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Pedagogická fakulta

Bakalářská práce

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Katedra anglického jazyka a literatury

Výuka slovní zásoby prostřednictvím písní

Bakalářská práce

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Studijní program:	B01141090004 Anglický jazyk se zaměřením na vzdělávání
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Zadání bakalářské práce

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Název bakalářské práce:	**Výuka slovní zásoby prostřednictvím písní**
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Cíl, metody, literatura, předpoklady:

Teoretická část práce pojednává o způsobech výuky slovní zásoby v angličtině prostřednictvím písní v rámci sekundárního stupně vzdělávání. Praktická část kvalitativním výzkumem zjišťuje účinnost využití písně jako pomůcky k osvojení slovní zásoby. Součástí práce budou vlastní pracovní listy podporující práci s písní.

Dudeney, Gavin. How to teach English with technology. Harlow, 2007. ISBN 978-1-4058-5303-3.

Larsen-Freeman, D. Techniques and Principles in Language Teaching. 3rd ed.. Oxford: OUP, 2011. ISBN 9780194423601.

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Wilson, J. J. How to teach listening. Harlow, 2008. ISBN 978-1-4058-5310-1.

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Prohlášení

Prohlašuji, že jsem bakalářskou práci *Výuka slovní zásoby prostřednictvím písní* vypracovala pod vedením vedoucí závěrečné práce samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne …

_____

Anna Matoušková

Anotace

MATOUŠKOVÁ, Anna. *Výuka slovní zásoby prostřednictvím písní*. Hradec Králové: Pedagogická fakulta Univerzity Hradec Králové, 2023. 83 s. Bakalářská práce.

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Klíčová slova: slovní zásoba, výuka, anglický jazyk, pracovní listy, písně, poslechové aktivity, gymnázium, Průřezová témata, Rámcový vzdělávací program

Annotation

MATOUŠKOVÁ, Anna. *Teaching vocabulary through songs* Hradec Králové: Faculty of Education, University of Hradec Králové, 2023. 83 pp. Bachelor Degree Thesis.

The theoretical part of the thesis deals with the method of teaching English vocabulary through songs in secondary education. Using the qualitative method of research, the aim of the practical part is to find out how songs affect acquiring vocabulary. Author's worksheets will be included in the thesis.

Rozšířený abstrakt v českém jazyce

Bakalářská práce pojednává o možnosti výuky anglické slovní zásoby prostřednictvím písní. Vzhledem k tomu, že písně jsou dostupné prakticky kdekoliv a kdykoliv, velmi často se jejich text opakuje, mají chytlavý rytmus a jsou bohaté na anglickou slovní zásobu, jsou vhodným prostředkem k osvojení si slovní zásoby v nich obsažené. Autorka práce si toto téma zvolila na základě své osobní zkušenosti. Tvrdí, že písně jsou díky svým vlastnostem účinnou pomůckou při osvojování nové slovní zásoby.

Cílem práce je vytvořit 12 pracovních listů, které se dále zhodnotí testováním vědomostí žáků, jenž vycházejí z pracovních listů. Práce je rozdělená do dvou částí — teoretické a praktické. Teoretická část se dále dělí do pěti kapitol: *Výuka slovní zásoby*, *Poslechové dovednosti*, *Průřezová témata Rámcového vzdělávacího programu pro gymnázia*, *Pracovní listy* a *Metodologie*. Praktická část pojímá dvě kapitoly, v nichž se popisují a vyhodnocují vytvořené pracovní listy a testy.

První kapitola stručně popisuje metody výuky slovní zásoby bez písní a prostřednictvím písně. Dále rozebírá možnosti testování slovní zásoby, jejich výhody a nevýhody. Na základě těchto informací byly pracovní listy a testy vytvořeny. Bylo zjištěno, že písně navozují bezpečnou atmosféru ve třídě, tudíž jsou vhodnou pomůckou ve výuce.

Druhá kapitola přináší typy poslechových cvičení, se kterými studenti v životě mohou přijít do styku, poslechových materiálů a prostředků. Dále navrhuje rozřazení aktivit při plánování hodiny na tzv. *předposlechové* (evokační), *poslechové* a *poposlechové* (reflektivní) aktivity. Podle tohoto rozřazení byly jednotlivé pracovní listy navrhnuty a hodiny byly podle nich odučeny.

Ve třetí kapitole jsou stručně popsány jednotlivá průřezová témata RVP. Vzhledem k tomu, že jedno z témat, *Výchova demokratického občana*, je zařazeno pouze v *Rámcovém vzdělávacím programu pro základní* školy, ovšem s výjimkou pro šestiletá a osmiletá gymnázia, bylo toto téma zařazeno také. Díky tomu jsou pracovní listy univerzální pomůckou pro výuku slovní zásoby na vyšších gymnáziích.

Čtvrtá kapitola definuje, co je to pracovní list. Dle dostupných zdrojů se jedná o jednu až dvě strany cvičení na dané téma. V kapitole jsou rozebírány výhody a nevýhody použití pracovních listů, doporučení pro jejich tvorbu a chyby, kterým by se jejich autor měl vyvarovat. Například pracovní listy mají mít atraktivní vzhled, mít dostatek prostoru na odpovědi k daným

cvičením a být vytvořené s ohledem na věk a úroveň žáků. Dále by měly být doplněny o správné řešení cvičeních a metodické listy. Podle zjištěných doporučení byly pracovní listy vyhotoveny.

Pátá kapitola popisuje metodologii výzkumu. Vzhledem k tomu, že je práce zaměřená na studenty vyšších gymnázií a ročníkům víceletých gymnázií jim odpovídajících, bylo pro výzkum vybráno Gymnázium a Střední odborná škola pedagogická Liberec, Jeronýmova 425/27, přičemž byly pracovní listy udány pouze ve třídách gymnaziálních oborů. Pro výzkum byli vybráni studenti ze šesti různých tříd. Výzkum probíhal na jaře 2022, v prosinci 2022 a na přelomu února a března 2023. Pro dané třídy byly jejich učitelkami vybrány již vyhotovené pracovní listy, podle kterých autorka práce odučila hodinu. Po týdnu byli studenti otestováni vytvořenými testy. Z testů byly vyčteny následující data: průměrný počet dosažených bodů, procentuální průměr úspěšnosti, nejlepší a nejhorší výsledek, a nakonec nejproblematičtější cvičení. Za správnou odpověď byl připsán bod, pokud odpověď byla špatná, nebyl přičten žádný bod. V případě, že v odpovědi byla drobná chyba, bylo přičteno půl bodu. Po odučení hodin byly pracovní listy zhodnoceny na základě práce s nimi a po vyhodnocení testů byl určen nejlepší a nejhorší pracovní list. V metodologické části práce jsou i popsány jednotlivé třídy, úroveň žáků a jejich počet při výzkumu. Dále jsou zde popsány vybrané písně a důvod jejich výběru vzhledem k průřezovým tématům, ke kterému byly přiřazeny. Ke každému tématu byly přiřazeny dvě písně.

V praktické části jsou popsány všechny vyhotovené pracovní listy a ke každému z nich je sepsána reflexe. Všechny pracovní listy byly vyhotoveny se zaměřením na poslechové aktivity. Navíc jsou dostupné na odkazu ke cloudovému úložišti. Autorka došla k závěru, že bude lepší je mít uložené na cloudovém úložišti ze dvou důvodů — pracovní listy jsou obsáhlé a složitě formátované, tudíž vkládání do příloh by bylo skoro nemožné, navíc jsou takto dostupné širší veřejnosti. Stejným způsobem jsou řešené i testy. V dané části jsou dále popsány testy a jejich výsledky, maximální počty bodů a průměrná úspěšnost. Při tvorbě testů došlo k drobným chybám, které byly ve verzi pro veřejnost opraveny. Během vyhodnocování testů autorka došla k závěru, že testy s otevřenými otázkami jsou těžké na opravu, jelikož do nich studenti mohou vyplnit správné, ale nechtěné odpovědi. Aby se pro příště vyhnula podobným potížím, doporučuje vytvořit testy s uzavřenými otázkami, ve kterých by bylo více správných možností, či aby studenti odůvodnili svůj výběr.

Do příloh byla přidána tabulka s celkovými výsledky testů — nejlepších výsledků dosáhl test pro pracovní list *Paparazzi* s průměrným výsledkem 95.14 %, nejhorších výsledků dosáhl test pro pracovní list *They Don't Care About Us* s průměrným výsledkem 66.67 %. Dále

se zde nachází tabulky s celkovými hodnoceními všech testů včetně dosaženého bodového ohodnocení všech testů. Zelená barva v tabulce indikuje nejnižší hodnocení, červená nejvyšší. Pro demonstraci byly vybrány nejlepší a nejhorší výsledky testů pro každý pracovní list.

Pro další výzkum autorka navrhuje následující: zhodnotit učebnice angličtiny na základě cvičení podporující práci s písněmi, vytvořit dotazník, ve kterém by studenti zhodnocovali jejich vztah k písním a jejich způsobu učení se slovní zásoby. Dále může být ve třídách zahájen projekt, ve kterém by studenti prezentovali svou oblíbenou anglickou píseň a vytvořili cvičení pro své spolužáky.

Contents

Introduction

Songs are a means of entertainment for many people. Often, people listen to songs to have positive feelings evoked and negative feelings suppressed. Apart from that, songs written in foreign languages are a helpful source of vocabulary for non-native listeners. In addition, thanks to their repetitiveness, rhythms, and melodies, they are easy to remember. Combining all these properties, songs make useful didactic material for vocabulary acquisition.

The bachelor's degree thesis aims to produce 12 worksheets supporting vocabulary acquisition of grammar school learners, evaluate them, and provide their success rate. All worksheets proceed from Cross-curricular topics in Framework Educational Programme for Grammar Schools and are concentrated on listening activities. For each, two songs are selected for each topic according to their vocabulary or theme. For one song, one worksheet is created.

The reason for choosing this topic is the author's own experience. Assuming songs make an easy way to remember provided vocabulary thanks to their properties, learning vocabulary through songs is more effective than simply memorizing given vocabulary by heart.

The thesis is divided into Theoretical and Practical parts that are subdivided into seven chapters. The first chapter offers methods of teaching vocabulary in general, followed by a subchapter dealing with ways of teaching vocabulary via songs. The last subchapter of the first chapter provides practical information about testing vocabulary. Based on the provided facts, the exercises of the worksheets and tests are designed. In this chapter, most of the information is taken from Penny Ur's and Scott Thornbury's didactic books. Ur is focused on overall language teaching, whereas Thornbury is concentrated on vocabulary teaching. The theory is supplemented with some scholarly articles that offer a newer point of view on the topic.

The second chapter focuses on listening skills, which are one of the perception skills. The chapter distinguishes types of listening, listening materials, and in its subchapter, there are proposed activities for teaching listening skills. According to Wilson's suggestions, it is suitable to divide lessons into *pre-listening*, *while-listening*, and *post-listening activities*. The worksheets are planned correspondingly to the division.

