almost all the topics from it (present simple, present continuous, articles + countable/uncountable nouns + *some/any*, more modal verbs: *must*, *have to*), and adds e.g. past simple, grading of adjectives, adverbs and *going to* form.

Project 3 again continues to previous course books and extends their topics (present simple and continuous, past simple, *going to* forms, articles, more modal verbs: *should/shouldn't*, *must/mustn't*, *don't have to*). The most important extra topics are *will* for the future, past continuous and present perfect.

Project 4 deepens all the previous knowledge and presents especially these new topics: *used to*, relative pronouns and relative clauses, verb + *ing* or infinitive, passive voice, the first conditional and future time clauses.

The last book, Project 5, gives revision of all the previously learnt tenses and introduces new grammar topics such as the second conditional, reflexive pronouns, modal verbs in passive, reported speech and indirect questions.

Discover English

The grammar content in Discover English is also acquired in the spiral model, from the simplest items to more complicated and demanding ones.

Discover Starter teaches the verb *to be*, indefinite articles, plurals, possessive pronouns and 's, demonstrative pronouns, *have/has got*, prepositions, *there is/are*, *can/can't*, present simple and imperatives.

Discover 1 goes deeper in all the topics included in starter level, and adds present continuous, frequency adverbs and past simple regular.

Discover 2 starts with revision of the starter and the first level of the course book and then teaches countable and uncountable nouns (+ *some/any* etc.), irregular past simple, grading of adjectives, *going to* forms, *have to*, *will* for future, present perfect and *should*.

Discover 3 after revising and extending the previous knowledge introduces past continuous, more modal verbs (*be allowed to*, *have to must*, *could* etc.), relative pronouns and relative clauses, and zero and first conditional.

Discover 4 and Discover 5 are not available in the Czech Republic yet, so their grammar contents will not be compared here.

Way to win

Way to win course presents similar grammar topics as the two course books already introduced.

Way to win 6 teaches verb *to be*, possessive *s*, plurals, *have got*, imperatives, *there is/are*, modal verb *can*, present continuous, present simple with frequency adverbs, demonstrative pronouns and past simple.

Way to win 7 includes revision of the previous part of course book, modal verbs *have to* and *must*, countable and uncountable nouns, grading of adjectives, *going to* forms, present perfect, adverbs, future with *will* and past continuous.

Way to win 8 adds these grammar items: more modal verbs (*may/might/be able to/be allowed to*), the first conditional, relative clauses, reflexive pronouns, question tags, the second conditional and gerunds.

Way to win 9 contains more complicated grammar issues: past perfect tense, passives, indirect speech, time clauses, sequence of tenses and indirect questions.

To sum up, all the course books have similar grammar content, as they keep the rule to teach the easier and more frequent grammar items first and then extend the topics to less frequent and more complex issues. English students might have similar knowledge of grammar topics after studying from any of those course books at lower secondary schools.

7.2 Comparison of approaches to grammar teaching

All of the three chosen course books involve overt grammar instructions, as they are intended for English lessons at schools (and not for self study or just for immersion into the target language). All of them proceed more or less from the Communicative language teaching, or better from what Penny Ur calls the Post-communicative approach (see 3.5). They all present grammar in a meaningful real-life context, use personalised exercises, role-plays or cooperative work and teach language functions, which are all aspects of CLT. But while for instance Project and Way to win use mostly inductive approach to grammar presentation, Discover English presents grammar rather deductively (which is not characteristic for CLT). Discover English and Project also contain a lot of drills (especially written ones), which should be only marginal in CLT. Project and Discover English do not include very much fluency grammar activities (accuracy is more focused). However, Project puts a great emphasis on all four skills teaching. And Way to win uses a lot of speaking activities and proceeds to fluency more than the other two course books.

To conclude, all of the course books drew from the Communicative approach to LT to some extent, but they also use techniques that do not unambiguously correspond to it. Project and Way to win are probably closer to the CLT principles than Discover English.

7.3 Comparison of grammar presentation

Project

Hutchinson (2013c; 4) states that “Project fourth edition takes a cognitive approach to grammar, using guided activities to encourage students to work out as much of the grammar for themselves as possible. The cognitive approach helps the students to remember the grammar

more easily and encourages them to develop the important learning strategy of working things out for themselves.”

A new grammar item is usually introduced in the first part (A) of each lesson and continues in other parts (B, C and D), if needed. In the beginning, learners are exposed to it in the context during reading accompanied by a recording of the text (preview). After going through the text, a few tasks concerning comprehension are done. The grammar is not emphasised until this moment. After the comprehension exercises, the emphasis is put on grammar.

The grammar section usually consists of several tasks helping learners to come up with rules governing the particular piece of grammar. At the beginning, there are usually some example sentences or a chart with the target form of language that are not complete, and learners are asked to complete the missing words into them. They can find the missing words (in the whole sentences) in the previous text (text study). After completion of several examples or a grammar chart with focus on form of the new grammar item, usually some questions attracting attention to the form, usage or meaning are given to learners. If some rules concerning usage of the new grammar item are needed, they are also usually presented partially inductively. The learners are typically supposed to complete a few words into the given rule or to match particular grammar words to their meaning or usage (matching techniques). The whole process of the grammar presentation is predominantly inductive (see 4.7).

The whole grammar of the course book is summarised in the grammar review that takes place at the end of the WB. Organized charts focusing the form and rules of form and usage with examples can be found there.

Discover English

Discover English course book, on the contrary, presents grammar deductively. Bright (2011a; 4) claims that it “teaches grammar by first introducing it in a meaningful context connected to the unit topic. For example, students may be asked to read and listen to texts they can easily relate to containing the target language such as dialogues, web texts, diaries and letters. Their understanding of the context and grammar is checked by different kinds of comprehension questions, e.g. true/false questions. Separate *grammar boxes* provide examples of the structure being taught.”

Grammar in Discover English is usually presented after the introductory page in grammar sections of parts A, B and C of every unit (sometimes it is omitted in part C). When introducing a new piece of grammar, learners are usually first exposed to it in a text with pictures and a recording of the text (preview). A few comprehension exercises follow, without special attention to grammar. After that, there are typically some short vocabulary exercises, talking tips or a code note. Then the attention is concentrated to grammar.

Grammar rules are given deductively in the form of clearly organized charts. These are mostly form-focused (e.g. a question in the past simple) or they provide a written sentence concerning form, meaning or usage rule of the grammar item. The prevailing approach to grammar presentation in Discover English is deductive; however, elements of an inductive approach, such as the preview, or sometimes a text study, are involved too.

Detailed grammar explanations in Czech and grammar charts can be found at the end of the workbook.

Way to win

Concerning grammar teaching and learning, Fraus.cz (2015, online) advertises grammar overviews with explanations and examples, and possibility to use inductive or deductive approach to grammar teaching.

Grammar presentation usually starts at the beginning of each unit with exposure to the target structures during reading accompanied by listening (preview; as in all the three course books). Attention to grammar is given in small charts called “Looking at language”. These charts usually put emphasis on particular grammar features and try to lead learners inductively to find out rules for grammar rules of form or meaning by asking questions or providing examples of target structures (problem-solving). Students are usually asked to use the target structure both before and after the grammar presentation and they are supposed to find its examples in the text (text study). There are no charts providing the correct rules, but the lessons are supposed to be teacher-lead (and teachers can find the grammar instructions in the TB). However, at the end of the unit, learners can find well-organized grammar explanation of all the new grammar topics of that unit. The same overall grammar summaries are attached in the workbooks. These summaries explain grammar in Czech and provide English examples with translation to Czech.

To conclude, all the three selected course books have some similar aspects of grammar presentation, as for instance the preview of new grammar at the beginning of each unit. But then, their approaches differ. Discover English presents grammar deductively, while Project and Way to win use rather a guided discovery (inductive) approach. Way to win is claimed to offer the possibility of using both inductive and deductive approaches. All the chosen courses contain grammar summaries as a part of the workbooks.

7.4 Comparison of language used to explain grammar

Project

The whole Project course, including grammar presentation and practice, is lead in English language. All the examples and rules in the SBs are given in the target language. Nevertheless, the grammar summaries at the end of WBs provide explanations of form, meaning and usage of the grammar items in Czech language. The charts and example sentences are again only in English.

The instructions for exercises in the WBs are also in English, but there is an English-Czech vocabulary of the instructions at the end of the WB (see appendix 1). The pages called Preparation for testing in WBs surprisingly also involve Czech instructions.

Discover English

In Discover English course book, almost all of the grammar charts and rules are also provided in English. The difference between this course book and Project is that grammar summaries in WBs involve not only Czech explanation, but also almost all the example sentences are translated into Czech.

The instructions for exercises included in Discover English 1 and 2 WBs are in Czech, but they are written in English in the following parts of the course.

Way to win

Way to win course book is also mainly lead in English, but also Czech language is used, especially in contents, reviews, self assessment or cross-curriculum notes. The teacher's methodical notes are also in Czech. Grammar within the units is explained inductively in English (depending also on the teacher), but grammar summaries at the end of each unit and in the workbooks are in Czech. All the example sentences are in English and they are also translated into Czech.

To summarize, all the course books use Czech language for grammar explanation in the grammar summaries. Otherwise, Project uses almost strictly only English, Discover English uses a little bit of Czech (especially in the tasks for younger learners) and Way to win naturally uses more Czech language than the other two course books.

7.5 Comparison of grammar practice

Project

Project 2 teacher's book states that "controlled practice activities consolidate students' knowledge of the rules. After controlled practice, students then go on to use the grammar in freer activities" (Hutchinson, 2013f; 4). It is also claimed that "grammar exercises are always followed by task-based activities which use one or more of the skills of reading, listening, speaking and writing" (Hutchinson, 2013f; 3).

In fact, a few exercises focusing new grammar take place immediately after the presentation of the new grammar and its rules in each unit of the SB. These exercises are usually aimed at accuracy. They include rephrasing, making sentences, dual or multiple choice, sentence completion and others. After some grammar exercises, listening or speaking activities are usually incorporated, so that learners can use the new grammar items in language skills in context.

The sections of culture, English across the curriculum, a project and a song at the end of each unit are oriented mainly on fluency. Sometimes they include the grammar structure learnt in that particular unit, sometimes they do not. The project is the most important fluency free production task of every unit. It does not contain a grammar instruction but it can suggest using the new

learnt grammar structure by the topic, which makes it a real fluency task (see 5.2.3). The revision at the end of each unit includes a few grammar exercises summarizing all the new grammar explained throughout the unit.

More grammar practice can be found in workbooks for each level of Project. As mentioned above, each unit contains 5 double pages of practice activities in WBs, consisting of parts A, B, C, D and a progress check with self assessment. Exercises in the WB include various kinds of practice areas, especially vocabulary, grammar, listening and writing. Individual tasks are labelled with one, two or three asterisks according to their level of difficulty. The majority of exercises in WBs are aimed at accuracy, but some of them are nearer to fluency.

Accuracy-focused grammar exercises typically include chart completion (e.g. forms of past participles; adverbs made from adjectives etc.), dual choice, multiple choice, guided sentence rewrites (usually with given words and structures, learners are supposed to combine these and make a sentence) or gap-filling (with the correct form of a provided word or with a selection of a word and putting it into the correct form, or even without any clues). Among rather fluency-oriented exercises especially these can be found: answering questions with learners' own words, sentence completion or sentence writing (according to diagrams, charts or pictures), questions writing (to provided answers), short parallel writings and personal writings. The higher the level of the course book is the more fluency activities (such as reading and writing) are included.

More fluency exercises can be found in the final section called Preparation for testing. Skill tasks such as reading, writing or listening that provide more space for fluency practice are covered here. Grammar and lexical exercises again put focus on accuracy.

Discover English

The teacher's book of Discover English 1 (Bright, 2011; 4) claim that in every unit of the student's books "are also plenty of practice exercises to consolidate understanding and give students the opportunity to manipulate the structure in question. Regular writing and speaking exercises are designed to provide students with the opportunity to practise the new language they have learned."

Practice activities always take place in the SBs after the grammar presentation. These exercises focus mainly on accuracy (for instance sentence or words rewrites, gap-filling, word order or dual choice). After a few grammar exercises, other exercises such as listening, speaking

or writing take place, so that learners can use the new structures in a more fluent way. This pattern can be found in each of the parts A, B and C. Revision D part typically contains about two or three grammar exercises. The character of these tasks is similar to the previous ones. In the even units, where part E is included, learners have chance to meet English in a more fluent way. There is always a song, an article about culture and a project task. Grammar is typically included only covertly in these end-of-unit texts and tasks. While a song and Discover culture develop receptive skills, the project provides an opportunity to use the productive skills and also to use the language structures in a free way for learners. However, only sometimes it reflects the new learnt grammar. For instance in Discover English 1, all four projects are aimed at present simple, although the present continuous and past simple is taught in this part of Discover English. But some projects that reflect new learnt grammar structures can be found too. For example in the unit where grading of adjectives is taught (Discover 3, unit 6), the project consists in suggesting the best school uniform, which covertly leads learners to the usage of the new learnt grammar structure.

Discover English WB covers the same topics as the SB and it is also arranged in a similar form: one introductory page (typically with vocabulary practice), three double pages containing various kinds of exercises (A, B and C sections) and one page of revision (D part) at the end. Exercises that are more demanding than others are labelled with one, two or three asterisks.

The majority of exercises are aimed at accuracy as well as in Project, but in contrast to Project, more reading tasks and less listening tasks are included. Even though the reading texts (as well as listening material in Project) put more emphasis on vocabulary, it also uses the target grammar structures.

The lesson is typically opened with some vocabulary exercises and grammar practice follows. The exercises are also often connected – they work with material from previous exercises.

Accuracy practice consists of similar exercises to those in Project, such as chart completion, rewrites (e.g. rewriting affirmative to negative forms or questions), dual choice, guided sentence rewrites and gap-filling (with the correct form of a provided word, more demanding task with the choice of the word, or the most simple one just with the choice of a word without putting it into the correct form). In comparison to Project, word order (and also sentence order) exercises are more frequent here. As for the rather fluency practice, exercises like answering questions with learners' own words or personalised writings can be found here. The writings are short but they

are more common than in Project (e.g. write down what your family is wearing today; describe your way from your classroom to two other places in the school). On the contrary, less writings according to diagrams, charts or pictures are included here. Short reading tasks are more common at lower levels of this course book than in Project. In general, the exercises are shorter and therefore there are more of them in Discover English than in Project.

Way to win

Grammar practice in student's books always follows after its presentation on the first few pages. Approximately 2 or 3 pages of grammar practice are included, apart from the initial practice exercises involved in the presentation part of the unit. The practice tasks usually do not aim only at the new learnt grammar items, but also include practice of previous pieces of grammar or combine the two. In Project and Discover English, the practice of previous knowledge is not very common, except for the revision practice.

Similarly to the other two course books, more controlled practice exercises usually precede the ones that are more fluency oriented. The accuracy exercises often consist of dual choice, gap-filling or matching. Quite a lot of exercises are somewhere between accuracy and fluency practice. Regular speaking exercises labelled *Now you and your partner* are often included. These tasks usually contain guided personalised dialogues to be practised in pairs. Sometimes they are lead by questions, pictures or suggested expressions to be used. Also some creative tasks like puzzle solving or classroom games can be found here. However, the free discourse without grammar instruction is not frequent here.

The WBs contain approximately four pages of practice exercises in every unit. These involve gap-filling, sentence rewrites, parallel writing, answering to questions, (personalised), chart completion, dual or multiple choice and other tasks. Every lesson also includes some translation exercises. First, learners are supposed to translate several sentences into English, and then they are asked to suggest some things to their partners in English (e.g. *Ask your partner what he is going to do in the afternoon, tell your partner..., suggest him... etc.*). Translation is convenient to make learners aware of the contrast between Czech and English language. However, sometimes it might be difficult for students. Exercises like these were not included in Project or Discover English.

In conclusion, all the course books contain quite a lot of practice exercises, which is good, because learners need to practice the new grammar in order to be able to use it freely. In *Project* and *Discover English*, the majority of the exercises are accuracy oriented, and only some tasks aim at fluency practice. However, the articles and projects included at the end of the units provide opportunity to use the language in a more fluent way. The project is usually a purely fluency exercise, since it does not include any grammar instruction. However, sometimes the project and other articles at the end of the unit do not correspond to the target structure of the unit. *Way to win* generally contains more demanding exercises that require using the target structure in a rather fluent way; nevertheless there are not any entirely fluency tasks (without provided grammar instruction).

7.6 Illustrative example

One concrete grammar chapter from *Project*, *Discover English* and *Way to win* will be presented in this chapter to illustrate what was written above and to demonstrate the grammar approaches of the course books on an example. The topic of present perfect has been chosen, for it is considered quite a complicated piece of grammar for most of the learners, and at the same time it is often used and therefore important to master. Cunningsworth (1995; 34) says the present perfect belongs to frequently problematic grammar issues, since learners have difficulty to imagine what “past with present relevance or effect” exactly means and therefore, where it is appropriate to use it. Czech language does not express the meaning of present perfect by a specific tense, which is why many Czech learners struggle with this topic.

Special attention will be given to the first presentation of form and meaning of the present perfect in the course books and on teaching the difference between present perfect and past simple and contrasting these two tenses, which is often confusing for learners. Especially SBs and WBs will be mentioned in the comparison, but methodical notes from the TBs will also be taken into consideration.

7.6.1 Introduction

In *Project* course book, the first presentation of the present perfect is included in *Project 3*, unit 5. The topic of this unit is *Experiences*, which well corresponds to the meaning of the present perfect usage. In this unit, first the form of affirmative and negative sentences in present

perfect are taught (in 5A), then questions in present perfect with words *ever* and *never* are taught (in 5B), and the usage of a word *just* with present perfect is presented in 5D section.

Next unit that teaches present perfect is unit 2 in Project 4. Its topic is Fame and fortune that brings stories about famous people, movies etc. In my opinion, it is also a suitable topic for contrasting present perfect with past simple. In 4A, the form of present perfect is revised and a contrast between present perfect and past simple is focused. Part 2B emphasises the difference between present perfect and past simple again and teaches words *for* and *since*. Part 2D focuses the difference between *been* and *gone* and teaches the form of question tags with present perfect. Only in this course book, exercises for contrasting *been* and *gone* are included.

In Discover English, present perfect teaching starts in Discover English 2, unit 7, where especially its form is taught. The topic within which it is presented is Music. Similar grammar issues to what Project teaches are presented here: section 7A only presents affirmative and negative form of present perfect, section 7B adds questions with *ever* and *never* and short answers, and in 7C present perfect is contrasted to past simple.

A following part of the course book, Discover English 3, unit 3 is aimed at a contrast between present perfect and past simple from the beginning. 3A and 3C parts of the unit provide clear charts with rules of usage of the present perfect. The topic of this unit is An Accident.

Present perfect teaching in Way to win 7 starts in unit 7. A topic of this unit is New Horizons, which includes issues of activities, sports and experiences. Affirmative, negative and interrogative forms of present perfect with short answers in present perfect are taught, as well as words *ever* and *never*. Also the meaning of present perfect is explained and other adverbs relating to it are mentioned.

In the same book, Way to win 7, in unit 10, the difference between present perfect and past simple is taught on the background of a topic Great Britain and the sea. The same topic of contrasting present perfect to past simple continues in Way to win 8, unit 1. Words *since* and *for* connected to present perfect are presented in Way to win 8, unit 8. More space to present perfect teaching is provided here (four units) than in any other course books.

7.6.2 Presentation of present perfect

Grammar presentation of present perfect in all the three course books starts with a preview of the new language in reading and listening as usual. After that, in Project learners are asked to

complete four sentences taken from the text with the target grammar form. The meaning of this structure is explained directly: “We use the present perfect to talk about experiences up to now. We aren’t interested in when. When we say the actual time, we must use the past simple” (Hutchinson, 2013g; p. 57). The contrast between present perfect and past simple (which is often problematic) is explained here at the beginning and example sentences showing the difference are provided (see appendix 2). Then the focus is turned to the form of present perfect (have/has + past participle), which is surprisingly also described deductively with a given rule and learners are supposed to identify the two parts of which present perfect consists. After that the attention is put to the past participles. Some regular and irregular examples of past participles are provided and students are asked to describe how to make a regular past participle and find some more examples of irregular past participles in the text. At the end, students are asked to make more irregular past participle forms from the provided words and write four positive and four negative sentences about themselves, using the given verbs. Questions and short answers in the present perfect are taught inductively in 5B section. Students are asked to fill in the missing words into example sentences (they can find them in the text), and they are supposed to think about the form of questions in present perfect and find more examples in the text. Also *ever* and *never* is taught in the 5B section. Inductive techniques of gap-filling, matching and putting these words into sentences are used to explain their meaning and usage. In D part of this unit (5D), the word *just* is taught. The position of *just* in the sentence is also presented inductively: students are supposed to find the word *just* in the text and put it to the right place to two example sentences. Two oral accuracy exercises, in which learners are asked to make affirmative sentences, questions and short answers, follow. Both these exercises are guided by provided cues.

Other parts of unit 5 do not put emphasis on overt grammar teaching. However, in C part (5C), present perfect is practised covertly during reading, listening and speaking, and the song at the end of the unit also uses present perfect tense. Nevertheless, the culture and English across the curriculum articles do not include present perfect and also the project at the end of the unit is not focused on the target grammar (the topic is writing about a famous person’s life, which can be written with the usage of present perfect, but questions that guide the project do not use the present perfect). The revision at the end of the unit includes 3 grammar exercises, focusing on affirmative and negative, questions with *ever* and *never* and short answers, and statements with *just*.

While meaning and usage of present perfect is explained at the beginning, even before its form is taught in Project, in Discover English 2 there is no special emphasis on the usage of present perfect until the 7C part. In parts 7A and 7B the form of present perfect is focused (affirmative, negative and question). It is presented deductively (see appendix 3). At the beginning, only a slight outline of the usage is presented (the teacher asks about the previous text: “Is Ben learning the guitar?” (Yes.) “Do we know when he started lessons?” (No.)) and no further explanation is provided. In the 7C part, the rule of the usage of present perfect and past simple is based on the connection of these two tenses with particular words relating to them. Present perfect is connected to expressions *ever*, *never* and *before*. Past simple is connected to *yesterday*, *ago*, *last (week)*, dates and times (see appendix 4). All the grammar features in this unit are provided in well-organized charts after the initial preview. Practice exercises follow after the presentation in charts.

In Way to win 7, unit 7, the presentation of present perfect is rather inductive (see appendix 5). Learners are asked to find examples of present perfect in the text, derive its form (have/has + past participles) from them and find out that the time when the things have happened is not important in present perfect. The summary of the usage of present perfect and example sentences can be found at the end of the unit in the SB (see appendix 6). The rule of usage provided here says that present perfect can describe either an action that has finished but it is not important when it happened, or a process that has consequences lasting up to the present. It is also mentioned that present perfect can be used for things that have *just* or *already* happened or that have not happened yet. The grammar summary also explains the form of present perfect in affirmative and negative statements and questions. A drawback is that only example sentences are provided here without any chart visualising its form. *Ever* and *never* is taught through a song in unit 7 (see appendix 7). After that it is included in questions making exercise and no special grammar focused is put on its form. Questions are taught and practised in a game and an information gap activity (photocopiable from the teacher’s book, see appendix 8). Adverbs *ever*, *never*, *already*, *just* and *(not) yet* and their position in the sentence also take part of the grammar summary.

7.6.3 Practice of present perfect

The initial practice of present perfect in Project SB consists of playing a game in groups, when everybody repeats the others and adds one thing he has done (e.g. *He’s seen a UFO, she’s*

done a bungee jump and I've...; see appendix 2). One more practice activity includes listening and again writing positive and negative sentences with the target structure. In 5B part, four oral exercises aimed at accuracy of positive and negative sentences and questions and answers in present perfect follow. Two of them are personalised. In 5D section, two oral accuracy exercises, in which learners are asked to make affirmative sentences, questions and answers with *just*, are included. Both of these exercises are guided by provided clues (see appendix 9).

Unit 5 in the WB contains 22 exercises and most of them are highly controlled; however, some fluency exercises can be found there too (see appendix 10). Accuracy exercises include for instance guided gap-filling, controlled rewrites, word order and guided sentence writing. One exercise includes listening comprehension. More fluency oriented exercises use personalisation, e.g. answering questions or writing true sentences or a short e-mail. Altogether six personalised exercises are included in this unit, but in all of them some guidance is provided.

In Discover English SB, a few practice exercises, as for example gap-filling, sentence rewrites, dual choice, matching or guided speaking and listening follow the presentation of new topics in each section of the unit (see appendices 3 and 4). In the revision part, there is one exercise to practise the form of present perfect, and one to practise both form and usage, which means choosing between present perfect and past simple and putting it into the correct form too (see appendix 11).

WB of Discover English 2, unit 7 contains 23 exercises for present perfect practice. Most of them are accuracy oriented, as for instance chart completion, guided gap-filling, dual choice, matching or sentence rewrites. Among more or less fluency oriented exercises are guided sentence writing (personalised) or true/false reading exercise. No free discourse fluency exercises are involved at this stage of present perfect learning. In 7A and 7B section, all of the exercises only focus on form, and in 7C and 7D the focus turns to the usage. It is mostly connected to the words referring to time (*before, yesterday, ago, never, ever...*, see appendix 12).

Extra photocopiable materials from the end of teacher's book include only 6 accuracy oriented exercises: controlled gap-filling, word order, dual choice, controlled sentence rewrites (affirmative and negative), controlled sentence rewrites (interrogative) and guided gap-filling. Only the last gap-filling exercise is aimed at contrast between present perfect and past simple, all the others focus on the form of present perfect, which is new for the students.

Way to win 7, unit 7 includes three game-like activities that practise making questions. One of the games consists of changing something in the classroom and letting some classmates guess what it was (see appendix 7). The other two activities are based on asking the classmates certain questions (information gap; personalisation). Except from these, six mainly accuracy exercises and one listening task are included in the SB.

Unlike the previous two course books, the WB of Way to win 7 contains only 6 exercises for present perfect practice in unit 7 and the proportion of mainly fluency oriented tasks is higher than in the other two course books. There is no free discourse, but a parallel writing, answering personalised questions (see appendix 13) and guided writing can be found here. Also translation is part of one task (which was not included in the previous course books). In this WB, also exercises for practising vocabulary, pronunciation or previous grammar features are included. In turn, the present perfect practice is included in the following units too.

7.6.4 Contrasting present perfect with past simple

Teaching contrast between present perfect and past simple is usually the main point of the next unit that emphasises the topic of present perfect. These chapters and especially the rules that are given to contrast these two tenses in the three selected course books will be presented here.

In unit 2A of Project 4, the form of present perfect is first revised and then the contrast between present perfect and past simple is focused. In the rest of the unit, present perfect with *for/since*, *gone/been* and question tags are emphasised. Culture article and a song in this unit do not use the target grammar structure, but English across the curriculum and a project work do. The project is based on writing biography of a famous person (similar to the project in Project 3, unit 5), but this time the guidance questions contain present perfect, so the learners are likely to use it too, even though they are not explicitly told to do so.

The presentation of the present perfect in this unit is inductive and it supposes completing grammar charts with the correct forms and finding examples of present perfect in the text. The rule for present perfect meaning says that “We use the present perfect tense to talk about experiences up to now and for recent events (usually with *just* or *recently*)” (Hutchinson, 2013j, p. 21; see appendix 14). The rule explaining the difference between present perfect and past simple is based on an easy fact that statements in past simple include time reference while those in present perfect do not. Section 2B explicitly provides two more rules about the usage of the

present perfect. It says that this tense is used to talk about “a past action with a result in the present” and “an activity that started in the past and continues into the present” (Hutchinson, 2013j, p. 23, see appendix 15). This is probably not easily understandable, but it explains the meaning of the present perfect. The learners are then asked to complete the examples with the target form and create some more sentences with it.

In the grammar summary at the end of the WB, the form of present perfect is demonstrated and also the usage and contrast with past simple is presented. It is said that present perfect is used to talk about experiences up to the present moment, about current events (usually with *just* or *recently*), about past actions with results up to a present and about activities that started in past and continue to the present. There is also a special section explaining the difference between present perfect and past simple (see appendix 16). It claims that present perfect is used when talking about time that precedes present or when the time reference is not given. On the contrary, past simple is used to talk about events that happened in the past or when there is a time reference saying when it happened. Also the rules for the usage of *for/since* and *been/gone* are provided in the grammar summary.

Discover English 3, unit 3 emphasises the contrast between present perfect and past simple from the beginning. As well as in Project, the first section (3A) focuses on the contrast between the two tenses (see appendix 17), and the following sections are oriented mainly only on the present perfect usage. Section 3B teaches words *for* and *since* and in 3C part the present perfect with *just*, *already* and *yet* to talk about recent actions and events is taught. The rule and examples are provided in a chart, as usual. The difference between present perfect and past simple is not explained generally, but also with connection to certain expressions (*ever*, *never* vs. *ago*, *yesterday*, *last*; in the following sections the present perfect is also related to *for*, *since*, *just*, *already* and *yet*). Besides this, the teacher only tells students that present perfect connects the past with the present.

The grammar summary at the end of the WB mainly relates present perfect and past simple to certain expressions, too (see appendix 18). It also briefly explains that present perfect expresses something we have already experienced or we have not experienced yet and on the contrary, past simple expresses something that happened in the past and it is finished. The usage of *since* and *for* is introduced by the question *How long...?* and the words related to the usage of *for* and *since* are listed in a chart. *Just*, *already* and *yet* are said to be used with present perfect and processes that have just happened. The usage of *yet* only in negatives and questions is also focused. All

rules of usage are completed by examples of English sentences with Czech translation. Unlike the Project, Discover English 3 does not provide a revision of the form of present perfect neither in the grammar summary, not in the SB.

In Way to win, present perfect is still revised and practised from unit 7 on, in units 8, 9 and 10. In the last unit (10), past continuous is taught and past tenses (including present perfect) are contrasted there. The exposition part of this unit includes texts using present perfect and also practice exercises concentrate on present perfect quite a lot. However, only two exercises out of seven really put emphasis on the difference between present perfect and past simple. One of them is accuracy oriented and the other fluency oriented with the usage of personalisation and information gap. The grammar summary at the end of the unit explains that past simple is used to express when exactly something happened and present perfect is used to claim whether something has happened or not, concerning the result, no matter when. The typical expressions that go with these two tenses are also listed here.