The third chapter is dedicated to the *Cross-curricular topics* in *Framework Educational Programme for Grammar School*. Each topic is roughly described and chosen

songs for each topic are matched to it. There are five topics in the Educational Programme for Grammar Schools, the sixth is for elementary schools and six- and eight-year grammar schools, therefore it is covered as well.

The fourth chapter defines worksheets, their aim, usage, and properties. There are described common mistakes that might occur during teaching with worksheets and their production, their advantages, and disadvantages, and how they should be designed. The worksheets of the thesis are designed accordingly to the given criteria.

The fifth chapter provides the methodology of the thesis. Even though it was planned to conduct the research qualitatively, mixed research is applied. Having created the worksheets, the author will conduct lessons correspondingly to the worksheets and their lesson plans at a grammar school in classes that correspond with the four-year grammar school programme. A week after, the vocabulary provided by the worksheets will be tested. In addition, the chapter offers the information about the chosen school and classes. At last, the final subchapter provides the reason for choosing songs to listen to and their connections to the cross-curricular topics.

The sixth and seventh chapters describe produced worksheets and tests. Above all, they present final reflections of working with the worksheets, the success rates of the tests and assess the best and the worst success rate of the worksheets.

In the Appendices, there are offered overall scores of each test, the worst and the best results of each test, and a detailed chart of the success rate of the tests. Worksheets and unfilled tests with correct answers are available on cloud storage so they are available to the public.

Theoretical part

1 Teaching vocabulary

Teaching vocabulary is one of the aspects of teaching English as a second/foreign language. According to Penny Ur, vocabulary is defined as words taught in a foreign language, thought, the term "vocabulary" contains one and more word expressions that mean one thing, and idioms, which, being put together, mean something else than the single components of the given phrase.[1] Scott Thornbury defines knowing a word as knowing its form and meaning, including e.g.: collocations and connotations,[2] Ur adds that it is important to know the word's pronunciation and grammar (in case of verbs, it is necessary to know whether they are regular, or irregular and their past forms; in case of nouns, learners should know their plural forms, if they have any), appropriateness (learners should know when it is appropriate to use a given expression), meaning relationships (e.g.: synonyms and antonyms), and word formation (using prefixes and suffixes).[3] In other words, '*knowing vocabulary*' is defined by many other aspects of language, its proper use, and the knowledge of the semantically connected expressions to the given field.

1.1 Methods of teaching vocabulary

To teach learners new vocabulary, it is necessary to use suitable methods. Teachers should always consider the vocabulary topic, the age of learners and their English language level,[4] the difficulty of the new vocabulary, the purpose of using the vocabulary, and its teachability,[5] so the process of learning is as effective as possible. There are several methods of teaching vocabulary that help learners acquire new word stock.

The first and most common method is *the Grammar-Translation Method*. It consists of translating specified expressions combined with using appropriate grammar rules. The method is based on reading comprehension; connections with the words with the same, similar

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[1] UR, Penny. *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press, 1991. Cambridge teacher training and development. p. 60. ISBN 978-0-521-44994-6

[2] THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. p. 15. ISBN 978-0-582-42966-6

[3] UR, Penny. *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press, 1991. Cambridge teacher training and development. pp. 60–61. ISBN 978-0-521-44994-6

[4] The bachelor's degree thesis is focused on English teaching.

[5] THORNBURY, Scott. *How to teach vocabulary*. Harlow: Longman, 2002. pp. 75–76. ISBN 978-0-582-42966-6

or opposite meaning; in terms of teaching grammar, deductive application of rules; memorisation; and using words in sentences or whole composition is a preferred method.[6]

As the opposite of the *Grammar-Translation Method*, teachers can choose the *Direct Method* to teach vocabulary. The main principle of the method lies in using only the target language,[7] without translations to the mother tongue of learners. It uses explanations of the meanings, question and answer exercises, conversation, or paragraph writing.[8]

Another method is called *Task-based Language Teaching.* This method requires teachers to choose meaningful tasks for the lesson. Learners are active during the whole process; teachers only intervene when necessary. The tasks are divided into pre-task, while-task and post-task. Learners work together, the cooperation is emphasised.[9]

An innovative way to teach vocabulary is the *Drama Method*. The method is convenient thanks to the way the vocabulary is practised — learners are assigned a scene to show. In the case of role-play activities or simulations, they practice speaking and connect the vocabulary with real-life situations, which makes the learning process more effective. Other activities that are considered drama methods are mime and storytelling. All the activities support creativity, which makes them attractive and enjoyable for learners.[10]

1.2 Teaching vocabulary through songs

The author of the submitted bachelor's degree thesis claims the following: Songs are a rich source of new vocabulary for all learners. Thanks to this fact, they make useful didactic material in EFL classes. Apart from vocabulary, songs convey cultural knowledge as well. Though every learner has their taste in music genres, songs still make reliable learning material. Because of their often-catching melody and repeating lyrics, they are easy to remember and help learners to connect information with a given context, which also helps with memorizing the information that is supposed to be learnt. Songs, thanks to nowadays technology, might be

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[6] LARSEN-FREEMAN, Diane and Marti ANDERSON. *Techniques & principles in language teaching*. Third edition. Oxford: Oxford University Press, 2014. pp. 33–44. ISBN 9780194423601

[7] The language that is meant to be taught.

[8] LARSEN-FREEMAN, Diane and Marti ANDERSON. *Techniques & principles in language teaching*. Third edition. Oxford: Oxford University Press, 2014. pp. 46–55. ISBN 9780194423601

[9] Ibid, pp. 192–205.

[10] ALSHRAIDEH, Doniazad Sultan and Nesreen Saud ALAHMADI. Using Drama Activities in Vocabulary Acquisition. *International Journal of English Language Teaching*. 2020, **7**(1), 41–50. pp. 43–44. Available from: doi: 10.5430/ijelt.v7n1p4

listened to anytime, anywhere, which makes learners stay in touch with the language nearly all the time.

Using songs in EFL classes enhances learning pronunciation,[11] which is according to Penny Ur one of the most important aspects of learning new words.[12] The key to the usage of the songs is that teachers should choose those pieces of music that are "*audible, appropriate and useful*".[13] Songs might be used as a medium for enlightenment but also as a main topic of the lesson — they might be treated as a serious text with an additional, entertaining function.[14] As said by Orhan Kocaman, in addition to the mentioned factors, songs create a safe environment in the classroom and enhance learners' listening skills.[15]

Apart from linguistic aspects of teaching English, songs are also means of teaching cultural features of a language. Usually, songs contain some story, express a certain emotion, or reflect some social situation,[16] both positive and negative.

Kocaman claims that: "*Teachers and learners from all over the world report that learning vocabulary by songs is not only facilitative but also enjoyable. The joyful atmosphere affects the learning process positively. Rather than just sitting and memorizing words by traditional ways, learning in a stress-free and pleasant atmosphere helps students develop their lexical skills painlessly and quickly.*"[17] In addition to Kocaman, Dudeney and Hockly agree with the statement, adding that learners might be engaged by any other multimedia material such as video material.[18] In other words, songs are beneficial and effective material in EFL classes. As the author of this thesis claims, in order to learn new vocabulary properly, it is necessary to provide learners with a safe environment. This might be achieved by using songs.

1.3 Testing vocabulary

Vocabulary can be tested in many ways. There are practical types of exercises that test different aspects of language and its level. Tests are a reliable way for teachers when they need

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[11] WILSON, J. J. *How to teach listening*. Harlow: Pearson Education, 2008. p. 50. ISBN978-1-4058-4775-9
[12] UR, Penny. *A course in language teaching: practice and theory* Cambridge: Cambridge University Press, 1991. Cambridge teacher training and development. p. 60. ISBN 978-0-521-44994-6
[13] WILSON, J. J. *How to teach listening*. Harlow: Pearson Education, 2008. p. 52. ISBN978-1-4058-4775-9
[14] Ibid
[15] KOCAMAN, Orhan. *The Effects of Songs on Foreign Language Vocabulary Acquisition*. ICLEL Conference. 2016, 116–126. p. 117
[16] WILSON, J. J. *How to teach listening*. Harlow: Pearson Education, 2008. p. 52. ISBN 978-1-4058-4775-9
[17] KOCAMAN, Orhan. *The Effects of Songs on Foreign Language Vocabulary Acquisition*. ICLEL Conference. 2016, 116–126. p. 117
[18] DUDENEY, Gavin and Nicky HOCKLY. *How to Teach English with Technology*. Harlow: Pearson Education, 2008. p. 28. ISBN 9781405847735

to know how properly learners have acquired a given vocabulary. In other words, they give teachers feedback on previously used teaching methods and the number of learnt skills. In addition, the tests are a motivation for learners, and they make them take the vocabulary seriously.[19]

First, it is needed to define which type of test is used. There are at least two types of tests: formal and informal. The distribution of formal tests is announced in advance, with given criteria for success, whereas informal ones might have a function of homework or a textbook exercise. This thesis focuses on formal ones.[20]

There are numerous kinds of *elicitation techniques* that might be used for testing. Each technique focuses on testing different aspects of language and has its advantages and disadvantages. While planning a test, teachers have to take into consideration a few properties of the test. First, the previous knowledge of the testees'; second, the difficulty of its composition; third, the difficulty of the administration; and fourth, the difficulty of the evaluation.[21]

Easier to mark, and administer, yet easier to guess, are *true/false* exercises. These exercises might be assigned orally or in writing.[22] Another very popular and similar technique is *multiple-choice*. It is easy to grade, and it can be used with isolated words, in a context, or with the whole text. On the other hand, learners may only eliminate or guess the correct answer without prior knowledge. Also, it depends on whether teachers choose a multiple-choice or single-choice answer. In case of the single-choice correct answer, the possibility of guessing is high. In the end, Scott Thornbury says that the technique tests only the recognition of a given word, not the ability to produce it.[23] Penny Ur adds that proper *multiple-choice* tests are difficult to design, otherwise, they might not make a valid test.[24]

Scott Thornbury proposes a *gap-fill* test exercise as a more sophisticated one since learners have to fill in a needed word form. There are four types of *gap-fill* tests — *cloze* tests, *selective/open cloze* tests, *C-tests*, and *word formation*. In case of *cloze* tests, every n^{th} word is omitted. They were primarily arranged to test reading. Apart from that, they test grammar and

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[19] THORNBURY, Scott. *How to teach vocabulary.* Harlow: Longman, 2002. p. 129. ISBN 978-0-582-42966-6

[20] UR, Penny. *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press, 1991. Cambridge teacher training and development. p. 37. ISBN 978-0-521-44994-6

[21] Ibid

[22] Ibid, p. 39.

[23] THORNBURY, Scott. *How to teach vocabulary.* Harlow: Longman, 2002. p. 132. ISBN 978-0-582-42966-6

[24] UR, Penny. *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press, 1991. Cambridge teacher training and development. p. 39. ISBN 978-0-521-44994-6

content words. *Selective* or *open cloze* tests differ from *cloze* tests in the selection of omitted words. In case of *open/selective cloze* tests, there are missed out mostly content words. However, there is a disadvantage to these two types — there may be more than one correct answer, which makes it more difficult to grade. To minimalize this problem, *C-tests* are used. They are specific in the combination of left-out words where only the first letters are given. At last, there are *word formation* tests. The main objective of testing is learners' knowledge and ability to derive words from others.[25]

A universal way to test vocabulary is the *questions and answers* method. There can be both open and closed questions. The more closed they are, the easier they are to grade; however, open questions provide teachers with more difficulty to mark, but they are more reliable.[26]

When it comes to vocabulary itself, the *translation* technique cannot be omitted. The *Translation* exercises are not difficult to prepare. They can be administered both in speech and writing, teachers might test the translation of whole sentences, or smaller units. On the other hand, Ur states that marking might not be easy.[27]

As it was mentioned before, some types of exercises test different aspects of vocabulary. Teachers can test words' form, meaning, derivations, grammatical characteristics, collocations, and many others. "*Most vocabulary tests target only one or two aspects of word knowledge.*"[28] The author of this bachelor's degree thesis proceeds from Thornbury's opinion while creating the tests that make part of the Practical part of the thesis.

In conclusion, tests are supposed to be valid (to test what is intended to be tested), and reliable (to produce results).[29] There are also several methods to test vocabulary, which some of which are more reliable than others, though more difficult to produce and grade.

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[25] THORNBURY, Scott. *How to teach vocabulary.* Harlow: Longman, 2002. pp. 133–134. ISBN 978-0-582-42966-6

[26] UR, Penny. *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press, 1991. Cambridge teacher training and development. p. 39. ISBN 978-0-521-44994-6

[27] Ibid, p.40.

[28] THORNBURY, Scott. *How to teach vocabulary.* Harlow: Longman, 2002. p. 130. ISBN 978-0-582-42966-6

[29] UR, Penny. *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press, 1991. Cambridge teacher training and development. p. 44. ISBN 978-0-521-44994-6

2 Listening skills

Listening skills make a significant part of language acquisition. Apart from that, it has its inevitable role in our lives. Listening is essential for gathering information on a daily basis, for example, everyday communication with other people. The secondary function of listening is, for instance, amusement, empathy, assessment or criticism. There are several types of listening: *Listening for gist*, *Listening for specific information*, *Listening in detail*, and *Inferential listening*. In case of *Listening for gist*, the listener is interested in the general idea such as what is being said, by whom etc. When it comes to *Listening for specific information*, the listener focuses on a given, specific information, whereas *Listening in detail* is based on listening to the whole passage while listeners look for a piece of slight information that is needed. The key to *Inferential listening* is in context — a speaker says something and listeners fill contextual "gaps", e.g. a speaker says "*I bought a loaf of bread*" and listeners deduce the speaker was in a shop and paid for the bread. In other words, listeners proceed from their experience when it comes to the unspoken.[30] In summary, listening varies in many ways — for instance in its function, purpose, and context.

As the author of the bachelor's degree thesis claims, listening is a valuable tool for vocabulary learning since the learners hear the pronunciation of given words. As it is said in the previous chapter, pronunciation is one of the aspects of learning new vocabulary.[31] When learners hear new vocabulary pronounced, they learn the spoken element.

When choosing what to use as listening material, teachers have a few options — listening to authentic life or recorded speech. Authentic speech is valuable due to its spontaneity. Learners hear real accents, natural rhythm, and pronunciation. This speech might be also recorded, the only difference is that when it comes to authentic speech, learners see the speaker.[32] J. J. Wilson distinguishes other sources of listening such as *Teacher talk*; *Student talk*; *Guest speakers*; *Textbook recordings*; *Media*; *Songs*; and the *Internet*. The *student* and *teacher talk* is an inevitable source of listening due to real-life discussions or task assigning and solving. *Guest speakers* might be native speakers invited to a lesson, whereas *textbook*

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[30] WILSON, J. J. *How to teach listening*. Harlow: Pearson Education, 2008. pp. 9–10, 85. ISBN 978-1-4058-4775-9

[31] UR, Penny. *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press, 1991. Cambridge teacher training and development. pp. 60–61. ISBN 978-0-521-44994-6

[32] UR, Penny. *Teaching listening comprehension*. Cambridge: Cambridge University Press, 1991. Cambridge handbooks for language teachers. pp. 22–24. ISBN 0521287812

recordings or other *media* are not live but only recorded. [33] Television, radio, DVD, or songs might have a different primary function — amusement or informative function.[34]

2.1 Activities for teaching listening skills

When planning a lesson, teachers should think about the topic of the lesson, the type of listening, other activities, their sequence, and duration. Also, the age and English language level of the learners should not be forgotten. The worksheets making part of the practical part are prepared according to J. J. Wilson's suggestions, in other words, to divide the lesson and its exercises into three parts: *pre-listening activities*, *while-listening activities*, and *post-listening* activities.[35]

Pre-listening activities have an evocative function. These activities are supposed to activate learners, prepare them for listening activities, and draw them into the topic. Often used activity is brainstorming. Thanks to it, teachers can find out what information on the topic learners know and what needs to be learnt. The discussion also reviews learners' knowledge, but in addition, they practice speaking. Last, but not least, teachers may use the drama method, or Situations (as called by J. J. Wilson). This activity moves learners to another dimension — they practice speaking, pretend to a real-life situation, and above all, they might entertain themselves.[36]

If teachers use as the listening medium songs, they can choose between numerous activities for the while-listening task. Usually, the gap-filling[37] task is used. While working with songs, teachers have almost unlimited options for what to do with them. As the author of the bachelor's degree thesis proposes, there can be put in some intrusive words that do not belong to the song and learners are supposed to find them according to the listening. Other exercises might be based on exchanging some (not all) original words with their minimal pair or their homonym. Listeners then have to pay attention to pronunciation. Wilson adds that learners can listen for gist — they listen to the song to find out its topic — or they listen for detail — their task is to answer specific questions, e.g. "*Who is mentioned in the song? What colours are mentioned?*", etc.[38]

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[33] WILSON, J. J. *How to teach listening*. Harlow: Pearson Education, 2008. pp. 41–53. ISBN 978-1-4058-4775-9
[34] As the author assumes.
[35] WILSON, J. J. *How to teach listening*. Harlow: Pearson Education, 2008. p. 60. ISBN 978-1-4058-4775-9
[36] Ibid, pp. 60–80
[37] Learners fill in missing words according to the song.
[38] WILSON, J. J. *How to teach listening*. Harlow: Pearson Education, 2008. pp. 82–83. ISBN 978-1-4058-4775-9

Post-tasks should always consider answer-checking and reflection. In addition, the class should go through unknown vocabulary. Then, the class focuses on exercises prepared for revision. These exercises give teachers feedback on how well-prepared the lesson is, and whether learners have learnt what they were supposed to. The main focus is directed towards the problem-solving task.[39] The author of the bachelor's degree suggests that learners, for instance, should explain the meanings of given expressions, translate them, use them in meaningful sentences, or use the vocabulary in short texts. Moreover, learners get a chance to self-evaluate themselves and their performance at the end of the lesson, or after it. This self-reflection can be done together with the teacher, or on their own. Unfortunately, there often is no time for reflection at the end of the lesson.

3 Cross-curricular topics in Framework Educational Programme for Grammar School

Framework Educational Programmes in the Czech Republic are set by the Ministry of Education, Youth and Sport. All education levels such as preschool, primary, and secondary education have their own Framework Educational Programme. Based on them, Framework School Educational Programmes are arranged. Educational Programme for Grammar School[40] describes the subjects, the aims learners are supposed to achieve during their studies, and the topics they should come across. Cross-curricular[41] topics are, in compliance with FEP GS, considered actual, current topics. They follow on Cross-curricular topics of the Framework Educational Programme for Primary School. In other words, they are the same. There are 5–6 of them — Personal and Social Education; Education to Thinking in European and Global Contexts; Multicultural Education; Environmental Education; and Media Education.[42] For the six-year and eight-year grammar school programmes, there is also the Education of a Democratic Citizen.[43] All topics support education from different perspectives and connect topical issues with different school subjects.

3.1 Personal and Social Education

Personal and Social Education is supposed to teach learners how to lead a healthy and responsible life as individuals and members of society. Learners are guided towards respect and self-respect, they learn the value of relationships and respecting the opinions, needs, and rights of others. In addition, this topic should help learners to find out that there is more than one option while solving relationship problems. They should get to know themselves, realise their aims, know how to be prepared for life changes, and be able to make a proper member of society.[44, 45]

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[40] FEP GS, abbreviated.

[41] Cross-curricular topics are for Grammar Schools.

[42] *Rámcový vzdělávací program pro obor vzdělání 79-41-K/41 Gymnázium* [online]. Praha: MŠMT, 2008 [cit. 2022-03-27]. p. 65. Available from: https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavaci-programy-pro-gymnazia-rvp-g/#1-v-sou%C4%8Dasnosti-platn%C3%A1-rvp--

[43] *Rámcový vzdělávací program pro obor vzdělání 79-01-C/01 Základní škola* [online]. Praha: MŠMT, 2021 [cit. 2022-03-27]. p. 124. Available from: https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcovy-vzdelavacici-program-pro-zakladni-vzdelavani-rvp-zv/

[44] *Rámcový vzdělávací program pro obor vzdělání 79-41-K/41 Gymnázium* [online]. Praha: MŠMT, 2008 [cit. 2022-03-27]. pp. 66–69. Available from: https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavaci-programy-pro-gymnazia-rvp-g/#1-v-sou%C4%8Dasnosti-platn%C3%A1-rvp--

[45] This cross-curricular topic is implemented in the songs *Human* by Rag'n'Bone Man and *Rome Wasn't Built in a Day* by Morcheeba.

3.2 Education to Thinking in European and Global Contexts

This topic connects global economic, social, political, cultural, and environmental aspects of human life via education content. Learners should be led to accept their responsibilities for their actions, be solidary with people living in dire conditions, and orientate in international situations. Topics that are connected with the cross-curricular topic are for instance Global and Development Processes; Global Problems, Their Causes and Consequences; Humanitarian Help and International Cooperation; Living in Europe; and Education in Europe and in the World.[46, 47]

3.3 Multicultural Education

Multicultural Education focuses on the comprehension of cultural distinctions among individuals coming from diverse backgrounds, relationships, and intercultural communication. In other words, learners are taught to tolerate people of different races, religions, and cultures. They orient in the causes and consequences of immigration in the World and respect people with different sexual orientations.[48, 49]

3.4 Environmental Education

The topic teaches learners to realise their specific role in the ecosystem, value nature, and focus on the changes in their surroundings. They understand the connections between ecological problems and their effects on human health. They are led to act protectively towards the global environment and Czech nature.[50, 51]

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[46] *Rámcový vzdělávací program pro obor vzdělání 79-41-K/41 Gymnázium* [online]. Praha: MŠMT, 2008 [cit. 2022-03-27]. pp. 69–73. Available from: https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavaci-programy-pro-gymnazia-rvp-g/#1-v-sou%C4%8Dasnosti-platn%C3%A1-rvp--

[47] This cross-curricular topic is implemented in the songs *Wild Hearts Can´t Be Broken* by P!nk and *Heal the World* by Michael Jackson.