More focus on the contrast between present simple and past perfect can be found in Way to win 8, unit 1. After the exposition to both of these tenses, learners are asked to find examples of them in the text and to make a list of expressions that go with them (see appendix 19). In this task, learners should understand that different time expressions match to different tenses. Also a nice mnemonic devise is suggested in the teacher's book: "Yesterday, ago and last – use always simple past." (Betáková, 2007c; p. 11). In the practice part, only one out of four exercises is focused on discrimination between present perfect and past simple. The other three tasks relate only to one of these tenses.

The grammar summary of this unit states that past simple is used when talking about past or telling a story (no other course books explicitly present this usage of the past simple). It also claims that past simple states when something happened. Present simple is claimed to be used when something has happened but it is not said when. The adverbs referring to these two tenses are also listed here and good contrasting examples of both of the tenses are provided (e.g. *Megan has already bought her new books* vs. *She bought them yesterday*; see appendix 20).

As stated above, present perfect tense is also practised in unit 8 of Way to win 8, where *since* and *for* with present perfect are taught.

7.6.5 Practice of the contrast between present perfect and past simple

WB of Project 4, unit 2 includes 18 grammar exercises. Fourteen of them are oriented only to practise present perfect with its different aspects (such as *for/since*, *been/gone*, question tags) in form focused exercises. Only four tasks emphasise the practice of the contrast between present perfect and past simple. These include dual choice, guided rewrites, matching sentences with different time expressions and completing sentences with the right form of provided verbs (see examples in appendix 21).

Unit 3 in the WB Discover English 3 includes 23 grammar exercises for present perfect practice (which is the same number as the previous unit on present perfect in Discover English 2). In 3A, it starts with an exercise practising only present perfect (sentence writing), then it revises forms of past simple and past participles, and then it includes practice of both present perfect and past simple in a gap-filling exercise, word order, short answers writing and parallel writing (see appendix 22). Part 3B focuses on *since* and *for* practice, and includes 4 accuracy exercises, 3 partially fluency exercises (like parallel writing with usage of charts) and one personalised exercise (answering questions). Part 3C emphasises the practice of *just*, *already* and *yet*. Most of the exercises are accuracy oriented, as usual, but also a parallel writing and personalised sentence writing is included. The revision part 3D revises all that has been taught in that unit in four exercises. All in all, the exercises in the WB do not put emphasis primarily on practising contrast between the present perfect and past simple according to their meaning, but on the basis of the words that are used together with them, which might be easier to learners.

Photocopiable materials at the end of teacher's book include 6 accuracy oriented exercises as usual. Four of them only practise present perfect with certain expressions typical for it, and two tasks really require the discrimination between present perfect and past simple (see appendix 23).

Unit 10 of Way to win 7 and unit 1 of Way to win 8 in the WBs include 27 exercises altogether, but most of them are aimed to revise different grammar or vocabulary issues than present perfect or past simple. Six of the exercises serve to practise present perfect, 2 of them include practice of past simple (Project and Discover English do not focus on past simple practice when contrasting present perfect and past simple) and only two tasks combine the two. One of them is only focused on the expressions that go with these tenses and the other is a translation task, which consists of some Czech sentences to be translated into English (see appendix 24). In my opinion, this is the most difficult exercise, as it requires understanding of the difference between present perfect and past simple also with connection to Czech language

(and therefore it cannot be built only on the English time expressions that have been presented before).

7.6.6 Conclusion

To conclude, both similarities and differences of present perfect teaching can be found in all the selected course books. All of them initially put more emphasis on its form and afterwards (in other units) concentrate more on the usage. The meaning is usually introduced at the beginning, but for instance in Discover English it is not stressed until the end of the unit in which it is taught. Project and Discover English introduce the present perfect in a similar way concerning the sequencing (first the affirmative and negative, then questions with *ever/never* and answers, later *for* and *since*). Way to win does not sequence the initial presentation of the present simple into different pieces in different parts of the unit, but as well as the previously mentioned two course books, it first teaches the form of present perfect sentences and *ever/never* in questions. Teaching of *since* and *for* is later in this course book. All of the course books put more emphasis on the usage of the present perfect and its contrast to the past simple when the form is already known to the learners. Most of the rules for the usage and discrimination between the two tenses are based on the time expressions that usually go with either present perfect or past simple. In fact, Discover English does not go beyond this explanation of the usage, while Project and Way to win also concentrate on the actual meaning of present perfect and include at least one exercise in which the learners have to understand it (and not only match the tense to the time expressions). Therefore, Project and Way to win seem to be more demanding. Exercises for practice of present perfect vs. past simple are not numerous in any of the course books, but there is enough practice of the present perfect individually. Way to win also includes exercises to practice the past simple individually.

7.7 Conclusion and suggestions for English teachers

After comparison of the selected course books, it can be claimed that although they share some common features, each of them uses different teaching (and learning) techniques and can aim at different learners.

Discover English seems to use the simplest way of grammar explaining. It is based on deductive approach, which is clear, well organized and the majority of pupils can understand it

without problems. The sequencing of grammar teaching is gradual and almost every section of the SBs contains a little bit of grammar with a provided chart. The grammar practice aims primarily on accuracy and relatively a lot of different accuracy exercises are included both in the SB and in the WB. Less fluency practice is included in Discover English than in other course books, although a few fluency tasks are also included there. From all the features stated above, it can be concluded that grammar teaching in Discover English is the least demanding concerning the independent thinking of the learners. It is suitable especially for holistic learners who prefer deductive approach and for younger learners who are still in the stage of developing hypothetical and logical thinking and are not yet able to follow inductive approach to grammar teaching with ease. It can also be appropriate for learners that are not enthusiastic into learning, because it does not require so much effort of active participation during learning. On the other hand, the course book offers involving topics for teenagers and most of the tasks provide the sense of security that adolescent learners need.

Grammar teaching in Way to win course book differs a lot from Discover English. Almost all the opposites can be used to describe it. While in Discover English deductive approach prevails and in almost every section of the SB grammar charts can be found, Way to win teaches grammar inductively, and even though the grammar syllabus involves systematic grammar teaching, the charts with grammar are very little and contain only incomplete suggestions of the rules. A significant part of grammar teaching is based on teacher's explanations. However, every unit contains well-organized grammar summaries that can be used for deductive grammar teaching if needed. Exercises in Way to win SB and WB are more demanding than those in Discover English or Project. Sometimes only a little attention is paid to the initial focus on form or usage of a new grammar item, and more partially fluency tasks are included here than in other two course books. Unlike Project and Discover English, a few translation exercises are included in Way to win. Also more oral activities can be found here and some game-like activities or tasks that require logical or abstract thinking take place in this course book. Grammar issues are combined and gradually revised in individual units, which requires deeper understanding of the grammar issues and ability to think about all that has been taught before at once. Quite a lot of exercises require active participation and cooperation of the learners, which can go beyond their sense of security. The topics and the overall design of Way to win are less attractive than in the other two course books, so students need more motivation to get involved in learning. To sum up, Way to win is most appropriate for analytical learners who have developed cognitive abilities

and also for motivated students. It is also possible to use more simple and deductive approach to grammar teaching depending on a teacher and his teaching situation.

Project course book seems to be somewhere in between the two courses described above. Its design, topics and style of practice tasks are closer to Discover English; however, its approach to grammar teaching is more similar to Way to win course book. It uses almost exclusively inductive approach (guided discovery) and provides grammar charts and rules to be completed by learners, questions concerning grammar issues or matching techniques. The practice tasks offer a wide range of predominantly accuracy oriented exercises. Fluent practice also takes part of the course book, but in most cases it does not focus on grammar. To summarise, Project is suitable mainly for learners with analytic thinking who appreciate the challenge to induce grammar principles, but thanks to the visualisation of the rules and examples, it can also satisfy the needs of holistic learners or younger adolescents who might prefer rather deductive approach.

Teachers of English should consider their teaching situation and cognitive abilities of their students and choose an appropriate course book according to it. Especially the approach to grammar teaching and the level of difficulty of practice activities should be taken into consideration. It is important that the course book meet students' needs and also that it suits the teacher's style. All the outcomes stated above might help to choose the appropriate course book or supplementary materials for English teachers, so that grammar teaching in their English lessons is effective for their students.

8. Conclusion

This thesis has dealt with the topic of grammar teaching in different course books. The first part analysed different approaches to grammar teaching and outlined principles of good grammar presentation and practice. Various methods of grammar presentation such as covert or overt and deductive or inductive approaches can be used to teach grammar. When presenting grammar, a suitable approach according to learners' needs and general teaching principles should be chosen. Practising grammar should always follow its presentation and it ought to lead from accuracy to fluency practice. Elements of form, usage and meaning should be taught with every grammar issue.

The practical part used data from the theoretical part and applied them into three different course books that were compared in relation to grammar teaching. Discover English course book teaches grammar mainly deductively with a few elements of inductive teaching. On the contrary, Project and Way to win course books mostly use guided discovery techniques. All of these course books contain well arranged grammar summaries in workbooks and Way to win also includes a grammar summary at the end of each unit. Discover English is more suitable for holistic or less motivated learners, while Project and Way to win is appropriate for analytical or highly motivated students with cognitively developed thinking. Grammar practice includes prevalently accuracy tasks; however, Way to win course book tend to use more fluency-like exercises and also more oral communicative tasks than the other two course books. In Project fluency is practised mostly in articles at the end of every unit.

The course books have only been compared from the point of view of grammar teaching, which suggests further opportunity to do research of course books aimed at other components of language system, such as vocabulary, pronunciation or spelling, or at language skills. Also practical considerations of course book choice (such as price, design or availability) have not been research in this thesis. A number of other teaching materials or different course books provide space for further studies as well.

I believe the findings of the theoretical part and also the outcomes of the research done in this thesis will be useful for me and other English teachers who would like to draw inspiration for grammar teaching and for choosing a good course book or supplementary teaching materials for their students.

Bibliography

Printed sources:

CELCE-MURCIA, M.; HILLES, S. *Techniques and resources in teaching grammar*. 1st ed. New York: Oxford University Press, 1988, 189 p. ISBN 01-943-4191-7.

ÇELIK, S., *Approaches and principles in English as a Foreign Language Education*, 1st ed. Ankara: Eđiten Kitap, 2014, 472 p. ISBN 9786054757275.

CUNNINGSWORTH, A. *Choosing your coursebook*. Oxford: Macmillan Heinemann English language teaching, 1995, 153 s. ISBN 0435240587.

HARMER, J. *Teaching and Learning Grammar*. 5th imp. London: Longman, 1991, 71 s. ISBN 05-827-4623-X.

HARMER, J. *The Practice of English Language Teaching*. 4th ed. Harlow: Longman, 2007, 448 s. ISBN 978-140-5847-728.

HOWATT, A. P. R. *A History of English Language Teaching*. 4th imp. Hong Kong: Oxford University Press, 1991, 394 p. ISBN 0194370755.

PRŮCHA, J. *Učebnice: Teorie a analýzy edukačního media: Příručka pro studenty, učitele, autory učebnic a výzkumné pracovníky*. Brno: Paido, 1998. 148 s. ISBN 80-85931-49-4.

RICHARDS, J. C., SCHMIDT R. *Longman dictionary of language teaching & applied linguistics*. 4th ed. Harlow: Pearson Education Limited, 2010, 644 s. ISBN 9781408204603.

RICHARDS, J.; RODGERS, T. S. *Approaches and methods in language teaching*. 10th imp. New York: Cambridge University Press, 1994, 171 s. ISBN 05-213-1255-8.

SCRIVENER, J. *Learning Teaching: The Essential Guide to English Language Teaching*. 3rd ed. Oxford: Macmillan, 2011, 414 s. ISBN 978-023-0729-827.

ŠIMÍČKOVÁ-ČÍŽKOVÁ, J. et al. *Přehled vývojové psychologie*. 2. vyd. Olomouc: Univerzita Palackého, 2003, 175 s. ISBN 80-244-0629-2.

THORNBURY, S. *How to teach grammar*. 13th imp. Harlow: Longman, 2009, 182 s. ISBN 978-0-582-33932-3.

UR, P. *A Course in English Language Teaching*. 2nd ed. New York: Cambridge University Press, 2012, 325 p. ISBN 978-110-7684-676.

Course books:

BETÁKOVÁ, L., DVOŘÁKOVÁ K. *Angličtina 6: way to win: pro základní školy a víceletá gymnázia*. 1. vyd. Plzeň: Fraus, 2005a, 79 s. ISBN 80-723-8370-1.

BETÁKOVÁ, L., DVOŘÁKOVÁ K. *Angličtina 6: way to win : pro základní školy a víceletá gymnázia*. 1. vyd. Plzeň: Fraus, 2005b, 72 s. ISBN 80-723-8371-X.

BETÁKOVÁ, L., DVOŘÁKOVÁ K. *Angličtina 6: way to win : pro základní školy a víceletá gymnázia*. 1. vyd. Plzeň: Fraus, 2005c, 98, 10 s. ISBN 80-723-8372-8.

- BETÁKOVÁ, L., DVOŘÁKOVÁ K. *Angličtina 7: way to win: pro základní školy a víceletá gymnázia*. 1. vyd. Plzeň: Fraus, 2006a, 104 s. ISBN 80-723-8389-2.
- BETÁKOVÁ, L., DVOŘÁKOVÁ K. *Angličtina 7: way to win : pro základní školy a víceletá gymnázia*. 1. vyd. Plzeň: Fraus, 2006b, 64 s. ISBN 80-723-8390-6.
- BETÁKOVÁ, L., DVOŘÁKOVÁ K. *Angličtina 7: way to win: pro základní školy a víceletá gymnázia*. 1. vyd. Plzeň: Fraus, 2006c, 72 s. ISBN 80-723-8391-4.
- BETÁKOVÁ, L., DVOŘÁKOVÁ K. *Angličtina 8: way to win: pro základní školy a víceletá gymnázia*. 1. vyd. Plzeň: Fraus, 2007a, 112 s. ISBN 978-807-2383-993.
- BETÁKOVÁ, L., DVOŘÁKOVÁ K. *Angličtina 8: way to win: pro základní školy a víceletá gymnázia*. 1. vyd. Plzeň: Fraus, 2007b. ISBN 978-807-2384-006.
- BETÁKOVÁ, L., DVOŘÁKOVÁ K. *Angličtina 8: way to win: pro základní školy a víceletá gymnázia*. 1. vyd. Plzeň: Fraus, 2007c, 122 s. ISBN 978-807-2384-013.
- BETÁKOVÁ, L., DVOŘÁKOVÁ K. *Angličtina 9: way to win: pro základní školy a víceletá gymnázia*. 1. vyd. Plzeň: Fraus, 2008a. 112 s. ISBN 978-807-2386-734.
- BETÁKOVÁ, L., DVOŘÁKOVÁ K. *Angličtina. 9: way to win: pro základní školy a víceletá gymnázia*. 1. vyd. Plzeň: Fraus, 2008b. 68 s. ISBN 978-807-2386-741.
- BETÁKOVÁ, L., DVOŘÁKOVÁ K. *Angličtina 9: way to win: pro základní školy a víceletá gymnázia*. 1. vyd. Plzeň: Fraus, 2008c. 131 s. ISBN 978-80-7238-675-8.
- HUTCHINSON, T. *Project 1*. 4th ed. Oxford: Oxford University Press, 2013a. ISBN 978-0-19-476465-0.
- HUTCHINSON, T. *Project 1*. 4th ed. Oxford: Oxford University Press, 2013b. ISBN 978-0-19-476485-8.
- HUTCHINSON, T. *Project 1*. 4th ed. Oxford: Oxford University Press, 2013c. ISBN 978-0-19-476559-6.
- HUTCHINSON, T., *Project 2*. 4th ed. Oxford: Oxford University Press, 2013d. ISBN 978-0-19-476466-7.
- HUTCHINSON, T., *Project 2*. 4th ed. Oxford: Oxford University Press, 2013e. ISBN 978-0-19-476486-5.
- HUTCHINSON, T., *Project 2*. 4th ed. Oxford: Oxford University Press, 2013f. ISBN 978-0-19-476560-2.
- HUTCHINSON, T., *Project 3*. 4th ed. Oxford: Oxford University Press, 2013g. ISBN 978-0-19-476467-4.
- HUTCHINSON, T., *Project 3*. 4th ed. Oxford: Oxford University Press, 2013h. ISBN 978-0-19-476487-2.
- HUTCHINSON, T., *Project 3*. 4th ed. Oxford: Oxford University Press, 2013j. ISBN 978-0-19-476561-9.
- HUTCHINSON, T., *Project 4*. 4th ed. Oxford: Oxford University Press, 2013j. ISBN 978-0-19-476468-1.
- HUTCHINSON, T., *Project 4*. 4th ed. Oxford: Oxford University Press, 2013k. ISBN 978-0-19-476488-9.

HUTCHINSON, T., *Project 4*. 4th ed. Oxford: Oxford University Press, 2013l. ISBN 978-0-19-476562-6.

HUTCHINSON, T., *Project 5*. 4th ed. Oxford: Oxford University Press, 2013m. ISBN 978-0-19-476469-8.

HUTCHINSON, T., *Project 5*. 4th ed. Oxford: Oxford University Press, 2013n. ISBN 978-0-19-476489-6.

HUTCHINSON, T., *Project 5*. 4th ed. Oxford: Oxford University Press, 2013o. ISBN 978-0-19-476563-3.

HEARN, I., WILDMAN, J., WAKEMAN, K., ODLUM, S. *Discover English 1*. 1st pub. Warszawa: Pearson Central Europe, 2011, 80 s. ISBN 978-83-7600-006-0.

HEARN, I., WILDMAN, J., WAKEMAN, K., ODLUM, S. *Discover English 1*. 1st pub. Warszawa: Pearson Central Europe, 2011, 80 s. ISBN 978-83-7600-006-0.

BRIGHT, C. *Discover English*. 1st pub. Warszawa: Pearson Central Europe, 2011a, 128 s. ISBN 9788376003184.

WILDMAN, J., HEARN I., BRIGHT, C. *Discover English 2*. 1st pub. Warszawa: Pearson Central Europe, 2011, 80 s. ISBN 978-83-6124-392-2.

WILDMAN, J., HEARN I., BRIGHT, C. *Discover English 2*. 1st pub. Warszawa: Pearson Central Europe, 2011, 80 s. ISBN 978-83-6124-392-2.

BRIGHT, C. *Discover English 2*. Warszawa: Pearson Central Europe, 2011b. 128 s. ISBN 9788376003207.

WILDMAN, J., HEARN, I., WAKEMAN, K. *Discover English 3*. 1st pub. Warszawa: Pearson Central Europe, 2011, 80 s. ISBN 978-83-6124-393-9.

WILDMAN, J., HEARN, I., WAKEMAN, K. *Discover English 3*. 1st pub. Warszawa: Pearson Central Europe, 2011, 80 s. ISBN 978-83-6124-393-9.

WAKEMAN, K. *Discover English*. 1st pub. Warszawa: Pearson Central Europe, 2011, 128 s. ISBN 9788376003221.

On-line sources:

Nakladatelství Fraus. [online]. 2015 [cit. 2015-02-16]. Dostupné z: <http://ucebnice.fraus.cz/rozsireni/anglictina-2-stupen-zs/>

Pearson Central Europe. [online]. 2012 [cit. 2015-03-30]. Dostupné z: <http://www.pearson.rs/catalogue/state-schools/primary/discover-english.html>

Pearson Education Limited. [online]. 1999-2008 [cit. 2015-03-30]. Dostupné z: <http://www.pearsonelt.com/products/Discover%20English%20Global%201%20Student%27s%20Book/9781405866279>

Oxford University Press. [online]. 2015 [cit. 2015-03-30]. Dostupné z: https://elt.oup.com/catalogue/items/global/teenagers/project_fourth_edition/?cc=global&sellLanguage=en&mode=hub

List of abbreviations

CLIL – Content and language integrated learning

CLT – Communicative Language Teaching

L1 – first language

LT – language teaching

SB – student's book

TB – teacher's book

WB – workbook

Appendices – sample pages of the selected course books

- Appendix 1 – Project 3, WB, p. 86
- Appendix 2 – Project 3, SB, p. 57
- Appendix 3 – Discover English 2, SB, p. 67
- Appendix 4 – Discover English 2, SB, p. 69
- Appendix 5 – Way to win 7, SB, p. 56
- Appendix 6 – Way to win 7, SB, p. 62
- Appendix 7 – Way to win 7, SB, p. 58
- Appendix 8 – Way to win 7, TB, photocopiable material n. 5
- Appendix 9 – Project 3, SB, p. 63
- Appendix 10 – Project 3, WB, p. 46 – 47
- Appendix 11 – Discover English 2, SB, p. 70
- Appendix 12 – Discover English 2, WB, p. 56, 57, 60
- Appendix 13 – Way to win 7, WB, p. 37
- Appendix 14 – Project 4, SB, p. 21
- Appendix 15 – Project 4, SB, p. 23
- Appendix 16 – Project 4, WB, p. 76
- Appendix 17 – Discover English 3, SB, p. 29
- Appendix 18 – Discover English 3, WB, p. 73
- Appendix 19 – Way to win 8, SB, p. 9
- Appendix 20 – Way to win 8, SB, p. 14
- Appendix 21 – Project 4, WB, p. 15
- Appendix 22 – Discover English 3, WB, p. 25
- Appendix 23 – Discover English 3, TB, p. 106
- Appendix 24 – Way to win 7, WB, p. 51

Pokyny

Complete

- Complete the answers and tick (✓) the correct box.
- Complete the bubbles.
- Complete the chart with ...
- Complete the crossword with ...
- Complete the dialogue with *going to* and the verbs in brackets.
- Complete the dialogue with the sentences (a–f).
- Complete the dialogue with the words in the box.
- Complete the dialogues with ...
- Complete the questions about ...
- Complete the questions with ...
- Complete the sentences about ...
- Complete the sentences with ...
- Complete the sentences with the correct forms of ...
- Complete the sentences with the words in the box and the affirmative or negative of *be*.
- Complete the sentences with the words in the box in the ... tense.
- Complete the story with ...
- Complete the table with ...
- Complete the text with ...
- Complete the text with the correct form of the words in brackets.
- Complete the text with the words in the box.

Listen

- Listen again and ...
- Listen again and match the ... to the ...
- Listen and answer the questions.
- Listen and choose the correct answers.
- Listen and complete the ...
- Listen and complete the information.
- Listen and complete the notes.
- Listen and complete the table.
- Listen and complete the text.
- Listen and label the ...
- Listen and match the ... to the ...
- Listen and write the ...

Look

- Look at the ... and answer the questions.
- Look at the ... and complete the sentences.
- Look at the ... and complete the text.
- Look at the ... and correct the information.
- Look at the ... and correct the sentences.
- Look at the ... and write sentences.

Put

- Put the dialogue in the correct order.
- Put the verbs in brackets into the correct form.
- Put the verbs into the present simple or the present continuous.

Doplň

- Doplň odpovědi a zaškrtni správný rámeček.
- Doplň bubliny.
- Doplň tabulku ...
- Doplň křížovku ...
- Doplň rozhovor správným tvarem *going to* a sloves v závorkách.
- Doplň rozhovor větami (a – f).
- Doplň rozhovor slovy z rámečku.
- Doplň rozhovory ...
- Doplň otázky o ...
- Doplň otázky a použij ...
- Doplň věty o ...
- Doplň věty a použij ...
- Doplň věty správnými tvary ...
- Doplň věty slovy z rámečku a slovesem *být* v kladu či záporu.
- Doplň věty slovy z rámečku v ... čase.
- Doplň příběh ...
- Doplň tabulku ...
- Doplň text ...
- Doplň text správným tvarem slov v závorkách.
- Doplň text slovy z rámečku.

Poslouvej

- Opět si poslechni a ...
- Opět si poslechni a přiřaď ... k/ke ...
- Poslouvej a odpověz na otázky.
- Poslouvej a vyber správné odpovědi.
- Poslouvej a doplň ...
- Poslouvej a doplň informace.
- Poslouvej a doplň poznámky.
- Poslouvej a doplň tabulku.
- Poslouvej a doplň text.
- Poslouvej a označ ...
- Poslouvej a přiřaď ... k/ke ...
- Poslouvej a napiš ...

Podívej se

- Podívej se na ... a odpověz na otázky.
- Podívej se na ... a doplň věty.
- Podívej se na ... a doplň text.
- Podívej se na ... a oprav informace.
- Podívej se na ... a oprav věty.
- Podívej se na ... a napiš věty.

Dej

- Dej rozhovor do správného pořadí.
- Dej slovesa v závorkách do správného tvaru.
- Dej slovesa do přítomného času prostého či průběhového.

Put the words ... in the correct column.

- Put the words in order to make questions.
- Put the words in the correct order to make questions.
- Put the words in the correct order.

Use

- Use ... and the words in the box.
- Use ... and the phrases in the box.
- Use ... or ...
- Use a verb and the correct form of ...
- Use some of the words in the box to help you.
- Use the ... tense.
- Use the phrases in the box and your own ideas too.
- Use the pictures to make questions and answers about ...
- Use the short forms.
- Use the verbs in brackets.
- Use the verbs in the box.
- Use the words in the box.

Write

- Write answers about ...
- Write questions and answers.
- Write questions and short answers.
- Write sentences about ...
- Write sentences with ...
- Write the ... to complete the ...
- Write the answers.
- Write the correct form of the verbs in brackets.
- Write the full sentences.
- Write the missing letters.
- Write the opposites in the crossword.

Other verbs

- Answer the questions about ...
- Answer the questions.
- Are the statements true (✓) or false (X)?
- Change the ... into ...
- Choose the correct answers.
- Choose the correct words to complete the sentences.
- Circle the correct answer.
- Circle the correct word.
- Correct the false ones.
- Correct the sentences.
- Find eight more names.
- Find five more differences between the pictures.
- Label the ... with the words in the box.
- Label the pictures with ...
- Make sentences using ...
- Make sentences with the verbs in brackets.
- Match the ... to the ...
- Match the answers to the questions.
- Read the text and answer the questions.

Dej slova ... do správného sloupce.

- Seřaď slova a vytvoř otázky.
- Dej slova do správného pořadí a vytvoř otázky.
- Dej slova do správného pořadí.

Použij

- Použij ... a slova z rámečku.
- Použij ... a fráze z rámečku.
- Použij ... nebo ...
- Použij sloveso a správný tvar ...
- Použij některá ze slov z rámečku.
- Použij ... čas.
- Použij fráze z rámečku a také vlastní nápady.
- Použij obrázky a vytvoř otázky a odpovědi týkající se ...
- Použij stažené tvary.
- Použij slovesa in brackets.
- Použij slovesa z rámečku.
- Použij slova z rámečku.

Napiš

- Napiš odpovědi týkající se ...
- Napiš otázky a odpovědi.
- Napiš otázky a krátké odpovědi.
- Napiš věty o ...
- Napiš věty a použij ...
- Napiš ... a doplň ...
- Napiš odpovědi.
- Napiš správné tvary sloves v závorkách.
- Napiš celé věty.
- Napiš chybějící písmena.
- Napiš do křížovky slova opačného významu.

Jiná slovesa

- Odpověz na otázky o ...
- Odpověz na otázky.
- Jsou následující věty pravdivé (✓) či nepravdivé (X)?
- Změň ... na ...
- Vyber správné odpovědi.
- Vyber správná slova a doplň věty.
- Zakroužkuj správnou odpověď.
- Zakroužkuj správné slovo.
- Oprav nepravdivé ...
- Oprav věty.
- Najdi dalších osm jmen.
- Najdi dalších pět rozdílů mezi obrázky.
- Označ ... slovy z rámečku.
- Označ obrázky ...
- Vytvoř věty a použij ...
- Vytvoř věty se slovesy v závorkách.
- Přiřaď ... k ...
- Přiřaď odpovědi k otázkám.
- Přečti si text a odpověz na otázky.

3 Read the texts again. Complete the chart.

Name	Tilda	
Ambition	to be an actress	
Hero / Heroine		
Reason		

5 a Look at the expressions in exercise 1. What are the past participles of the verbs?

b Have you done any of the things? Write down four things that you have done and four things that you haven't done.

*I've won a class competition.
I haven't won a race.*

Grammar

Present perfect

4 a Complete the sentences from the texts in exercise 2.

- I _____ nearly all her films.
- She _____ anything silly.
- He _____ lots of races.
- I _____ a real Grand Prix.

b Read about the present perfect tense.

We use the present perfect to talk about experiences up to now. We aren't interested in when. When we say the actual time, we must use the past simple.

Present perfect: I've been in some plays at the theatre.

Past simple: Last year, I was in our school play.

c The present perfect tense has got two parts: *have / has + a past participle*.

Look again at the sentences in exercise 4a. Find the two parts of the present perfect.

d Look at the examples. How do we make a regular past participle?

- play – played live – lived
- stop – stopped

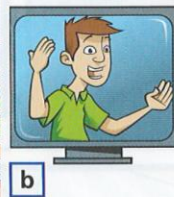
e Some past participles are irregular (for example, *ride – ridden*). Find more irregular past participles in the texts in exercise 2.

win – won

6 Work in a group. Play the game. Use the expressions in exercise 1.

- A I've seen a UFO.
- B He's seen a UFO and I've done a bungee jump.
- C He's seen a UFO. She's done a bungee jump and I've played ...

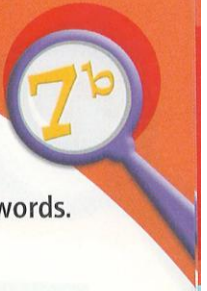
7 a 3.3 Listen. What have the people done? Tick (✓) the correct picture in each pair.



b Write about each person.

He's been on the radio. He hasn't been on TV.

Appendix 3



Grammar

present perfect with *ever* / *never*

Have	I you we they	ever met Justin Timberlake?
Yes, I have . / No, we haven't .		
Has	he she it	ever met Justin Timberlake?
Yes, he has . / No, she hasn't .		
I've never met my favourite star. = I haven't met my favourite star. He's never met his favourite star. = He hasn't met his favourite star.		

4 Write questions with *ever*.

- Justin and Charlotte / ever meet?
Have Justin and Charlotte ever met?
- Charlotte / ever give / Justin a birthday present?
- Charlotte / ever have / a Justin Timberlake calendar?
- Justin / ever play / golf?
- you and your friends / ever go / to a concert?
- you / ever write / a diary?