[48] *Rámcový vzdělávací program pro obor vzdělání 79-41-K/41 Gymnázium* [online]. Praha: MŠMT, 2008 [cit. 2022-03-27]. pp. 73–75. Available from: https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavaci-programy-pro-gymnazia-rvp-g/#1-v-sou%C4%8Dasnosti-platn%C3%A1-rvp--

[49] This cross-curricular topic is implemented in the songs *They Don't Care About Us* by Michael Jackson and *Born This Way* by Lady Gaga.

[50] *Rámcový vzdělávací program pro obor vzdělání 79-41-K/41 Gymnázium* [online]. Praha: MŠMT, 2008 [cit. 2022-03-27]. pp. 75–77. Available from: https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavaci-programy-pro-gymnazia-rvp-g/#1-v-sou%C4%8Dasnosti-platn%C3%A1-rvp--

[51] This cross-curricular topic is implemented in the songs *What a Wonderful World* by Luis Armstrong and *S.O.S (Mother Nature)* by Will I Am.

3.5 Media Education

Media Education has an important role in teaching learners how to orient on the Internet, how to distinguish a reliable medium from "fake news", and how to realise the value of the quality of a given medium. They learn what is the aim of media, what influence they have on their users or readers, and, for example, the specific vocabulary used in them.[52, 53]

3.6 Education of a Democratic Citizen

As mentioned in the introduction to the chapter, Education of a Democratic Citizen is implemented only in six-year and eight-year grammar school programmes. In case of the eight-year programme, the topic has to be covered in the first four years of studies, whereas the six-year programme is supposed to cover the topic during the whole six years.[54] Since the thesis focuses on grades of the four-grade system, the topic of Education of a Democratic Citizen is also employed, as four grades are corresponding to four grades of the six-year programme, in which the topic might be implemented.

Learners are expected to obtain respect for laws, freedom, justice, and tolerance. They help others, are empathic, and understand their behaviour and acts. The topic helps learners to discuss and respect different opinions on a given topic. In addition, learners are taught to respect people of different cultural, or ethnic backgrounds.[55, 56]

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[52] *Rámcový vzdělávací program pro obor vzdělání 79-41-K/41 Gymnázium* [online]. Praha: MŠMT, 2008 [cit. 2022-03-27]. pp. 77–81. Available from: https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavaci-programy-pro-gymnazia-rvp-g/#1-v-sou%C4%8Dasnosti-platn%C3%A1-rvp--
[53] This cross-curricular topic is implemented in the songs *Paparazzi* by Lady Gaga and *Lucky* by Britney Spears.
[54] *Rámcový vzdělávací program pro obor vzdělání 79-01-C/01 Základní škola* [online]. Praha: MŠMT, 2021 [cit. 2022-03-27]. p. 124. Available from: https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcovy-vzdelavacici-program-pro-zakladni-vzdelavani-rvp-zv/
[55] Ibid, pp. 127–129
[56] This cross-curricular topic is implemented in the songs *This Is Me* and *Come Alive* from The Greatest Showman.

4 Worksheets

Worksheets are a type of didactic material for lessons. They can be used for a deeper practice of a given topic; for example, grammar and vocabulary; during school project days, while being dedicated to their theme; and for lightening the atmosphere after holidays or exams. They might be useful when the class focuses on a certain topic for a long time — they "bring" some change. They are often designed to evoke positive emotions, so learners feel more motivated to work with them. Teachers design their own worksheets, or they can use worksheets that have been already created.

Penny Ur defines worksheets as "*a page (or two) of tasks, distributed to each student to do either in class or at home, intended to be written on, and usually taken in by teacher to be checked.*" [57] They might have a function of a test as well. Ur also suggests the worksheets should be well arranged; instructions should be understandable; from the visual point of view, they should look attractive — for instance, there should be a logical layout of exercises, important things highlighted, and at last, there can be some graphic illustrations.[58]

The advantage of worksheets is that they might complement textbooks and provide learners with additional information. They can be designed accordingly to every topic and learners' needs. In addition to that, they make useful study material for future exams, or they might be used as an assessment tool. Though the biggest advantage of worksheets is the support of active learning.[59] As the author of the bachelor's degree thesis claims, teachers also should consider the age and the English language level of their learners while creating the worksheets — for younger learners is better to make them more visually attractive, whereas for the older ones would be better some more intellectually demanding tasks.

On the other side, as Lee states, if the worksheets are implemented in education excessively often, their effectiveness decreases. Another disadvantage is in the format — usually, teachers print worksheets economically, which means they print more pages per sheet of paper, so learners are expected to write in smaller spaces.[60] Teachers should avoid making over-demanding, boring tasks, or designing tasks that practice learners' skills

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[57] UR, Penny. *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press, 1991. Cambridge teacher training and development. p. 192. ISBN 978-0-521-44994-6

[58] Ibid, pp. 192–193

[59] LEE, Che-Di. Worksheet Usage, Reading Achievement, Classes' Lack of Readiness, and Science Achievement: A Cross-Country Comparison. *International Journal of Education in Mathematics, Science and Technology*. 2014, **2**(2), 95–106. pp. 95–96. ISSN 2147-611X. Available from: doi:10.18404/ijemst.38331

[60] It also affects the visual quality of worksheets.

unchangeably. Additionally, due to their written form, they might cause trouble to learners with reading disabilities. At last, some tasks offer more correct answers that are not included in the answer sheet, which may result in the penalisation of learners.[61] In other words, learners' inventiveness, or ability to think of new ways might end up as a failure.

Lightbown and Spada emphasize that "*vocabulary development is more successful when learners are fully engaged in activities that require them to attend carefully to the new words and even to use them in productive tasks.*"[62] To put it in another way, if the worksheets are designed properly, or even if they are a bit demanding, they make a suitable didactic material.

Blanchett, Powis, and Webb add that worksheets should be provided with answer sheets. Moreover, worksheets should reinforce distance or after-a-session learning.[63] The author of the bachelor's degree thesis adds that apart from providing answer sheets, authors of worksheets should describe the process of working with them.

The worksheets produced as the practical part of the thesis are designed accordingly with the mentioned criteria and suggestions. Most of them[64] take two pages of various exercises, and some of them[65] are enriched with images to make them more visually attractive. There is also created space for those exercises that require written answers. Types of exercises are likewise developed according to the age of the target learners.

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[61] LEE, Che-Di. Worksheet Usage, Reading Achievement, Classes' Lack of Readiness, and Science Achievement: A Cross-Country Comparison. *International Journal of Education in Mathematics, Science and Technology*. 2014, **2**(2), 95–106. pp. 96. ISSN 2147-611X. Available from: doi:10.18404/ijemst.38331

[62] LIGHTBOWN, Patsy and Nina Margaret SPADA. *How languages are learned*. Fourth edition. Oxford: Oxford University Press, 2015. Oxford handbooks for language teachers., p. 64. ISBN 9780194541268

[63] BLANCHETT, Helen, Chris POWIS and Jo WEBB, 2011. Worksheets. In: *A Guide to Teaching Information Literacy: 101 Tips* (online). p. 255–256. Available from: doi:10.29085/9781856048767.102

[64] Worksheet *They Don't Care About Us* has an additional exercise on the third page.

[65] Due to formatting, some worksheets do not include any images.

5   Methodology

Since this bachelor's degree thesis focuses on teaching vocabulary via songs, there were created 12 worksheets supporting the acquisition of new vocabulary. They proceed from Cross-curricular Topics anchored in Framework Educational Programme for Grammar School. The research took place in April 2022 in class 1.B, in December 2022 in classes 2.B, 5.K, 6.Sx, 3.AB, and 4.AB, and the end of February, beginning of March 2023 in the same classes and in class 2.A of the Grammar School and Vocational School of Pedagogy Liberec, Jeronýmova 425/27.

5.1   Methodology in this thesis

For this thesis, mixed research is applied. The aim of the thesis is to produce new didactic material for vocabulary acquisition and then to test it. The collected data will then show the percentage of the success rate of learners. As a result, the quantitative method is applied. According to Maňák, testing learners' knowledge gives researcher results that might be afterwards used for statistical data such as average success rate, which might help with evaluating the learners.[66] Apart from that, the best and the worst results of each test and the most problematic exercises of tests are observed. There are created 12 worksheets with their process descriptions and approximate duration of exercises. Apart from that, an answer key is also added.

Having created worksheets, the author will conduct lessons according to the process guide of each worksheet in classes of higher secondary education — at a grammar school. After a week, the author will test the vocabulary with a test proceeding from a given worksheet. Having assessed the tests, the author will evaluate the worksheets and give feedback on working with the worksheets, resulting in the qualitative method of research. Since both qualitative and quantitative methods of research are used, according to Lašek and Vondroušová, mixed research is applied.[67]

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[66] MAŇÁK, Josef. *Kapitoly z metodologie pedagogiky*. Brno: Masarykova univerzita, 1994., pp. 72–73. ISBN 8021010312

[67] LAŠEK, Jan a Jindra VONDROUŠOVÁ. *Aplikovaná metodologie pro učitele I: kvantitativní přístup*. Hradec Králové: Univerzita Hradec Králové, 2014

5.2 School and classes

The Grammar School and Vocational School of Pedagogy Liberec, Jeronýmova 425/27 provides two grammar school programmes — four- and eight-grade programmes. The Vocational School of Pedagogy is due to the focus of the research omitted. For English lessons provided by the eight-grade system, during the four final years, learners are planned to receive 15 lessons of the language (four in the fifth, seventh, and eighth year and three lessons in the sixth year per week). As for the four-grade system, learners receive only 14 lessons (three lessons in the first and second year, four in the third and fourth year).[68]

In April 2022, the research was held in class 1.B, the first year of the four-grade grammar school programme. In the class, there were ten learners present since all language classes are divided into two halves,[69] in each group there were approximately 15 learners. As for class 1.B, the learners' skills were on the B1–B2 level of CEFR. As the author of the bachelor's degree theses was told, some of them have C1 level, since they have lived in an English-speaking country. The learners were participating actively. The class was tested a week after.[70]

In the following school year, the research was held in December 2022 and in the spring of 2023. In December 2022, the research was extended, thus more classes were engaged. In addition to class 2.B, in which there were 13 learners present, were included in research classes 3.AB, 4.AB, 5.K, and 6.Sx. For classes 3.AB and 4.AB, they were formed from two original classes, when only a quarter of the learners of both classes were merged into one group. Both classes 5.K and 6.Sx belong to the eight-grade system. In other words, they correspond with the first grade of the four-grade system for 5.K, and the second grade for 6.Sx.