5 Work with a friend. Ask and answer the questions.

- A *Have Justin and Charlotte ever met?*
B *No, they haven't.*

Listening

6 Listen to an interview with Kelly and Jason Jackson, famous pop stars. Who is Kelly's favourite singer?

- Justin Timberlake
- Joss Stone
- Mika



7 Listen again. Circle the correct words.

- Kelly **has** / **hasn't** met Mika.
- Jason has studied **classical** / **latin** music.
- He **has played** / **has never played** the flute at a pop concert.
- Kelly and Jason **have met** / **have never met** Tobey Maguire.
- A fan has given Jason **a Spiderman cake** / **an electric guitar cake**.

Speaking

8 Imagine you are a fan interviewing a famous pop star. Write four questions. Use these ideas.

- ★ write a love song
- ★ win a competition
- ★ meet your favourite singer
- ★ ask another star for an autograph
- ★ play classical music
- ★ have a strange present

Have you ever written a love song?

9 Work with a friend. It is 2020 and you are a pop star. Ask and answer.

- A *Have you ever written a love song?*
B *Yes, I have!*

Writing

10 Write four sentences about your friend. Use the information in Exercise 9.

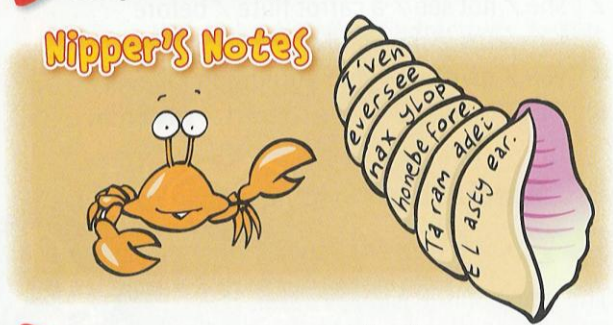
He's written a lot of love songs.



1 3.11 Listen and read. True or false?

- 1 Danny has been in a tree house before. *false*
- 2 Danny and AJ have met the monkey before.
- 3 Tara made the xylophone.
- 4 Tara made the radio.
- 5 The radio is wet.

2 Can you read Nipper's notes?



3 Act out the Adventure Island cartoon with your friends.

Grammar present perfect and past simple

We use **present perfect** with *ever, never* and *before*. We use **past simple** with *yesterday, ago, last (week)*, dates and times.

Have you **ever been** in a tree house?
We **saw** it **two weeks ago**.

Watch Out!

been is the past participle of *go* and *be*.

4 Circle the correct words.

- 1 I **have listened** / **listened** to the radio yesterday.
- 2 Tara **made** / **has made** a xylophone last year.
- 3 I **went** / **have been** to bed at 10 o'clock.
- 4 Last week my sister **has played** / **played** in a concert.
- 5 AJ **has never seen** / **never saw** that monkey before.

5 Complete the sentences. Use the present perfect or past simple.

- 1 The children **came** (come) to the island in May.
- 2 They _____ (meet) Tara yesterday.
- 3 Danny _____ (never, be) in a tree house.
- 4 The monkey _____ (play) the xylophone before.
- 5 Tara _____ (find) the radio three weeks ago.
- 6 AJ _____ (never, see) a radio on the island.
- 7 The radio _____ (not work) last week.
- 8 At six o'clock the children _____ (hear) jazz music on the radio.

Functions: talking about past experiences

6 3.12 Match the questions with the answers. Then listen and check.

- | | |
|--|---------------------------|
| 1 Have you ever seen a pop star? | I saw her in my town. |
| Who did you see? | Yes, I have. |
| Where did you see her? | I saw Beyoncé. |
| 2 Have you ever been to Australia? | Yes, I have. |
| When did you go there? | Yes, I did. It was great. |
| Did you like it? | I went there last year. |
| 3 Have you ever played a musical instrument? | In a school concert. |
| What instrument did you play? | I played the saxophone. |
| Where did you play it? | Yes, I have. |

7 Look at the questions in Exercise 6. In pairs, ask and answer.

- A *Have you ever been to Australia?*
 B *Yes, I have.*
 A *Who did you go with?*
 B *I went with...*

7



1-3

UNIT 7

1

At school Debbie is talking to her friends Kate and Lisa about New Horizons.

Kate Sailing – that’s my first choice.

Debbie Well, I think the Lake District trip looks more interesting. Jenny and I are going to put that first and sailing second. What about you, Lisa?

Lisa I’d like to go there, too, but I can’t. I have to choose something cheaper.

Debbie The wildlife garden is only £1.

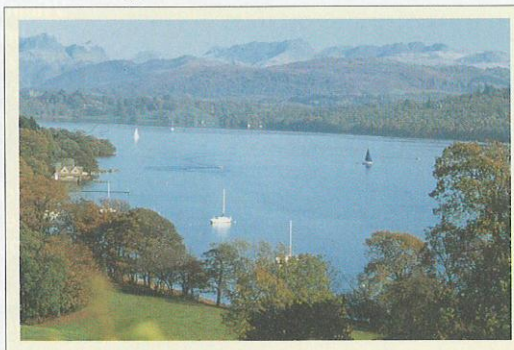
Lisa Yes, it’s the cheapest – and it looks like fun. What about Sita?

Debbie She and Ben want to try electronic music.



2 **Jenny is in the Lake District now.**

This is a card to her mum.



Dear Mum,

It’s really nice here in the Lake District. Today is the day of the raft race – the boys against the girls! (Yes, I know, Mum – I need some dry clothes!!!)

Luke and I have packed the lunch basket. The other kids have counted the lifejackets and anoraks, and we have loaded everything into the coach. Miss Hunt has packed her camcorder. She wants to film the race. Well, I must go now!

Love,
Jenny

Lake District National Park je největší národní park ve Velké Británii, který byl založen v roce 1951. Najdi ho na mapě a urči, v jakém hrabství se nachází.

3

This is Mr Martin’s list of jobs.

- Debbie count the rucksacks ✓
- Luke & Jenny pack the lunch basket ✓
- Lucy count the lifejackets ✓
- Nick & Tom load the ropes for the rafts ✓
- all the kids pack some dry clothes ✓
- Jenny load the anoraks ✓

Debbie says to him, ‘I’ve counted the rucksacks. And Luke and Jenny have packed the lunch basket. Lucy has counted the ...’

Jakého původu je slovo **anorak**?

Looking at language

Find the forms of **have** in text 2 and 3.

What words come after the forms of **have**?

What are their endings?



Během studia angličtiny jste se už setkali s tím, že některé mluvnické jevy, např. členy nebo předpřítomný čas, jsou pro české mluvčí velmi těžké. Proč tomu tak asi je?

Jaké další pomocné sloveso v angličtině už znáš? Jaké má tvary a kdy se používá?

Rozdíl mezi předpřítomným a minulým časem bude popsán v lekcí 10.

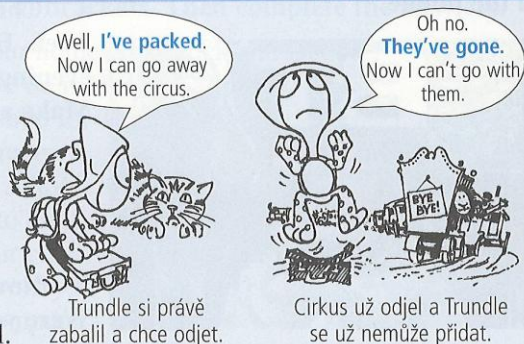
UNIT 7

Předpřítomný čas prostý

Předpřítomný čas může popisovat děj, který skončil a není důležité, kdy se odehrál, nebo děj s následkem do současnosti.

V této lekcí jsme se seznámili pouze s použitím předpřítomného času prostého pro situaci, že se **právě** nebo **už** něco stalo.

V záporných větách často vyjadřuje, že někdo **ještě** něco **neudělal**.



Kladné věty

K vytvoření předpřítomného času potřebujeme pomocné sloveso **have/has** a **přičestí minulé** významového slovesa. Tomu se u nepravidelných sloves často říká **třetí tvar**, protože v přehledu tvarů nepravidelných sloves ho najdete ve třetím sloupci. U pravidelných sloves má přičestí minulé stejný tvar jako minulý čas.

I've packed my bag. Let's go!

You've finished your homework! Very good.

He has phoned us. Now we needn't phone him.

Zabalil jsem si tašku. Pojďme!

Už jsi dokončil domácí úkol. Výborně.

Už nám telefonoval. Teď už mu volat nemusíme.

Záporné věty

Zápor v předpřítomném čase vytvoříme přidáním zápornky **not** za pomocné sloveso. V mluvené řeči se velmi často používá stažený tvar, tedy **haven't/hasn't** a **přičestí minulé** daného slovesa.

I haven't loaded the car. Can you help me?

He hasn't tidied up the house. I'm so angry.

We haven't packed our bags. We can't go.

Ještě jsem nenaložil auto. Pomůžeš mi?

Ještě neuklidil dům. Jsem rozzlobený.

Ještě jsme si nezabalili tašky. Nemůžeme jít.

Otázky a krátké odpovědi

Otázku v předpřítomném čase vytvoříme změnou pořadí podmětu a pomocného slovesa. V krátké odpovědi použijeme pouze pomocné sloveso.

Have you done the shopping?

Has Sally phoned yet?

Yes, I have. / No, I haven't.

Yes, she has. / No, she hasn't. / No, not yet.

Příslovce používaná s předpřítomným časem

S předpřítomným časem se velmi často pojí tato příslovce: **ever** (vůbec někdy), **never** (nikdy), **already** (už), **just** (právě) a **(not) yet** (ještě ne). Tato příslovce stojí vždy před přičestím minulým, s výjimkou **(not) yet**, které stojí na konci věty.

Have you ever tried English food?

My friends have never been to Italy.

I've already been to York.

I've just talked to Colin on the phone.

I haven't seen Alice yet.

Ochutnal/a jsi někdy anglické jídlo?

Mí přátelé nikdy nebyli v Itálii.

V Yorku už jsem byl/a.

Právě jsem mluvil/a s Colinem po telefonu.

Ještě jsem neviděl/a Alici.

7



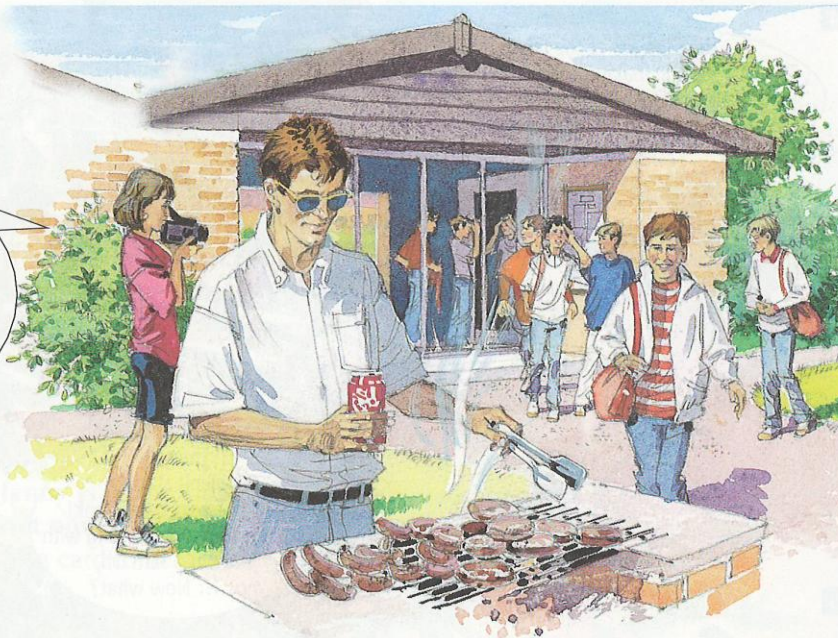
UNIT 7

7



Now we're back at the centre. Mr Martin has started the barbecue. And the boys? Here they are now! They've been to the bathroom. They've had their showers and baths. They've put on dry things, and they've brushed their hair and their teeth. They've never looked so clean!!!

Vyjmenuj anglicky jídla, která můžeme připravovat na zahradním grilu.



SONG

The long-legged sailor¹

Have you ever, ever, ever
In your long-legged life
Seen a long-legged sailor
With a long-legged wife?

Have you ever, ever, ever
In your long-legged life
Seen a long-legged sailor
With a long-legged wife
And a long-legged cat?

No, I've never, never, never
In my long-legged life
Seen a long-legged sailor
With a long-legged wife.

No, I've never, never, never
In my ...



¹ long-legged sailor dlouhonohý námořník

GAME

Have you ...?

Play this game with your form:

- Three or four pupils leave the room.
- The others change five or six things in the classroom. Use: Let's .../Why not ...?

Some ideas

open/close a window | write on the board | clean the board | move a desk/chair/... | swap chairs/pullovers | turn on/off the lights | put something in/on ... | put away/take out ...

- Then the pupils come back into the room and ask questions. Can they guess everything?

- A Have you opened that window?
- Form No, we haven't.
- B Well, have you written on the board?
- Form Yes, we have. That's right.

Appendix 8

A

- Have you ever
- been to Wales?
 - met a pop star?
 - written a song / poem?
 - found money?
 - seen a green dog?
 - eaten mango?

My partner has ...

My partner hasn't ...

I have ...

I haven't ...

B

- Have you ever
- been late for school?
 - made a cake?
 - seen a mouse?
 - acted in a drama?
 - played rugby?
 - seen a ghost?

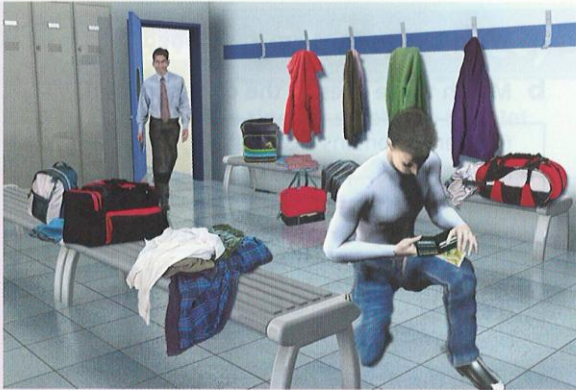
My partner has ...

My partner hasn't ...

I have ...

I haven't ...

2 a Put the events of what happened to virtual Matt in the correct order.



- a They decided to move to Scotland.
- b He looked inside the wallet to see whose it was.
- c The head teacher excluded Matt.
- d The teacher thought Matt was stealing the wallet.
- e Matt's parents were very annoyed.
- f He found a wallet on the floor of the changing rooms.
- g Matt went to the gym.
- h The head teacher told Matt's parents.
- i A teacher came in, and saw him.
- j The teacher sent Matt to the head teacher's office.

b Work in a group. Write and act the story of what happened to virtual Matt.

Everyday English

Useful expressions

3 a Match the halves of the expressions.

- | | |
|---------------------|--------------------|
| 1 Sorry | a arrived, too. |
| 2 I've just | b dear. |
| 3 You won't believe | c I'm late. |
| 4 I don't want | d all about it. |
| 5 Tell me | e to know. |
| 6 Oh | f what's happened. |

b Use the expressions in exercise 3a to respond to sentences 1–6.

- 1 The teacher's got our test results.
- 2 We had a great holiday.
- 3 The lesson started ten minutes ago.
- 4 What's the matter?
- 5 Sorry I'm late.
- 6 I hurt my arm when we were playing football.

just + present perfect

4 a We can use the present perfect to talk about a recent event. We often use *just* with it. Look at the sentences from the story. Put *just* in the correct place.

- 1 I've arrived, too.
- 2 He's phoned to say he'll be late.

b Say what's just happened. Use the cues.