In class 3.AB, there were 13 learners present. In this group, there were some learners with C2 certificates. They were participating actively.[71] The group of 4.AB was similar in the English language level and participation. There were 12 learners present.[72] Class 6.Sx was comparable to class 3.AB. Learners from this group were active and very talkative, so the lesson with them went smoothly, and their English language level was high. There were 11 learners

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[68] Školní učební plán vyššího stupně osmiletého a čtyřletého gymnázia. *Gymnázium a Střední odborná škola pedagogická, Liberec, Jeronýmova 425/27, příspěvková organizace* [online]. c2023 [cit. 2023-04-18]. Available from: https://www.jergym.cz/files/g4-up-od-2021.pdf
[69] The original classes were divided for language courses, the research was held only in one half of each class.
[70] The worksheet *Come Alive* was used.
[71] The worksheet *Lucky* was used.
[72] The worksheet *Paparazzi* was used.

present.[73] Lastly, in case of class 5.K, there were 14 learners present, of which only some of them were active.[74]

In spring 2023, the same classes were included in the research. Apart from them, class 2.A was added. In this class, 13 learners were present. Their English language level was intermediate, in addition, they were participating in the lesson actively.[75] As for the rest of the classes, in 2.B[76] there were 14 learners present, in 5.K[77] 15 learners, in 6.Sx[78] 14, in 3.AB[79] 13, and lastly, in 4.AB[80] there were 9 learners present.

5.3 Songs and their connections to cross-curricular topics

For every cross-curricular topic, two songs were chosen accordingly to their meaning and vocabulary. Since every topic is different, the chosen songs vary in their themes as well. Most of the songs are known among populations. When conducting lessons correspondingly to the worksheets, the songs are played from the YouTube platform, especially the official videoclips are played. The author of the bachelor's degree thesis chose songs that she knows well.

For *Personal and Social Education* songs *Human* by Rag'n'Bone Man[81] and *Rome Wasn't Built In a Day* by Morcheeba[82] were chosen. According to the interpretation of the author of the bachelor's degree thesis, the song *Human* is about the incapability to fulfil all needs of the others' and comes to its listeners with the message that it is tolerable to make mistakes. Thanks to this theme, the song corresponds with the definition of *Personal and Social Education*.[83] In other words, the song supports learners' ability to get to know their capabilities and what to expect from others. A similar spirit is carried in the song *Rome Wasn't Built In a Day*. As it is interpreted by the author of the bachelor's degree thesis, this song presents the idea of not stressing over important things, since it takes some time to make them — as the title

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[73] The worksheet *Born This Way* was used.
[74] The worksheet *Human* was used.
[75] The worksheet *What a Wonderful World* was used.
[76] The worksheet *Wild Hearts Can't Be Broken* was used.
[77] The worksheet *Heal the World* was used.
[78] The worksheet *S.O.S. (Mother Nature)* was used.
[79] The worksheet *This is Me* was used.
[80] The worksheet *They Don't Care About Us* was used.
[81] *Rag'n'Bone Man - Human (Official Video)* [online]. c2023 [cit. 2023-04-20]. Available from: https://www.youtube.com/watch?v=L3wKzyIN1yk
[82] *Morcheeba - Rome wasn't built in a day (Official Video)* [online]. c2023 [cit. 2023-04-20]. Available from: https://www.youtube.com/watch?v=FLGJXbl6g8o
[83] *Rámcový vzdělávací program pro obor vzdělání 79-41-K/41 Gymnázium* [online]. Praha: MŠMT, 2008 [cit. 2022-03-27]. pp. 66–69. Available from: https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavaci-programy-pro-gymnazia-rvp-g/#1-v-sou%C4%8Dasnosti-platn%C3%A1-rvp--

of the song implies. In this case, the song describes the society of nowadays. In other words, stress, not tolerating mistakes, and struggling with relationships.

As for *Education to Thinking in European and Global Contexts* topic, the author has chosen *Wild Hearts Can't Be Broken* by P!nk[84] and *Heal the World* by Michael Jackson.[85] *Wild Hearts Can't Be Broken* is, according to the bachelor's degree theses' author, politically orientated — in a way of denying people's rights. This argument is supported by the fact that the song was originally written for the film *Suffragette*, although it has never been used in it.[86] Since the cross-curricular topic is also oriented toward politics, the song meets the requirements of the topic. The same way is Michael Jackson's *Heal the World*. Thanks to its theme, the song fulfils the requirement of learning about global problems and humanitarian aid, since the song points to people living in dire conditions.

Multicultural Education is reflected in the songs *They Don't Care About Us* by Michael Jackson[87] and *Born This Way* by Lady Gaga.[88] Since the cross-curricular topic focuses on diversity among people,[89] both songs are accurate in terms of multiculturalism. Jackson's song reacts to racism and religious segregation, whereas *Born This Way* is rooted in social justice, supporting individual personalities people have.[90]

Environmental Education is shown in the songs *What a Wonderful World* by Luis Armstrong[91] and *S.O.S (Mother Nature)* by Will.I.Am.[92] Armstrong's song evokes positive thoughts about the world, which may excite learners' interest in nature, whereas *S.O.S (Mother Nature)* warns against natural catastrophes and blames the whole population for not reacting

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[84] *P!NK - Wild Hearts Can't Be Broken (Official Video)* [online]. c2023 [cit. 2023-04-21]. Available from: https://www.youtube.com/watch?v=OL4LNg-iyY4

[85] *Michael Jackson - Heal The World (Official Video)* [online]. c2023 [cit. 2023-04-21]. Available from: https://www.youtube.com/watch?v=BWf-eARnf6U

[86] *Wild Hearts Can't Be Broken by Pink* [online]. c2023 [cit. 2023-04-21]. Available from: https://www.songfacts.com/facts/pnk/wild-hearts-cant-be-broken

[87] *Michael Jackson - They Don't Care About Us (Brazil Version) (Official Video)* [online]. c2023 [cit. 2023-04-21]. Available from: https://www.youtube.com/watch?v=QNJL6nfu__Q

[88] *Lady Gaga - Born This Way (Official Music Video)* [online]. c2023 [cit. 2023-04-21]. Available from: https://www.youtube.com/watch?v=wV1FrqwZyKw

[89] *Rámcový vzdělávací program pro obor vzdělání 79-41-K/41 Gymnázium* [online]. Praha: MŠMT, 2008 [cit. 2022-03-27]. pp. 73–75. Available from: https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavaci-programy-pro-gymnazia-rvp-g/#1-v-sou%C4%8Dasnosti-platn%C3%A1-rvp--

[90] As the author of the bachelor's theses claims.

[91] *Louis Armstrong - What A Wonderful World (Official Video)* [online]. c2023 [cit. 2023-04-26]. Available from: https://www.youtube.com/watch?v=rBrd_3VMC3c

[92] *S.O.S (Mother Nature) [online].* c2023 [cit. 2023-04-26]. Available from: https://www.youtube.com/watch?v=p2GX-h00k5A

enough. Both songs meet the requirements for the topic as their main topic is nature and the environment.[93]

As for *Media Education*, there were chosen songs *Paparazzi* by Lady Gaga[94] and *Lucky* by Britney Spears.[95] Both songs touch on the topic of tabloid media and the feelings famous people might feel from tabloid pressure. Thanks to it, they teach learners the difference between broadsheet media and tabloids. Since the cross-curricular topic states that learners should be able to distinguish one medium from the other.[96]

At last, there is the *Education of a Democratic Citizen.* For the topic, there were selected songs from *The Greatest Showman* film, *This Is Me*[97] and *Come Alive.*[98] As the topic highlights obtaining respect for laws, freedom, tolerance, empathy, and respect, the themes of the songs are suitable. For instance, according to the author of the bachelor's degree thesis, the song *This Is Me* teaches self-respect and respect towards others, while *Come Alive* is rooted in finding new things in ordinary life, which supports the idea of understanding the behaviour of each other.[99]

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[93] *Rámcový vzdělávací program pro obor vzdělání 79-41-K/41 Gymnázium* [online]. Praha: MŠMT, 2008 [cit. 2022-03-27]. pp. 75–77. Available from: https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavaci-programy-pro-gymnazia-rvp-g/#1-v-sou%C4%8Dasnosti-platn%C3%A1-rvp--

[94] *Lady Gaga - Paparazzi (Official Music Video)* [online]. c2023 [cit. 2023-04-21]. Available from: https://www.youtube.com/watch?v=d2smz_1L2_0

[95] Britney Spears - Lucky (Official HD Video) [online]. c2023 [cit. 2023-04-21]. Available from: https://www.youtube.com/watch?v=4vvBAONkYwI

[96] *Rámcový vzdělávací program pro obor vzdělání 79-41-K/41 Gymnázium* [online]. Praha: MŠMT, 2008 [cit. 2022-03-27]. pp. 77–81. Available from: https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcove-vzdelavaci-programy-pro-gymnazia-rvp-g/#1-v-sou%C4%8Dasnosti-platn%C3%A1-rvp--

[97] *The Greatest Showman Cast - This Is Me (Official Audio)* [online]. c2023 [cit. 2023-04-26]. Available from: https://www.youtube.com/watch?v=wEJd2RyGm8Q

[98] *The Greatest Showman Cast - Come Alive (Official Audio)* [online]. c2023 [cit. 2023-04-26]. Available from: https://www.youtube.com/watch?v=BURBlSYPmBU

[99] *Rámcový vzdělávací program pro obor vzdělání 79-01-C/01 Základní škola* [online]. Praha: MŠMT, 2021 [cit. 2022-03-27]. pp. 127–129. Available from: https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcovy-vzdelavacici-program-pro-zakladni-vzdelavani-rvp-zv/

Practical part

6 Worksheets

The aim of this thesis is to produce twelve new worksheets supporting learning vocabulary via songs. All the worksheets were named after the song that was chosen and used in it. All the lessons were planned accordingly to the Czech EUR system, evocation–learning–reflection and J. J. Wilson's division of the listening tasks. Some worksheets are enriched with images — because of the formatting, some worksheets do not have any images implemented. Due to their amount, the worksheets are not shown in Appendices, but they are available on a cloud storage.[100] Thanks to that, the material can be accessed by other people and used in English classes.

6.1 Human

The worksheet *Human* is designed so the learners would be engaged the whole lesson. First, they brainstorm the topic "*humanity and mistakes*". The listening part is based on filling in words from the song that have been deleted. There is a strong emphasis on checking and translating new words and on highlighted stanzas. Also, there is a drama activity focused on inner speech — in other words, what a person thinks and says since there can be a difference between the two.

6.1.1 Reflection of working with the worksheet Human

The worksheet was used in class 5.K in December 2022. The learners from the class knew the song. However, some modifications of the work were needed since the timing of the exercises did not correspond to the scheduler durations. As a result, exercise number 3) was done in groups and, unfortunately, there was not any time left for the last exercise. In addition, there were only 14 learners present thus the activity would have had to be modified anyway. Nonetheless, the class enjoyed the lesson.

6.2 Rome Wasn't Built in a Day

The lesson is planned to be focused on "*stress*" in general. Because of that, the first exercises are designed to be more discussing ones. In the first exercise the name of the song is

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[100] To get to the link to the folder on the storage, see Appendix A.

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meant to be explained, in the second one, learners discuss in pairs offered statements. Again, there is a listening activity with left-out words that need to be filled in when the song is playing. There are also activities supporting the acquisition of vocabulary from the song, such as connecting expressions with their meanings, differences between two similar expressions "*get to be*" and "*got to be*" and using given expressions in sentences. In the final part of the lesson, learners are asked to "sign" the song in their own "sign language". The activity can help them to connect the vocabulary with its meaning and activate them since the song is slow.

6.2.1 Reflection of working with the worksheet Rome Wasn't Built in a Day

The worksheet was used in class 2.B in December 2022. Due to timesaving changes, exercises 1) and 2) were done together. Learners seemed to enjoy the lesson; however, the last exercise was not done because of the lack of time, therefore they seemed to be relieved they did not have to invent their own sign language.

6.3 Wild Hearts Can't Be Broken

Even though the song Wild Hearts Can't Be Broken is focused on denying human rights, the topic of the worksheet is wider. It is structured to go through learners' feelings and recent events that have occurred in recent times, as the first exercise indicates. The second exercise is a discussing one, proposing the discussion about desperate situations occurring in learners' lives. The listening part is based on deleting whole expressions that learners have to fill in. They are offered some other expressions that do not belong to the song at all. Then they practice the vocabulary from the song in exercises 4) and 5), completing sentences and rewriting given expressions. In the end, they think about the meaning of the song.

6.3.1 Reflection of working with the worksheet Wild Hearts Can't Be Broken

The lesson took place in spring 2023 in class 2.B. Because of better time flow, exercise number 1) was done in pairs and then presented by the pairs. The listening exercise was not difficult for the learners, though the song was difficult to listen to. Since the singer reaches higher tones and gets louder, the song becomes almost unbearable for them. This was also the reason for stopping the second listening. On the other hand, learners appreciated the song's vocabulary.

6.4 Heal the World

Heal the World is designed to point out some global problems. There were chosen current problems as well as problems indicated in the song, e.g. *poverty, disinformation, mental problems, and reproductive justice*. In the first exercise, learners are supposed to individually think of a global problem and a way how to solve it, and then they think about the consequences of already mentioned problems. For this worksheet, the listening activity is different. There are put 18 intrusive words that do not belong to the song at all. It is up to learners to discover them — before or during the listening. It is ended up with a revision of vocabulary, which is translated after the listening. First, they replace the chosen word with a synonym, use offered verbs in sentences, explain the meanings of proposed expressions, and finally look up differences between given words. Since there are many activities and the lyrics is long, there is no space for any decorative image.

6.4.1 Reflection of working with the worksheet Heal the World

The lesson took place in spring 2023, in class 5.K. The class considered the song old-fashioned. For the first exercise, it should have been narrowed down more, still, it is too wide — learners had difficulties with thinking of only one global problem. Due to time issues, exercises 6)9) were done together and orally. Otherwise, the listening exercise was new to both the author and learners, which was a good change. In addition, the vocabulary of the song is rich.

6.5 They Don't Care About Us

The topic of the worksheet is discrimination. As for the evocation part, learners should write as many words associated with discrimination as possible. For the listening part of the worksheet, the method of listening for specific information and gist. Learners have to answer several questions. Then, the class translates the key vocabulary. For revision and final reflection, there are created final two exercises — rewriting phrases and crossword. As an exception, the crossword needs to be printed on a third sheet of paper, which does not correspond with the theory. On the other hand, the crossword makes a sufficient revision and provides reliable feedback. Moreover, the worksheet is focused on facts that are somehow indicated in the song — e.g., Emancipation Proclamation, Martin Luther etc.

6.5.1 Reflection of working with the worksheet They Don't Care About Us

The lesson took place in spring 2023 in class 4.AB. There had to be some smaller changes so the work would go more smoothly. For instance, the first exercise was alternated since the instructions were wide and the topic of it needed to be narrowed down. Consequently, learners were told to write down ways of discrimination instead of writing down words associated with discrimination. The second re-adjustment was made with exercise 4), which was done with the whole class. Surprisingly, learners did not know much about the history, however, they were familiar with recent events, such as Black Lives Matter and George Floyd. The only problem occurred during the listening part when some learners were reading the lyrics, although they had been said not to.

6.6 Born This Way

The theme of the song is diversity; therefore, the lesson is planned in the same ambience. The first part of the lesson is dedicated to a discussion on violence. Everyone sits in a circle while discussing questions about learners' experience with violent behaviour. Then, in groups of four, learners think of four self-esteem-motivating quotes. The listening part of the song consists in filling in left-out words according to the song. Having done the exercise, the important vocabulary is translated. Then, learners look up the information about the song, specifically, they look for Elton John's comment on the song. Learners also work with the text of the song when looking for a motivational quote in it. They should use them in the talk with their classmates while talking about their experience of not being respected. As for the reflection part, learners revise vocabulary from the song looking for the words in the lyrics and explaining the meanings of selected expressions.

6.6.1 Reflection of working with the worksheet Born This Way

The worksheet was used in 6.Sx in December 2022. Learners were participating actively in the discussion. Due to the lack of time, the exercises 4), 5), and 6) were skipped, and the song had to be played only once. However, learners did not need it since their language skills were advanced. On the other hand, the discussion was directed quite personally, so teachers should have a good relationship with learners when using this worksheet in a lesson. In addition, this worksheet is not for less skilled learners.

6.7 What a Wonderful World

Worksheet *What a Wonderful World* is particular in many ways. Learners are supposed to write a 50-word long text on what they appreciate about the world. The listening part is done in groups of four. The groups are given a stanza of the song that has been previously cut into lines.[101] While listening to the song, learners put together their stanzas. Having checked the answers, the song is translated. After that, learners in their groups pretend the stanza is part of a poem and write a new stanza that would precede or follow the original stanza. As for reflection, learners match written words with words in the box so there is a connection between them. It is based on associations and the lyrics of the song. Then learners answer the questions without looking at the lyrics of the song.

6.7.1 Reflection of working with the worksheet What a Wonderful World

The lesson conducted according to the worksheet took place in spring 2023 in class 2.A. The first exercise had to be done in groups because learners could not think of anything themselves during the scheduled time. It might be better to make a list next time. While preparing for the listening activity, one group put up their stanza before the song started — even though they had been told not to. As a consequence, they were given a new one. The song was played only once since the learners knew the song. While working on their new "poem" stanza, they seemed entertained. As a result, they came up with witty poems. Due to the lack of time, ex. 4) had to be done together and there was not any time left for ex. 5).

6.8 S.O.S

The worksheet S.O.S is as environmentally oriented as the original song is. At the beginning of the lesson, learners form groups of three and brainstorm the causes and consequences of global warming. Then, in their groups, they prepare a short scene where there is a role of a reporter and two ordinary people, one of them represents the opinion that global warming exists, and the other supports the opposite. In case of the wrong number of learners in class, there are alternatives in the Process sheet. After the preparation, learners show their scenes. The listening part makes learners find exchanged words in the lyrics of the song. There are 22 bold words, from which some of them were exchanged with different ones. Before listening, learners are supposed to look at the lyrics of the song and guess which bold words do not belong to the song. While listening to the song, they correct the wrong ones. After that, the

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[101] There is a special sheet for printing the song and cutting it into lines.

class checks the answers and translates important vocabulary. As for the reflecting part, learners work with the lyrics of the song — they look for causes and consequences of global warming and find out another problem that is mentioned in it. In the end, learners form four groups for a competition. The teacher writes on the board some words, in the groups, learners choose a member who will talk on the topic related to a chosen word for one minute.

6.8.1 Reflection of working with the worksheet S.O.S

The worksheet was used in spring 2023 in class 6.Sx. Learners' favourite exercise was ex. 2). Due to their longer scenes, which the author of the theses did not want to interrupt, there was no time for exercises 4), 6), and 7). Although they seemed engaged during their performance, the topic of the lesson was not in their opinion likeable since they have lessons with similar focus often.[102] During the listening part of the lesson, the audio-visual technique did not work properly. The sound was audible only when played from the speakers of the computer monitor, consequently, the listening was done only once since the sound was not loud enough. In addition, the worksheet should be used in advanced classes.

6.9 Paparazzi

This worksheet is oriented towards fame, famous people, and tabloids, as its name indicates. The first exercise is based on brainstorming the advantages and disadvantages of being famous. Then it is compared with the answers of the whole class and discussed. Learners then talk about tabloid media. Their task is to find the latest article focused on their favourite celebrity and decide whether the information it contains is trustworthy and share it with the class. After that, they think about any situation they would not like to be caught in as a celebrity by a paparazzi. As for listening, learners listen to the song and highlight the lyrics that refer to the behaviour of celebrities and paparazzi. Finally, they think about the meaning of the song and its melody. As for the reflection part, they translate the originally highlighted text and write a 50-word tabloid article about a celebrity. They can get inspired by the article they found on the Internet.

6.9.1 Reflection of working with the worksheet Paparazzi

The lesson according to the worksheet *Paparazzi* was conducted in December 2022 in class 3.AB. During the lesson, a few alternations were done on the worksheet — based on the advice of the teacher of the class, as she knew when and how her learners work the best. For

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[102] As one of the learners claimed.

exercise 2), learners were offered three tabloid media to choose from. Unfortunately, it took them longer to decide what celebrity they should find the newest article about. For the next time, it would be better to find the newest article that is usually on the main page of a tabloid medium, no matter what it would be about. Ex. number 3) was done in groups since the task might be slightly personal, and the theoretical situations were presented for the whole group. Unfortunately, there was no time left for the last exercise.

6.10 Lucky

The lesson is designed to think about the life of celebrities and its dark side. As for the evocation part, learners produce some questions they would like to ask their favourite celebrity as reporters. The listening part consists of filling in omitted words according to the listening. Having checked the correct answers, the class translates the highlighted expressions of the lyrics. After that, in the next exercise, learners decide whether the given statements related to the song are true or false. Their decision has to be justified. Learners then meditate upon the story that is told in the song and write advice for the main character of the song. Finally, as for the reflection part, learners make pairs and prepare a short scene where they play a reporter and a celebrity on a "red carpet" and later they perform it. They are allowed to reuse the questions they prepared in exercise 1). In the end, they think of the message of the song and discuss the questions in exercise 6).