- 1 We / have lunch
We've just had lunch.
- 2 I / send a text to my friend
- 3 Matt / phone
- 4 I / buy some juice
- 5 James / leave his house
- 6 Layla / arrive
- 7 I / finish my homework
- 8 She / go to the post office
- 9 I / hear the news about Matt
- 10 We / have a game of basketball

5 Make dialogues using *just* + the present perfect. Use the cues and your own ideas.

- 1 Would you like a drink?
No / have
• *Would you like a drink?*
• *No, thanks. I've just had a milkshake.*
- 2 Has Dylan arrived?
Yes / see
- 3 Shall we have a game of table tennis?
No / play
- 4 Are you sure the film starts at 5.30?
Yes / check
- 5 Do you want a sandwich?
No / have
- 6 Hello. Can I speak to Melinda, please?
Sorry / go out
- 7 Have you done today's Science homework?
Yes / finish
- 8 Are you going to watch the football match on TV?
Yes / switch on
- 9 Did you remember Peter's birthday?
Yes / send
- 10 Did you have a good holiday?
Yes / get back

ever and never

4 ** Lucy is doing a survey for her project on teenage experiences. Write Lucy's questions and give answers about yourself. Use the cues in the questionnaire.

A survey on teenage experiences		
Have you ever done these things?		
1	stay out late?	<input type="checkbox"/>
2	write to a magazine or newspaper?	<input type="checkbox"/>
3	send a Valentine's card?	<input type="checkbox"/>
4	phone a radio station?	<input type="checkbox"/>
5	have a party in your house?	<input type="checkbox"/>
6	wash your own clothes?	<input type="checkbox"/>
7	ask somebody out?	<input type="checkbox"/>
8	cook dinner?	<input type="checkbox"/>

- 1 Lucy Have you ever stayed out late?
You Yes, I have. / No, I've never stayed out late.
- 2 Lucy _____
You _____
- 3 Lucy _____
You _____
- 4 Lucy _____
You _____
- 5 Lucy _____
You _____
- 6 Lucy _____
You _____
- 7 Lucy _____
You _____
- 8 Lucy _____
You _____

5 a T9 *** 1.20 Adam is from Hungary. He's answering a questionnaire about using English. Listen and tick (✓) the correct column.

Using English

Do you ever use English outside school?
Have you ever done these things?

Name Adam Varga

	Yes	No
1 see a Shakespeare play?		✓
2 speak to someone from the USA or Britain?		
3 write an e-mail in English?		
4 visit Britain or the USA?		
5 read an English magazine?		
6 watch a film in English?		

b *** Write the questions and answers about Adam's experiences.

- 1 • Has Adam ever seen a Shakespeare play?
o No, he hasn't.
- 2 • _____
o _____
- 3 • _____
o _____
- 4 • _____
o _____
- 5 • _____
o _____
- 6 • _____
o _____

6 *** Have you done the things in the table in exercise 5a?

- 1 I've never seen a Shakespeare play.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

7^d

Let's Revise!

Words

1 Complete the music words.

- 1 j a z z 4 _ o l _
 2 s _ x _ _ hon _ 5 d _ _ m _
 3 t _ _ m _ _ t 6 _ at _ _

2 Complete the sentences. Use fan club words.

- 1 I've got a poster of Jason Jackson on my wall.
 2 I've got his a _ _ _ _ h too.
 3 My favourite songs are on his third a _ _ _ _ m.
 4 He has 500,000 f _ _ _ _ s on his webpage.
 5 He's on t _ _ _ _ r in Australia at the moment.
 6 Tonight he's singing in a c _ _ _ _ t in Sydney.
 7 I haven't got a t _ _ _ _ t to the concert.

Grammar

3 Complete the text. Use the present perfect of the verbs in brackets.

You ¹ 've cooked (cook) vegetables, but
² _ _ _ _ _ (you, ever, listen) to them?
 The Viennese Vegetable Orchestra
³ _ _ _ _ _ (make) and played vegetable
 instruments all around the world.
⁴ _ _ _ _ _ (you, ever, hear) potato music?
⁵ _ _ _ _ _

(you, ever, go) to a carrot concert? Check it out! And you can eat the instruments at the end of the concert.

⁶ _ _ _ _ _
 (I, never, have) musical instruments for dinner before. Delicious!
 Lisa, 12.



The Viennese Vegetable Orchestra

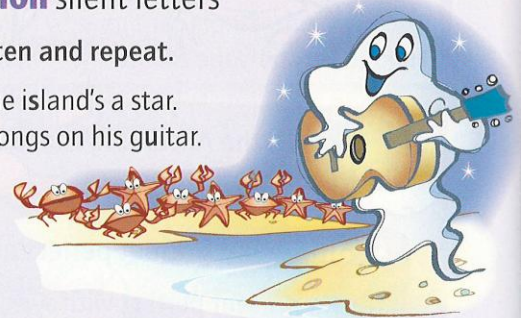
4 Write sentences. Use the present perfect or past simple.

- 1 he / meet / his favourite singer / six months ago
He met his favourite singer six months ago.
 2 she / not see / a carrot flute / before
 3 I / watch / the band on TV / last week
 4 you / give me / your autograph / never
 5 we / not play / in the concert / yesterday

Pronunciation silent letters

5 3.13 Listen and repeat.

The ghost on the island's a star.
 He writes folk songs on his guitar.



Functions

6 Complete the questions. Use the present perfect or past simple.

- A ¹ Have you ever been (go) to a vegetable concert?
 B No, I haven't, but I've been to a pop concert!
 A When ² _ _ _ _ you _ _ _ _ (go)?
 B I went last month.
 C ³ _ _ _ _ you _ _ _ _ (ever, write) a song?
 D Yes, I have.
 C When ⁴ _ _ _ _ you _ _ _ _ (write) it?
 D When I was ten.

Checklist

- I can talk about music and instruments.
- I can talk about fan clubs.
- I can use present perfect.
- I can use present perfect and past simple.
- I can talk about past experiences.

7^a New Stars

Talking Tips!

1 Tento rozhovor je pomíchaný! Napište věty ve správném pořadí.



Monica That's impossible!
He's really famous.

Ben Calm down, Monica! I haven't started lessons and you haven't practised any songs!

Monica Are you sure? Wow! Get your guitar!

Ben Check this out! Jack Johnson's coming to *New Stars!*

Ben I know, but he's looking for young singers and guitar players.

Ben ¹ Check this out! Jack Johnson's coming to New Stars!

Monica ² _____

Ben ³ _____

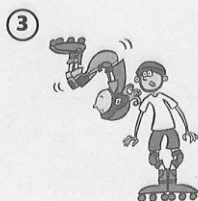
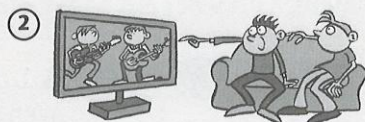
Monica ⁴ _____

Ben ⁵ _____

2 Napište k obrázkům podtržené fráze ze cvičení 1.



Are you sure?



Present perfect

3 ☆☆ Doplňte tabulku. Zakroužkujte minulé participium (3. tvar) pravidelných sloves.

present	past	past participle
play	¹ <u>played</u>	<u>played</u>
win	won	² _____
have	³ _____	had
⁴ _____	gave	⁵ _____
write	⁶ _____	written
make	made	⁷ _____
⁸ _____	listened	⁹ _____
¹⁰ _____	heard	heard
¹¹ _____	¹² _____	gone / been

4 ☆ Zakroužkujte správná slova.

Monica Look, Dad has ¹ gave / given me his old keyboard!

Mum When did he ² gave / give it to you?

Monica This morning. We ³ go / went down to the garage.

Mum Have you ⁴ clean / cleaned the bikes this morning?

Dad No, but I've ⁵ tidy / tidied the garage.

Mum Yes, and you've ⁶ gave / given your keyboard to Monica.

Dad That's right! We ⁷ play / played some of my old songs.

5 ☆☆ Co dnes udělal Moničin táta? Doplňte věty.

1 He's given his keyboard to Monica.

2 _____ some songs.

3 _____ the garage.

4 But he hasn't _____.



6 ☆☆ Přečtěte si rozhovor. Pravda nebo nepravda? Opravte nepravdivé věty.



Katie Look! There's Ravi, back from the festival!
Hi, Ravi!

Monica What festival?

Ravi We've been to the Pop-in-the-Park festival.

Monica Wow! I've heard about it, but I haven't been.

Ravi We've had a wonderful time! We've seen some amazing bands and met some famous people too.

Katie Who?

Ravi The Police, Manu Chau, Coldplay.

Katie I love Coldplay. Mum's given me a CD of their music. Wait a minute! It's here in my bag.

Monica Is it a birthday present?

Katie No. It isn't my birthday but I've passed all my music exams and Mum is really happy.

Ravi Hey! That's great! Let's celebrate!

1 Monica and Katie have been to a pop festival.
false Monica and Katie haven't been to a pop festival.

2 Ravi hasn't been to a pop festival.

3 Katie hasn't passed her music exams.

4 Katie's mum has given her a Coldplay CD.

5 Monica and Katie have met some famous people.

7 ☆☆ Doplňte do Benova e-mailu tvary minulého participia (3. tvar) těchto sloves.

play tidy give write make practise
listen meet be

Hi Ravi,
I've got the new Coldplay album at last. It's really good and I've ¹ listened to it about five times! My sister's ² _____ to the Pop-in-the-Park festival too. She's in New York at the moment but she hasn't ³ _____ me an email yet. Lucky her! I'm sure she's ⁴ _____ some famous people. She's probably ⁵ _____ friends with Tom Cruise.
I haven't ⁶ _____ the guitar this week but I've ⁷ _____ my uncle's saxophone. He's ⁸ _____ me some jazz CDs.
We're going out in a minute and I haven't ⁹ _____ my room, so more later!
Ben

Writing

8 ☆☆ Podívejte se na seznam, co chtěl Nervous Nigela udělat. Tvořte věty v před přítomném čase.

- practise the guitar
- tidy my bedroom
- watch Top Pops Today ✓
- finish my homework
- phone granddad ✓
- go to the music shop ✓

- 1 He hasn't practised the guitar.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

9 ☆☆☆ Napište věty o sobě. Použijte před přítomný čas.

Today I have _____

but I haven't _____
and _____



Adventure Island

Present perfect and past simple

1 ☆☆ Napište otázky. Použijte čas předpřítomný nebo minulý prostý.

- 1 you / ever / play / the trumpet
Have you ever played the trumpet?
- 2 you / play / the xylophone / last year
_____?
- 3 you / go / London / last summer
_____?
- 4 you / ever / see / a famous pop star
_____?
- 5 you / ever / be / the USA
_____?
- 6 you / see / *Pop Idol* / yesterday
_____?

2 ☆☆ Tvořte věty se správným slovosledem.

- a I've of Yes lots seen pop stars
Yes, I've seen lots of pop stars.
- b TV No didn't I watch yesterday

- c London go didn't No I to

- d too the I Yes played guitar

- e New York been Yes to I've

- f instrument never a played I've
No musical

3 ☆☆ Přiřadte k větám ze cvičení 2 otázky ze cvičení 1.

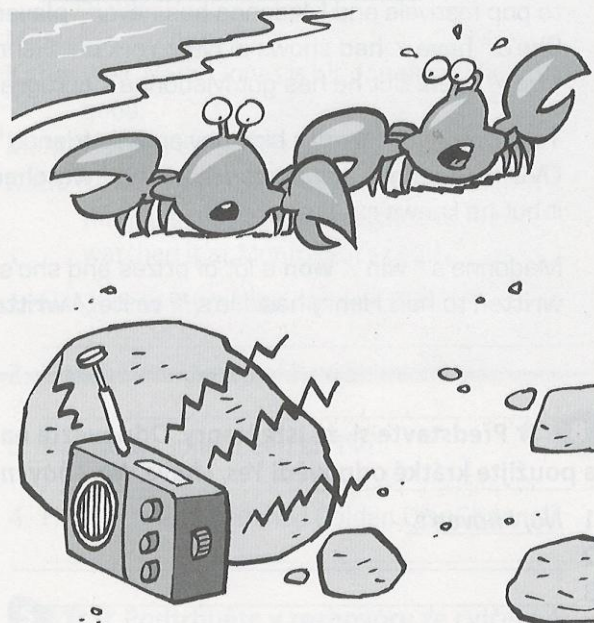
- | | |
|---|----------------------------|
| 1 <input checked="" type="checkbox"/> f | 4 <input type="checkbox"/> |
| 2 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 3 <input type="checkbox"/> | 6 <input type="checkbox"/> |

4 ☆ Doplňte do vět výrazy *before* a *yesterday*.

- 1 This radio has never worked *before*.
- 2 I saw the monkey _____.
- 3 I've never been in a tree house _____.
- 4 I went to the beach _____.
- 5 Have you ever seen a crab _____?
- 6 Did you go to a concert _____?

5 Doplňte do rozhovoru tato slova.

never ever before a few days



- Crab A Have you ¹ *ever* seen a monkey here?
 Crab B No, I've ² _____ seen a monkey, but I've heard one.
 Crab A When was that?
 Crab B Oh, it was ³ _____ ago. Hey, listen!
 Crab A What is it? I haven't heard that noise ⁴ _____!
 Crab B Run!



6 See you later!

a You come home from school and find this note. But sports training is at 6 pm. So you can't do all the jobs. Choose two jobs and tick (✓) them.

Hi! I'm sorry I'm not at home, but I have to go and see your grandma in hospital. Please ...

- fetch some bread from the shop
- put your bike in the garage
- look for your sports shoes
- and do your homework! See you later! Dad

b Now write a new note.

Dear _____
 I've _____
 and I've _____
 But I haven't _____
 and I haven't _____
 I'm sorry but _____

7 About you

- 1 What have you just done?

- 2 Have you had lunch yet? Have you had dinner yet?

- 3 Have you ever forgotten your homework?

- 4 Have you ever been swimming?

8 SOUNDS

Are the sounds the same? Tick (✓) the right box.

	yes	no
1 some – home		
2 most – lost		
3 gone – done		
4 half – laugh		
5 here – there		
6 cheap – keep		



Just for fun

A raft race

Five silly young boys from Chester
 Said to the girls, 'We're much better!'
 But they've made a mistake.
 They've been in the lake
 And they've finished the day a lot wetter'!

'wet – mokry

Grammar

Present perfect

3 a Read the rules. Complete the sentences from the text.

We use the present perfect tense to talk about:

- 1 experiences up to now.
Rick _____ cars through walls.
- 2 recent events (usually with *just* or *recently*).
I _____ just _____ out of hospital myself.

b Find more examples of the present perfect tense in the text.

4 a Have you ever done these things?

I've fallen out of bed. / I haven't fallen out of bed.

- | | |
|-----------------|-----------------------------|
| fall out of bed | see a shooting star |
| do karate | live in a different town |
| ride a horse | write to someone in English |
| be on the radio | forget your homework |

b Work with a partner. Ask and answer questions about the activities in exercise 4a.

- Have you ever fallen out of bed?
- Yes, I have. / No, I haven't.

5 a Write three things that you have done recently and three things that you haven't done.

*I've seen a film recently.
I haven't played tennis recently.*

b Compare your sentences with a partner.

Present perfect v past simple

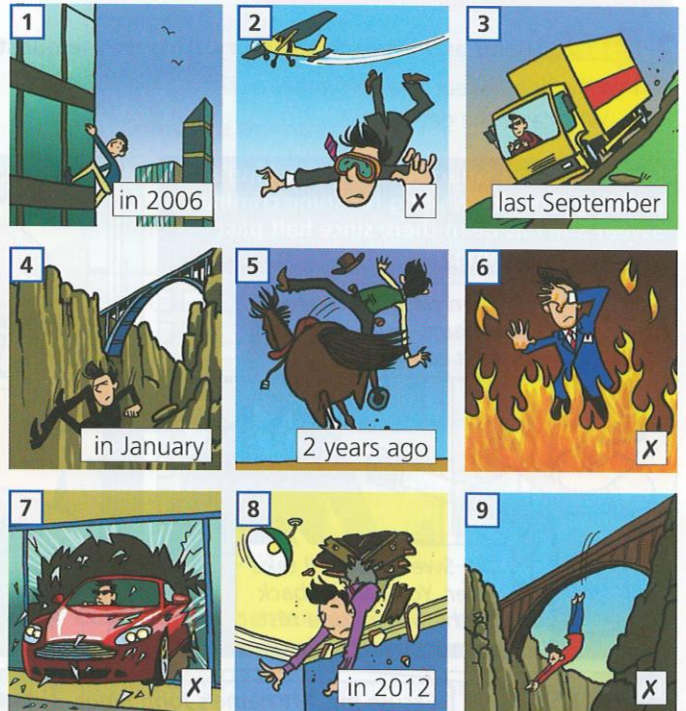
6 a Complete the sentences from the text.

- 1 *Angela _____ off bridges, high buildings and motorbikes.*
- 2 *In 2002, Angela _____ through a glass table.*

b Which tense do we use:

- when there is a past time reference?
- when there is no past time reference?

7 Look at the pictures. What stunts has Frank Street done? Make sentences about what he has or hasn't done. When did he do the stunts?



- 1 He has climbed up a skyscraper. He did it in 2006.
- 2 He hasn't jumped out of a plane.

Listening

8 a 1.27 Listen to six people. What have they done for the first time recently? Copy the chart and complete the first column.

What?	When?	How did they feel?

b 1.27 Listen again. Complete columns 2 and 3.

9 a Write down four true things that you have done and two false things.

b Work with a partner. Read your sentences. Your partner must guess if they are true or false.

- *I've driven a go-kart.*
- *That's not true. You haven't driven a go-kart.*
- *Yes, I have. I drove it for my birthday two years ago.*

2 Complete the sentences. Each of the sentences are

- 1 Sweet Sue and Smart Alec are trying to catch ...
- 2 Sweet Sue has been there for ...
- 3 Sweet Sue decides to ... on the ...
- 4 Smart Alec and ... arrested ...
- 5 Smart Alec ... to the roof.
- 6 ... has come to see ...
- 7 Sweet Sue tries to get in ...
- 8 She can't get in because Smart Alec has ...
- 9 ... rescue her.
- 10 Sweet Sue is on ... for ...

Grammar

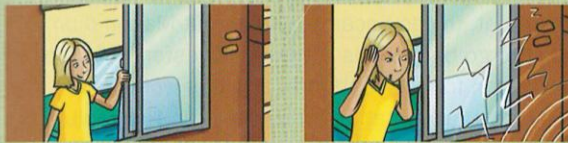
Present perfect

3 Read the rules and complete the sentences.

We can use the present perfect tense to talk about:

1 a past action with a result in the present.

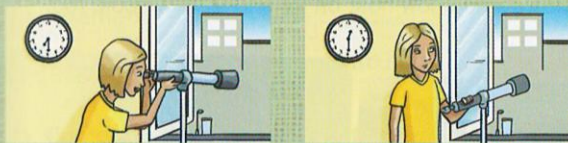
I _____ the window, but now it's too noisy.



PAST NOW

2 an activity that started in the past and continues into the present.

I _____ here for five hours.



PAST NOW

4 Read the sentences about Smart Alec's day. What has or hasn't he done? Use the verbs in brackets.

- 1 He's wearing a new pair of shoes. (buy)
He's bought some shoes.
- 2 He's hungry. (have lunch)
- 3 He's looking at some new photos. (take)
- 4 His computer is off. (switch on)
- 5 His car is very clean. (wash)
- 6 It's hot in his office. (open)
- 7 He doesn't know where Sue is. (see)
- 8 He's going to the post office. (write)

for / since

5 a Complete the sentences from the story.

- 1 Sweet Sue has been there _____ 7.30.
- 2 I've been here _____ half an hour.

b Complete the rules.

.....>>
1 2 3 NOW	9.00 NOW
for 3 hours	since 9 o'clock

We use _____ with a period in time.
We use _____ with a point of time.

6 Complete the phrases with for or since.

- | | |
|---------------------|--------------------|
| 1 _____ one o'clock | 5 _____ 12 June |
| 2 _____ two minutes | 6 _____ three days |
| 3 _____ six years | 7 _____ an hour |
| 4 _____ Tuesday | 8 _____ yesterday |

7 Complete the sentences. Put the verbs in brackets into the present perfect or the past simple tense.

- 1 I'm a writer. I _____ (write) ten books since 2005.
I _____ (write) two books last year.
*I'm a writer. I've written ten books since 2005.
I wrote two books last year.*
- 2 Smart Alec _____ (leave) university seven years ago.
He _____ (be) a detective for six years.
- 3 The post _____ (not arrive) yet today. It _____ (not arrive) until 11.30 yesterday.
- 4 We _____ (have) Mr Lee for History last year, but we _____ (have) Mrs Kay for two months now.
- 5 I _____ (see) Jim last Tuesday, but I _____ (not see) him since then.
- 6 I'm hungry. I _____ (not eat) anything for five hours now. I only _____ (eat) a sandwich at lunchtime.
- 7 Marcia isn't here. She _____ (go) to the shops. She _____ (go) about half an hour ago.

Listening

8 1.29 Listen and choose the correct meanings.

- 1 They *live / don't live* in New York.
- 2 He *studies / doesn't study* German now.
- 3 Debs *takes / doesn't take* the bus to school.
- 4 She *is / isn't* in the school hockey team.
- 5 She *works / doesn't work* in a shop.
- 6 He *does / doesn't do* judo.
- 7 They *are / aren't* on holiday.
- 8 Frank *rides / doesn't ride* his bike to school.

Přehled mluvnice

Yes,	I we you they	have.	No,	I we you they	haven't.
	he she it	has.		he she it	hasn't.

a Předpřítomný čas používáme, hovoříme-li o:

- zážitcích do tohoto okamžiku.
I've read all of the Harry Potter books.
- současných událostech (obvykle ve spojení s *just* nebo *recently*).
I've just seen Paul in town.
- minulé činnosti s výsledkem v přítomnosti.
He's lost his glasses. He can't watch the film.
- činnosti, která začala v minulosti a pokračuje do přítomnosti.
We've been here for half an hour.

b Pro vytvoření předpřítomného času používáme přítomný čas slovesa *have* + přičestí minulé.

c Tvoření přičestí minulého:

- u pravidelných sloves přidáme *-ed*.
jump *jumped*
 - u sloves končících *-e* odstraníme *-e* a přidáme *-ed*.
dance *danced*
 - u sloves končících krátkou samohláskou a jednou souhláskou zdvojíme souhlásku a přidáme *-ed*.
stop *stopped*
 - u sloves končících *-y* po souhlásce odstraníme *-y* a přidáme *-ied*.
carry *carried*
- ALE
- play* *played*

5 Mnoho minulých přičestí je nepravidelných. Pro jejich tvoření neexistuje žádné pravidlo. Musíte se naučit tvar každého slovesa zvlášť. Na straně 79 najdete seznam nejběžnějších nepravidelných sloves.

Všimněte si těchto pravidel výslovnosti:

- Když základní tvar končí *-d* nebo *-t*, vyslovujeme *-ed* jako /ɪd/, např. *wanted* /'wɒntɪd/, *decided* /dɪ'saɪdɪd/.

- Když základní tvar končí *-p*, *-k*, *-s*, *-sh*, *-ch*, vyslovujeme *-ed* jako /t/, např. *jumped* /dʒʌmpɪt/, *kicked* /kɪkt/.
- V ostatních případech vyslovujeme *-ed* jako /d/, např. *lived* /lɪvd/.

2.2 Předpřítomný čas a minulý čas prostý

a Předpřítomný čas používáme:

- hovoříme-li o čase, který předchází současnosti.
I've broken my wrist three times.
- pokud není uveden časový údaj – datum nebo nějaká událost.
I've met David Beckham!

b Minulý čas prostý používáme:

- hovoříme-li o událostech, které proběhly v minulosti.
I broke my wrist last month.
- když existuje časový údaj, který říká, kdy v minulosti činnost proběhla.
I met David Beckham yesterday!
Last month, I bought a new house. Since then, I've bought a sofa, a bed and a new TV.
Adele has written ten songs. She wrote her first song when she was 17.

2.3 for a since

Pokud chceme vyjádřit, jak dlouho činnost, která začala v minulosti, trvá, použijeme předpřítomný čas + *for*.

Hovoříme-li o něčem, co začalo v určitém čase v minulosti a stále trvá, použijeme předpřítomný čas + *since*.

Sarah has been a hairdresser for five years.

I have worked here since 2004.

2.4 been a gone

Chceme-li vyjádřit, že někdo někam jel, používáme v předpřítomném čase dvě minulá přičestí:

- Alex has been to India.*
Chceme-li říct, že už se vrátil, použijeme *been*.
- Alex has gone to Mexico.*
Chceme-li říct, že je stále pryč, použijeme *gone*.



Grammar present perfect vs past simple

present perfect

We use the present perfect with *ever* and *never*.
 He's **never tried** ice skating before.
 I've **never fallen** over.
 Have you **ever tried** ice skating?

past simple

We use the past simple with *yesterday*, *three days ago*, *last (week / month / year)*.
 He **tried** ice skating **three days ago**.
 I **fell over** **yesterday**.
 When did you **fall over**?

4 Write the past participles of these verbs. Some of them are in the dialogue.

- | | | |
|-----------------|-------------|-------------|
| see <u>seen</u> | go _____ | hurt _____ |
| fall _____ | break _____ | be _____ |
| buy _____ | write _____ | win _____ |
| find _____ | make _____ | learn _____ |
| eat _____ | send _____ | have _____ |

5 Complete Mia's list for her radio show. Use the present perfect or past simple.

- Tom sprained his ankle this morning. He ¹ has never sprained (never / sprain) his ankle before.
- Zak ² _____ (eat) frogs' legs yesterday. He's never eaten frogs' legs before.
- I had a karate lesson last Tuesday. I ³ _____ (never / do) karate before.
- Lily ⁴ _____ (tidy) her room this Wednesday. She didn't tidy her room all year!
- My grandma ⁵ _____ (send) a text message yesterday. She hasn't sent one before.
- Lily's dad went to a rock concert on Thursday. He ⁶ _____ (never / be) to a rock concert before.

Speaking

6 Work with a friend. Ask and answer. Use your own ideas or the ideas below.

- | | |
|--------------------------|---------------------|
| 1 try / ice skating | 4 climb / a tree |
| 2 break / your leg | 5 make / a pizza |
| 3 meet / a famous person | 6 eat / frogs' legs |

A *Have you ever tried ice skating?*
 B *Yes, I have.*
 A *When did you try it?*

Functions: at the doctor's

7 1.39 Listen and repeat.

Doctor What's the matter?
 Tom My ankle hurts.
 Doctor Hmm ... You've sprained it. Put ice on it and rest it.
 Doctor What's wrong?
 Lily I've got a bad cold.
 Doctor Have lots of hot drinks.
 Lily Thanks.

8 Work with a friend. Roleplay 'at the doctor's'!



A *What's the matter?*
 B *I've got a stomach ache.*
 A *Drink some ...*

Unit 3

Present perfect vs. past simple Předpřítomný čas versus minulý čas

Present perfect – Předpřítomný čas

Používáme s příslovci *ever* a *never* – vyjadřuje zkušenost, co už jsme zažili/jsume ještě nezažili.

He's **never tried** ice skating before.

Ještě nikdy nezkoušel bruslit.

Have you **ever been** ice skating?

Už jste někdy bruslili?

Past simple – Minulý čas prostý

Používáme s výrazy *yesterday*, *three days ago*, *last (week / month / year)* – víme, kdy se něco stalo.

Vyjadřuje děj, který proběhl v minulosti a je ukončený.

He **tried** ice skating **three days ago**.

Před třemi dny zkoušel bruslit.

When **did** you **fall over**?

Kdy jsi upadl?

How long?, for / since

Předpřítomný čas používáme také s otázkou *How long...* a výrazy *for / since* – vyjadřuje trvání děje.

How long has he **had** a skateboard?

Jak dlouho má ten skateboard?

Jez **has had** a skateboard **for ten years**.

Jez má skateboard deset let.

Thousands of skate parks **have opened since the 1970s**.

Od roku 1970 se otevřely tisíce skate parků.

for ... years, months, days, hours, a long time – vyjadřuje jak dlouho děj probíhá.

since ... last year, month, week, Friday, one o'clock, 2002

– vyjadřuje dobu od kdy děj probíhá.

Just, already, yet

Předpřítomný čas používáme s výrazy *just*, *already* a *yet* – vyjadřuje děje a činy, které se právě staly, proběhly.

He's **just disappeared**. (a moment ago)

Právě zmizel. (před chvílí)

We've **already looked** round here.

Už jsme se tu rozhlédli.

We **haven't found** the amulet **yet**!

Ještě jsme ten amulet nenašli.

Have you **found** the amulet **yet**?

Už jste ten amulet našli?

Watch Out! / Pozor!

Yet používáme pouze v záporných větách a otázkách.

I **have found** the amulet **yet**.

Unit 4

Past continuous Minulý průběhový čas

Minulý průběhový čas používáme, když popisujeme děj (nebo činnost), který v minulosti probíhal nějakou dobu.

He **wasn't walking**, he **was floating**.

Nešel, on se vznášel.

Was she visiting the castle?

Byla na návštěvě na hradě?

Yes, she **was**. / No, she **wasn't**.

Ano, byla. / Ne, nebyla.

Past simple vs. past continuous Minulý čas prostý versus průběhový

When we **arrived**, two men **were coming** out of the house.
Když jsme dorazili, dva muži vycházeli z domu.

While we **were reading** the diary, a car **stopped** outside.
Zatímco jsme deník četli, venku zastavilo auto.

I **was reading** the book when a piece of paper **fell** out.
Četl jsem tu knihu, když najednou vypadl kus papíru.

I **saw** a strange man while I **was walking** home.
Viděl jsem nějakého cizího muže, když jsem šel domů.

Děj ukončený (vyjádřený minulým časem prostým) vstoupí do probíhajícího děje (vyjádřeného minulým časem průběhovým).

Used to

Used to... (opakující se děj v minulosti)

We **used to eat** pizza.

We **didn't use to eat** insects!

Did he use to be your teacher?

Yes, he **did**. / No, he **didn't**.

What **did** you **use to eat**?

Vazba *used to* + sloveso v základním tvaru vyjadřuje zvyk, který opakovaně probíhal v minulosti (*býval, jídali jsme, jezdívало se...*)

We **used to eat** pizza.

Jídali jsme pizzu.

We **didn't use to eat** insects!

Nejedli jsme hmyz!

Did he **use to be** your teacher?

Býval to tvůj učitel?

Watch Out! / Pozor!