6.10.1 Reflection of working with the worksheet Lucky

The lesson took place in December 2022 in class 4.AB. For exercise 1), there should be narrowed down the exact number of questions since learners did not know how many of them they should write. As for the listening, the expression 11) was filled in by one learner so it might have been difficult to recognize it. Ex. 4) was skipped so there was more time for learners' performances. Thanks to that, learners were more active than they would have been during working on the exercise 4). Ex. 6) was done right after checking the answers because the author thought that would be better.

6.11 This Is Me

The worksheet *This Is Me* is slightly different. First, learners look for some expressions in a word search. They should first deduce the expressions according to the given definitions. If they do not find all of them, it is not a problem. The class gets back to it later during the lesson. For the listening part, learners correct the bolt words (if necessary) according to the

song. Some of them are correct. Mostly the words are exchanged with their minimal pair. Having checked the answers and translated meanings of lyrics, the class gets back to the word search — if the class did not get the term described by its definition before, and after the listening, learners should complete it. Then the class works on the ex. 3) where learners are supposed to create sentences with chosen expressions. At the end of the lesson, learners play a game in groups. The rules of the game are described in the worksheet.

6.11.1 Reflection of working with the worksheet This Is Me

This worksheet was applied in class 3.AB in spring 2023. The first activity seemed to be not efficient in case of activating learners. On the other hand, the lesson started later because learners were coming from lunch break[103] and they seemed lethargic. In other words, the activity at least prepared them for the lesson. Additionally, the definitions and the word search were on different pages so filling it was a bit impractical — it should have been printed together. During the listening part, learners were still working on the word search even though they had been told they would eventually get back to it later, however, they managed to have the answers for both exercises. For the last exercise — the game — was no time left.

6.12 Come Alive

The worksheet *Come Alive* is the first worksheet to be produced by the author of the bachelor's degree thesis. The worksheet is focused on mood and feelings. The first exercise works as evoking one. Learners have to write down as many words as possible — concerning mood and emotions — in one minute. Then they check their words with their classmate and explain the meanings of those they do not know. Still working in pairs, learners have small talk with each other about their current mood. For the listening part, learners fill in left-out words according to the song. Having checked the answers, learners translate the filled expressions and after that the whole song. As for the reflection part, learners match a definition with an accurate expression from the song.

6.12.1 Reflection of working with the worksheet Come Alive

The lesson was conducted in class 1.B in April 2022. Class 1.B was the author's very first experience with teaching at school, so many mistakes occurred. Learners were given the worksheet right after the introduction of the author without properly "drawing" them into the

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[103] Learners got five extra minutes for lunch since they did not have a proper lunch break.

topic, leaving learners slightly puzzled. On the other hand, all the activities were done during the lesson.

7 Tests

To get some feedback on the worksheets, 12 tests were designed with the aim to assess whether vocabulary based on the worksheets was acquired. There are around 10 tasks in each test,[104] and all of them can be awarded with one point each. If there is a slight error, it is penalized by taking down half of the point. If the task is not fulfilled or there is a big mistake,[105] the point is not awarded. Each test is provided with the correct answers and recommended answers. To make tests anonymous, learners did not have to write their names,[106] they only got their numbers. Tests were assigned always one week after the lesson was conducted according to worksheets. Tests for each song in which learners achieved the best and the worst results are presented in Appendices. Unfilled tests are available in a folder in the cloud storage.[107] Thanks to it, they can be used to assess learners after having a lesson conducted according to the worksheets. In case of worksheets that were used in December 2022, the tasks based on completing sentences contain hints — e.g., the initial letter of a needed word. For the task based on choosing true/false, justifications based on the vocabulary of the lyrics were demanded. Tests proceeding from worksheets used in spring 2023 do not include these.[108] For the chart of results, see the Appendices.

7.1 Human

The test offers open and closed questions in seven exercises. There are 12 tasks in total. The maximum of points is 11 points since two tasks are testing the same expression.[109] Learners are supposed to write synonymous expressions, translate others, complete sentences, choose a correct answer, explain meanings, and decide whether given statements are true or false.

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[104] The exact number varies.
[105] It is considered if the answer does not correspond with the correct one or if it is incorrect in the context of a given exercise.
[106] In some cases, they wrote their names or nicknames.
[107] To get to the link to the folder on the storage, see Appendix A.
[108] Initial letters were sometimes misleading, and learners used to forget to justify their choices in true/false exercises.
[109] They are exceptionally awarded by half a point each in maximum.

7.1.1 Reflection

The success rate in this case was between 81.82–100 %, learners scored 9.71 points on average, making the average per cent rate 88.31 %. Since there were two tasks focused on the same expression, tasks 4) a. and 5) a. were only rewarded by 0.5 points.

7.2 Rome Wasn't Built in a Day

There are eight exercises with 13 tasks in total, making 13 points the maximum. In this case, learners have to add a Czech expression similar to the English one that is in exercise 5) and justify their answers in exercise 7), a true/false type of exercise.

7.2.1 Reflection

The success rate for this test was 38.46–100 %, learners scored 10.92 points on average, making the average success 84.02 %. For ex. 1), there were accepted other answers such as *friendship, to be in harmony,* and *to be on good terms.* In exercise 2) answers such as *fight*, and *argument* were also accepted. In case of ex. 7), if learners justified reasonably their choice in task b., the answer *true* was accepted.

7.3 Wild Hearts Can't Be Broken

In this test, there are eight exercises with 12 tasks, with 12 points to earn at maximum. For ex. 5), and 7), a few alternations were made — in the fifth exercise, learners complete sentences with an appropriate word, this time, there is no initiating letter of the needed word; in the seventh exercise, learners do not have to justify their choices.

7.3.1 Reflection

The success rate of the test is 62.50–100 %, learners earned 9.75 points on average, making the average success rate 81.25 %. The biggest problem for them was the ex. 8), task b., where learners mostly answered that people are not free when their freedom is burning. However, they are losing their freedom. This task was answered correctly by only five learners.

7.4 Heal the World

The test consists of six exercises and 14 tasks in total, with 14 points to earn at maximum. Again, learners were not given the initial letter in ex. 3), and they did not have to justify their choice in the true/false exercise (exercise 5).

7.4.1 Reflection of the test Heal the World

The success rate of the test was 60.71–100 %, learners earned 12.73 points on average, making the average success rate 90.95 %. The biggest problem was ex. 3. b., since learners used the wrong verb form of the verb crucified (e.g., *crucifyed*), or they misspelt it (e.g., *curifyed, crustify*). Since it was obvious what learners meant, they were given at least 0.5 points.

7.5 They Don't Care About Us

In this test, there is no task based on completing sentences, neither a true/false task is there. It is more focused on comprehension of given expressions, for instance, learners write synonyms, explain differences between two partial synonyms, and translate offered sentences. There are 12 tasks in five exercises.

7.5.1 Reflection

First, it is necessary to mention that there was a mistake in the instruction of the first task, exactly there was wrong word order, which has been corrected. The success rate of the test was 29.17–91.67 %, learners earned 8.00 points on average, making the average success rate 66.67 %. This might have been caused by a low number of learners[110]. The biggest problem caused the task 4) b where learners did not get the correct meaning of the sentence, so they wrote something slightly different. The learner with the lowest score seemed not to understand the tasks n. 3) and 5). Where the learner had to write synonyms, the learner wrote explanations, and where it was necessary to translate the synonyms, the explanation was done as well. When the learner explained the given expressions correctly, 0.5 points were earned at least.

7.6 Born This Way

This test includes all mentioned tasks apart from true/false task. There are 14 tasks, so learners can achieve 14 points in total. Learners translate expressions, complete sentences (they have given the initial letter), explain meanings, answer closed questions, and give alternative an expression to the offered one.

7.6.1 Reflection

The success rate of the test was 21.43–89.29 %, learners earned 9.55 points on average, making the average success rate 68.18 %. The learner with the lowest number of points did not

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[110] Learners were in the last grade, so their attendance was low.

read properly the instructions to tasks, for instance, when asked to translate expressions, they only explained them. The most problematic was exercise 5) b., which had misleading options, and exercise 6) b., which might be caused by the fact the word prudence might be difficult to explain.

7.7 What a Wonderful World

This test is slightly different from the others. It is focused on overall comprehension. Since the song does not contain much vocabulary that would be new to learners, there were applied tasks focused on explaining some expressions and circling adequate words in texts. There are eight tasks with eight points to get.

7.7.1 Reflection

The test, according to the results, seemed quite easy and it would be more beneficial in classes of younger learners. The success rate of the test was 50–100 %, learners earned 6.85 points on average, making the average success rate 85.58 %. There were not any major issues.

7.8 S.O.S

The test consists of seven exercises and 13 tasks. There are also tasks demanding translations, synonyms, using expressions in sentences, and, for example, completing sentences.[111]

7.8.1 Reflection

The success rate of the test was 76.92–92.31 %, learners earned 11.29 points on average, making the average success rate 86.81 %. The biggest problem caused task 6) a., where learners did not correctly answer the meaning of the expression "to reverse something" — they mostly circled the answer A, "to take back something", while it means "to suddenly change something". There was only one correct answer.

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[111] For the exercise with completing sentences, learners do not have offered initiating letter.

7.9 Paparazzi

The test consists of six exercises and 12 tasks. It is very similar to other tests, while in the exercise with completing sentences, there are initial letters given. For the true/false exercise, justification is demanded.

7.9.1 Reflection

The success rate of the test was 83.33–100 %, learners earned 11.42 points on average, making the average success rate 95.14 %. In the first exercise, other similar words were accepted (e.g., *shot, snap, image*). In most cases, learners did not justify their choices, so the justifications were not wanted. They mostly did not correctly answer ex. 2) b.

7.10 Lucky

In this test, all kinds of exercises except true/false exercise are used. For completing sentences exercise, learners are given initial letters of needed words. It consists of five exercises and 11 tasks.

7.10.1 Reflection

The success rate of the test was 63.64–100 %, learners earned 10 points on average, making the average success rate 90.91 %. For exercise 1), more answers were accepted — for instance, *icon, superstar*, and *well-known* person. In case of question 3) b., learners often wrote the verb "*make*", which was not approved. It might have been caused by the misleading initial letter.

7.11 This Is Me

The test consists of four exercises and 14 tasks. Learners are expected to write words according to given definitions, write synonyms, translate sentences, and use expressions in sentences.

7.11.1 Reflection

The success rate of the test was 78.57–100 %, learners earned 12.81 points on average, making the average success rate 91.48 %. The most problematic were tasks 1) c., 2) b. and d. For task 1) c, learners often wrote *protest* instead of *march*, in 2) b., they wrote "*scareless*",

which means a certain thing is not scary, and in 2) d., they wrote "*to look away*" or "*to take care of someone*".