V záporu a otázce je nositelem minulosti pomocné sloveso *did/didn't*, sloveso *use* proto zůstává v základním tvaru *did + use to*!

Unit 5

Make, let, be allowed to

Opis *be allowed to* nebo sloveso *let* používáme, když mluvíme o tom, co je dovoleno.

UNIT 1



7
Hannah Have you just moved to London?
Megan Well, we moved here in July.
Hannah So you came here two months ago.
Megan Yes, and I've already seen a lot in London.
Hannah Have you been to London before?
Megan No, I haven't.
Hannah So where are you from?
Megan From Wales.
Hannah Oh, I was there last year. I stayed with my cousins near there – in Chester. Have you ever been to Chester?
Megan No, I haven't. My Aunt Val moved there in March, but I haven't visited her yet.
Hannah Pssst. There's Herby – Miss Herbert, our form teacher, with the timetables.

Looking at language

- Find examples of the present perfect and the simple past in text 7.

present perfect:
Have you just moved to London?

simple past:
We moved in July.

- Some words tell you that you have to use the present perfect or the simple past. Make a list like this:

present perfect	simple past
<i>have you just moved</i>	<i>we moved in July</i>
...	...



Herby je přezdívka třídní paní učitelky. Jak se řekne „přezdívka“ anglicky? Máš také nějakou přezdívku? Jak jsi ji dostal/a? Líbí se ti nebo ne?

8
Hannah Yuck! Maths on Monday morning. I hate Maths!
Megan Oh, I like Maths. But my favourite subject is Music. What's your favourite subject?
Hannah English.

Timetable – Year 8

	Monday	Tuesday	Wednesday	Thursday	Friday
9.10	Maths	French	RE	Geography	Spanish
9.55	Science	Design &	History	Maths	Science
10.35	Science	Technology	English	PE	Science
Break 11.20 – 11.40					
11.40	Art	Geography	Maths	English	RE
12.20	Art	English	French	Spanish	English
Lunch 13.05 – 14.05 and Assembly 14.05 – 14.15					
14.15	History	PE	Science	Design &	Maths
14.55	English	Drama	Dance	Technology	Music

Jaký význam má symbol &?

NOW YOU and a partner
a Write your own timetable in English.

	Monday	Tuesday
8.00-8.45	Czech	English
8.50-9.35	Geography	English
Break		
9.55-10.40	PE	Ma
10.45-11.30	Chemistry	En
11.40-12.25	History	
Lunch		
13.30-14.15	Maths	
14.20-15.05	Art	
15.10-15.55	Art	

b Find the differences between Megan's timetable and your timetable:

We haven't got Dance, ... Megan hasn't got Biology, Physics and ..., but she has got ...

Focus on words
 Which subjects do you love/hate?
 What are you good/bad at?
 What's easy/hard? Make a list.

*I love Maths/... I hate Geography/...
 I'm good at Biology/... I'm bad at Art/...
 English/... is easy. Chemistry/... is hard.*

Znáš české názvy všech předmětů v tomto rozvrhu? Pokud ne, vyhledej je ve slovníku. Zkratka **RE** znamená **religious education**, zkratka **PE** znamená **physical education**.

1



Zkratka **sb.** znamená somebody (někdo) a používá se nejčastěji ve slovnících.

UNIT 1

VOCABULARY

(to) arrive (at)	[ə'raɪv]	příjít, přijet, dorazit
athletics	[æθ'letiks]	lehká atletika
brave	[breɪv]	statečný
choir	['kwaɪə]	pěvecký sbor
cloakroom	['kləʊkrʊm]	šatna
corridor	['kɒrɪdɔ:]	chodba
(to) feel (nepr. slov. felt, felt)	['fi:l]	cítit se
form	[fɔ:m]	1. třída, 2. formulář
for the first time		poprvé
hero	['hɪərəʊ]	hrdina
joke	[dʒəʊk]	vtip
kind	[kaɪnd]	laskavý
main entrance	[meɪn'entrəns]	hlavní vchod
miserable	['mɪzərəbl]	velmi nešťastný
(to) miss sb.	[mɪs]	postrádat, scházet
nervous	['nɜ:vəs]	nervózní
(to) play a trick on sb.		napálit někoho
secretary	['sekɹətəri]	sekretářka
staff room	[stɑ:fru:m]	šatorovna
timetable	['taɪmteɪbl]	1. rozvrh hodin, 2. jízdní řád
toilet	['tɔɪlət]	záchod
which	[wɪtʃ]	který
Good luck.		Hodně štěstí.

Použití minulého a předpřítomného času – srovnání (opakování)

Minulý čas (**past simple**) se používá při vyprávění o minulosti či při vyprávění příběhu. Věty v minulém čase udávají, kdy se v minulosti něco událo.

Předpřítomný čas (**present perfect**) se používá, pokud chceme říci, že se něco stalo, ale neudáváme přesně kdy.

Ve větách v předpřítomném čase se objevují výrazy jako **already, before, ever, just, never, yet**.

Typickými časovými určeními pro minulý čas jsou např. **yesterday, last week, an hour ago, in 1998, when I was younger**.

Předpřítomný čas

Megan has **already** bought her new books.
Hannah has been to Wales **before**.
Have you **ever** been there?
I haven't done a project about Wales **yet**.

Minulý čas

She bought them **yesterday**.
She went there **last summer**.
No, but we went to Scotland **in July**.
We did four projects **when we were in Year 6**.

MY PORTFOLIO

V této lekci jste se naučili:

- Říci, zda-li a kdy někdo něco udělal.
- Hovořit o rozvrhu hodin.
- Říci, jak se někdo cítí.

I've been to Wales. I went there last summer.
We've got Maths on Monday morning.
First Megan was nervous, then she felt happy.

5 a T9 *** 1.8 Listen to an interview with adventurer Carl Hunter. Tick (✓) the things that Carl has done. Put a cross (X) for the things that he hasn't done.



1 drive a racing car



2 ride an elephant



3 eat insects



4 see a ghost



5 sail around the world



6 break a leg



7 cycle across the USA



8 fly a helicopter



9 run a marathon

b Write about what Carl has or hasn't done.

- 1 He hasn't driven a racing car.
- 2 He's ridden an elephant.
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____

Present perfect v past simple

6 T9 ** Choose the correct form of the verbs.

- 1 I've fallen / fell downstairs last week.
- 2 Did you ever see / Have you ever seen a shooting star?
- 3 John's never driven / never drove a go-kart.
- 4 My mum's been / was on the radio last Monday.
- 5 I've never had / never had toothache.
- 6 We've ridden / rode our bikes to school yesterday.
- 7 Have you taken / Did you take a lot of photos when you were on holiday?
- 8 Carl's done / did lots of interesting things in his life up to now.

7 *** Write short dialogues. Use the cues.

- 1 • meet / a famous person?
- David Beckham / 2012

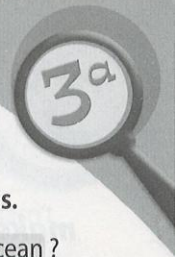
Have you ever met a famous person?

Yes, I have. I met David Beckham in 2012.

- 2 • write / a book?
- first novel / last year

- 3 • climb / a mountain?
- Mont Blanc / two years ago

- 4 • be / late for school?
- be late / last Monday



4 ☆☆ Complete the table with the past simple or the past participle of the verbs.

past simple	past participle
1 <u>went</u>	¹ gone
2 _____	<u>seen</u>
<u>had</u>	3 _____
4 _____	<u>been</u>
<u>found</u>	5 _____
6 _____	<u>walked</u>
<u>was</u>	7 _____
8 _____	<u>hurt</u>
<u>won</u>	9 _____
10 _____	<u>fallen</u>
<u>broke</u>	11 _____
12 _____	<u>made</u>

5 ☆☆ Read and complete with the underlined verbs from Exercise 4.



Yesterday we ¹went to Ocean Island for a trip. We've never ²_____ there before. My grandma ³_____ a competition so she invited us. We went on an Underwater Walk. I've never ⁴_____ so many tropical fish before! The guides ⁵_____ some helmets and special shoes for us. You get cuts and bruises from the rocks and that can ⁶_____. Have you ever ⁷_____ on the bottom of the sea? It's very difficult, but wonderful too. The water ⁸_____ cold and I ⁹_____ a sore throat in the evening. I always get sore throats on trips! Here's a photo, cool hey? Mo

6 ☆☆ Order the words to make questions.

- 1 Island before to Mo ever Has been Ocean ?
Has Mo ever been to Ocean Island before?
- 2 did When go she ?

- 3 she What wear did ?

- 4 tropical Did see she fish ?

- 5 Has a had she sore throat ever ?

- 6 Was under to water it difficult walk ?

7 ☆☆☆ Answer the questions in Exercise 6.

- 1 *Yes, she has.*
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

At the doctor's

8 Separate the words in the dialogue.

Doctor What's the matter? What's wrong?
 Fran Myleghurts. I've got a sore throat. My ear hurts.
 Doctor You've broken it. Take this medicine.
 Have a hot drink.

9 Write two dialogues. Use one phrase from each line in Exercise 8.

- 1 Doctor _____
 Jim _____
 Doctor _____
- 2 Doctor _____
 Hannah _____
 Doctor _____

Unit 3 Consolidation

1 Circle the correct answer.

- Mia started / has started skating two years ago.
- Tom **has never sprained** / never sprained his ankle before.
- Did you ever go** / Have you ever been to a rock concert?
- Three days ago I **have fallen** / fell over.
- My grandma **has never written** / never wrote an email.
- When **did you start** / have you started guitar lessons?

2 Complete the sentences with *for* or *since*.

- We've had a dog for three years.
- My brother has had long hair _____ six months.
- Kylie has had a skateboard _____ she was eight.
- Our teacher has worked at this school _____ 2008.
- That family has lived there _____ five years.
- I've had a computer _____ I was five.

3 Complete the sentences with *just*, *already* or *yet*.

- 'Have you done your homework?' 'Yes, I've already done it.'
- Have you eaten your dinner _____?
- 'Where's Tom?' 'He has _____ gone into the studio.'
- I haven't found the answers _____.
- We have _____ had something to drink, thanks.
- Quick! Your cat has _____ jumped up that tree!

Unit 3 Extension

1 Write sentences with present perfect or past simple.

- you / ever / break your arm? Have you ever broken your arm?
- yesterday / my dad / make / pizza for us.

- I / never / do karate.

- last summer / I / stay / in a hotel in London.

- when / you go / ice skating?

- Tom / ever / play table tennis?

2 Complete the questions. Use the present perfect.

- How long has Sam had (Sam / have) a car?
- How long _____ (you / be) at your school?
- How long _____ (you / live) in your town?
- How long _____ (you / study) English?
- How long _____ (you / have) your shoes?
- How long _____ (you / do) karate?

3 Write sentences about Tom's jobs. Use present perfect and *yet*, *already* or *just*.

- 1 do maths homework ✓ 2 send an email to Mia ✓
3 clean bike ✗ 4 read about the pharaohs ✗
5 watch favourite TV programme ✓ a moment ago!
6 wash the dishes ✗

1 He has already done his maths homework.

- _____
- _____
- _____
- _____
- _____
- _____



8 TRANSLATE

1 Včera jsme byli v kině. Viděli jsem zajímavý film o zvířatech.

2 Právě jsem dokončil/a ten projekt! Podívej se na ty obrázky.

3 Proč máš tak špinavé tričko? Ale, právě jsem snědl/a zmrzlinu.

4 Už jsi četl/a Harryho Pottera?

Já jsem ho právě dočetl/a, ale moje sestra ho dočetla před měsícem.

9 Say in English

Practise with a partner.

1 Řekni, že musíme sebrat spoustu materiálů.

2 Zeptej se, kde můžeme získat nějaké informace.

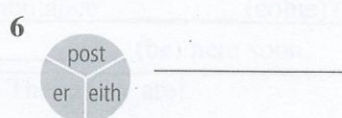
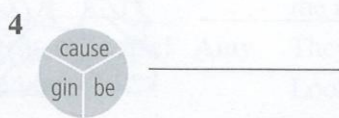
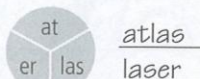
3 Navrhni, že můžeme udělat seznam našich nápadů.

4 Řekni, že si myslíš, že byste mohli rozložit obrázky na plakát.

5 Navrhni, že můžete představit vaši práci jako brožuru.

10 Find the words

Put two pieces together and make two words. Example:



Résumé

Tato diplomová práce se zaměřuje na výuku anglické gramatiky. Jsou zde popsány hlavní přístupy k výuce gramatiky a především k tomu, jakým způsobem nové učivo gramatiky prezentovat, a jak ho následně procvičovat. V praktické části byly porovnány 3 učebnice angličtiny používané na 2. stupni základních škol v České republice: Project, Discover English a Way to win. Učebnice Discover English používá převážně deduktivní přístup, zatímco Project a Way to win preferují induktivní přístup. Všechny učebnice obsahují tabulky s přehledem gramatiky. Procvičovací úlohy se z velké části soustředí na procvičování přesnosti, zejména v učebnici Discover English. Way to win obsahuje nejvíce cvičení, které kombinují přesnost a plynulost při používání gramatiky. Project má na konci každé lekce několik článků, na kterých se žáci učí spíše plynulosti, avšak ne nutně ve spojitosti s novou gramatikou. Výběr učebnic a doplňkových učebních materiálů by měl být činěn na základě potřeb konkrétních žáků. Pro žáky s holistickým myšlením by pravděpodobně byla nejvhodnější učebnice Discover English, zatímco žáci s analytickým myšlením by spíše preferovali učebnice Way to win nebo Project. Podle výsledků výzkumu v této práci lze také postupovat při výběru vhodných doplňkových materiálů ve výuce.

ANOTACE

Jméno a příjmení:	Lenka Pohanková
Katedra:	Katedra anglického jazyka
Vedoucí práce:	Mgr. Silvie Válková, Ph.D.
Rok obhajoby:	2015

Název práce:	Srovnání gramatických oddílů v učebnicích angličtiny pro 2. stupeň základních škol
Název v angličtině:	Comparison of grammar sections in English course books for lower secondary schools
Anotace práce:	Diplomová práce pojednává o výuce gramatiky v hodinách angličtiny. V teoretické části jsou popsány nejdůležitější přístupy k učení gramatiky a metody k prezentaci a procvičování nového učiva gramatiky. V praktické části jsou porovnány 3 učebnice angličtiny používané v České republice na 2. stupni základních škol: Project, Discover English a Way to win. Výzkum se soustředí především na porovnání jejich přístupu k prezentaci a procvičování nové gramatiky.
Klíčová slova:	výuka gramatiky, prezentace gramatiky, procvičování gramatiky, porovnání učebnic, deduktivní přístup, induktivní přístup, procvičování přesnosti, procvičování plynulosti
Anotace v angličtině:	The thesis deals with grammar teaching in English lessons. In the theoretical part, the most important approaches to grammar teaching and methods of new grammar presentation and practice are described. In the practical part, 3 English course books used at lower secondary schools in the Czech Republic are compared: Project, Discover English and Way to win. The research focuses mainly on comparison of presentation and practice of new grammar in these course books.
Klíčová slova v angličtině:	grammar teaching, grammar presentation, grammar practice, course book comparison, deductive approach, inductive approach, accuracy practice, fluency practice
Přílohy vázané v práci:	27 stran
Rozsah práce:	72 s., 27 s. příloh
Jazyk práce:	Angličtina