7.12 Come Alive

The test consists of eight exercises with 17 tasks. Since it is the very first test to be produced for the thesis, the exercise based on completing sentences does not contain initial letters of needed words and the true/false exercise does not include justification. Apart from that, learners write expressions with similar meanings, translate others, choose correct answers in closed questions, and use expressions in sentences.

7.12.1 Reflection

In the test, there was a mistake in instructions — in exercise 5), learners were asked to write an appropriate verb, however, the first task demanded a noun. The mistake has been corrected. The success rate of the test was 58.82–100 %, learners earned 14.15 points on average, making the average success rate 83.24 %. The most troubling exercise was 5) b., where learners answered "*cheers*" instead of "*lightens*". Even though both expressions have similar meanings, "*cheers*" was not accepted as the correct answer.

In all tests, the author tried to employ all types of exercises, yet some songs do not have enough vocabulary to test. There were also chosen types of exercises that would test better a given expression. In some of them, some mistakes occurred, however, the author claims that they were not any major issues.

In addition, open questions were sometimes difficult to grade since learners came up with expressions that were not wanted but correct. Deciding whether to accept the answer or not was challenging.

In conclusion, learners achieved the best results in the test based on the worksheet *Paparazzi*[112] and the worst results in the test based on the worksheet *Born This Way*.[113] To see detailed success rate of each test, see the Appendices. The red colour represents the highest score, the green is the lowest. For the exercises, if the task was fulfilled, a point was written, if not, zero was written.

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[112] The success rate of the worksheet was 95.14 %.
[113] The success rate of the worksheet was 66.67 %.

Conclusion

Since songs are available to people almost every time, they make a very accessible tool for entertainment, relaxation, and learning. They are a rich source of vocabulary for their non-native listeners. Thanks to their characteristics, they are easy to remember, and they provide some context that helps to connect the vocabulary with the theme of a given song.

The first chapter defines knowing vocabulary as knowing the meaning of a given word, its spelling, connotations, and many other linguistic aspects. In its subchapters, methods of teaching vocabulary are described, which some of them were used in the worksheets. Since the thesis is focused on teaching vocabulary through songs, a few interesting facts were found out — songs also might be used as material for teaching cultural features of a language, in addition to that, they contribute on creating a safe environment for learners. The last part of the chapter is focused on testing vocabulary. It provides elicitation techniques that were mostly used in the tests. To make sure more aspects of vocabulary are tested, it is necessary to use more of them.

The second chapter focuses on listening. It distinguishes listening sources, which leads to realisation that listening tasks surround us all the time, and it provides types of listening activities. Moreover, the lesson should be divided into three parts: *pre-listening*, *while-listening*, and *post-listening* activities. Based on that information, the worksheets were planned to meet the criteria.

The third chapter studies cross-curricular topics anchored in *Framework Educational Programme for Grammar School*, according to which the worksheets were designed, whereas the fourth chapter provides information on how correct worksheets should be designed — for instance, their visual look should be attractive for learners, there should be space for filling exercises, and teachers should be provided with answer sheet and process guide.

The last chapter of the theoretical part is the methodology. In this part, the research of the thesis is described. In a nutshell, for the research was selected the mixed research. It was conducted at the *Grammar School and Vocational School of Pedagogy Liberec, Jeronýmova 425/27*. Since the thesis is focused on secondary education, classes corresponding to four-year programme were chosen. After conducting a lesson in a class, the following week, learners were tested. There were assessed all worksheets, especially working with them, tests, and their results. The chapter also presents individual classes, the school framework programme, and finally the chosen songs and their connection to the cross-curricular topics.

In the practical part, the worksheets and tests created are assessed. Some songs were richer in the terms of vocabulary than the others. While conducting a lesson accordingly to them, in most cases the last exercises were not done due to the lack of time. On the other hand, it gave the author an enormous experience with teaching. The tests were designed to test most of the important vocabulary. In some of them, minor mistakes occurred, which was corrected in the files that are available on the cloud storage. As the author claims, it was much easier to evaluate closed questions than the opened ones, since learners could answer a given task with a correct, but unwanted expression. The closed questions provided more accurate answers, on the other hand, there is a chance they could have been guessed. For the future practice, the author offers to use more closed questions with more correct answers, or that learners should provide justification to their choice.

Since the aim of the theses was to design and assess 12 worksheets, the research was successful. The success rate of the worksheets was *66.67–95.14%*. The worksheets with the tests are available on the cloud storage for the public. For the further research, the author suggests the following: there can be chosen some English textbooks and assessed according to their usage of songs; to create a questionnaire that would be answered by learners of EFL classes, focused on their relationship to songs and their way of learning vocabulary; and a project for learners in which they would present their favourite English song and create activities that would practice the vocabulary from their song for their classmates.

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Appendices

Appendix A – link to the [cloud storage](#)

Appendix B – learners' test results

	Minimum %	Maximum %	Maximum points	Average points	Average percentage
Human	81,82%	100%	11	9,71	88,31%
Rome Wasn't Built In a Day	38,46%	100%	13	10,92	84,02%
Wild Hearts Can't Be Broken	62,50%	100%	12	9,75	81,25%
Heal the World	60,71%	100%	14	12,73	90,95%
They Don't Care About Us	29,17%	92%	12	8	66,67%
Born This Way	21,43%	89%	14	9,55	68,18%
What a Wonderful World	50,00%	100%	8	6,85	85,58%
S.O.S	76,92%	92%	13	11,29	86,81%
Paparazzi	83,33%	100%	12	11,42	95,14%
Lucky	63,64%	100%	11	10	90,91%
This Is Me	78,57%	100%	14	12,81	91,48%
Come Alive	58,82%	100%	17	14,15	83,24%

Appendix C.1 – learners' test results

Human - detailed results

Order of exercise / Order of the learner	1.	2.	3. a.	3. b.	4. a.	4. b.	5. a.	5. b.	6. a.	6. b.	7. a.	7. b.	In total	Percentage	Maximum points	Average	Average percent
1.	0,5	0,5	1	1	0,5	1	0,5	1	1	1	1	1	10	90,91	11	9,71	88,31
2.	0,5	0,5	1	1	0,5	1	0,5	1	1	1	1	1	10	90,91			
3.	0	0,5	1	1	0,5	1	0,5	1	1	1	1	1	9,5	86,36			
4.	0,5	1	1	1	0,5	1	0,5	1	1	1	1	0	9,5	86,36			
5.	1	1	1	1	0,5	1	0,5	1	1	1	0	1	10	90,91			
6.	1	1	1	1	0,5	1	0,5	1	1	1	0	1	10	90,91			
7.	0,5	1	1	0	0,5	1	0,5	1	1	1	1	1	9,5	86,36			
8.	0,5	0	1	1	0,5	1	0,5	1	1	1	1	1	9,5	86,36			
9.	0	0,5	1	1	0,5	1	0,5	1	1	1	1	1	9,5	86,36			
10.	0	0,5	1	1	0,5	1	0,5	1	1	1	1	1	9,5	86,36			
11.	1	1	1	1	0,5	1	0,5	1	1	1	1	1	11	100,00			
12.	0	0,5	1	1	0,5	1	0,5	1	1	1	1	1	9,5	86,36			
13.	0	0,5	1	1	0,5	1	0,5	1	1	1	1	1	9,5	86,36			
14.	0	0	1	1	0,5	1	0,5	1	1	1	1	1	9	81,82			
Number of correct answers	5,5	8,5	14	13	7	14	7	14	14	14	12	13					

Appendix C.2 – learners' test results

Rome Wasn't Built… - detailed results

Order of exercise / Order of the learner	1.	2.	3.	4. a.	4. b.	5. a.	5. b.	6. a.	6. b.	7. a.	7. b.	8. a.	8. b.	In total	Percentage	Maximum points	Average	Average percent
1.	1	1	1	0,5	0,5	1	1	1	1	1	1	1	1	12	92,31	13	10,92	84,02
2.	1	0	0	1	0	1	1	1	1	1	1	1	1	10	76,92			
3.	1	1	1	1	1	1	1	1	1	1	1	1	1	13	100,00			
4.	1	1	1	0	0	0	0,5	0	1	1	1	1	1	8,5	65,38			
5.	1	1	1	0,5	1	1	1	1	1	1	1	1	1	12,5	96,15			
6.	1	1	1	0,5	0,5	0,5	1	1	1	1	1	1	1	11,5	88,46			
7.	1	1	1	1	1	1	1	1	1	1	1	1	1	13	100,00			
8.	1	1	1	1	1	1	1	1	1	1	1	1	1	13	100,00			
9.	0	1	1	0	1	1	0	1	1	1	1	1	1	10	76,92			
10.	0,5	1	1	0	1	0	1	0	1	1	1	1	1	9,5	73,08			
11.	1	0	1	0	0	0	0	0	1	1	1	0	0	5	38,46			
12.	1	1	1	1	1	1	1	0	1	1	1	1	1	12	92,31			
13.	1	1	1	0	1	1	1	1	1	1	1	1	1	12	92,31			
Number of correct answers	11,5	11	12	6,5	9	9,5	10,5	9	13	13	13	12	12					

Appendix C.3 – learners' test results

Wild Hearts - detailed results

Order of exercise / Order of the learner	1.	2.	3.	4. a.	4. b.	5.	6. a.	6. b.	7.	8. a.	8. b.	8. c.	In total	Percentage	Maximum points	Average	Average percent
1.	1	1	1	1	1	1	1	1	1	1	1	1	12	100,00	12	9,75	81,25
2.	1	0	0,5	1	1	1	1	1	1	0	0	0	7,5	62,50			
3.	1	1	1	1	1	1	0	1	1	1	0	1	10	83,33			
4.	1	1	1	1	1	1	1	1	0	1	0	1	10	83,33			
5.	1	0	1	1	1	1	1	1	1	1	0	1	10	83,33			
6.	1	1	0,5	1	1	0	1	1	1	1	0	1	9,5	79,17			
7.	1	1	1	1	1	1	1	1	0	0	1	1	10	83,33			
8.	1	1	0	1	1	1	1	0	1	1	1	1	10	83,33			
9.	1	1	1	1	1	0	1	1	0	1	1	1	10	83,33			
10.	1	1	1	1	1	1	1	1	0	1	0	1	10	83,33			
11.	1	1	1	1	1	1	1	1	0	1	0	1	10	83,33			
12.	1	1	1	1	1	1	1	1	1	0	1	1	11	91,67			
13.	1	1	1	1	1	1	1	0	1	0	0	1	9	75,00			
14.	1	1	0,5	1	1	0	1	0	1	0	0	1	7,5	62,50			
Number of correct answers	14	12	11,5	14	14	11	13	11	9	9	5	13					

Appendix C.4 – learners' test results

Heal the World - detailed results

Order of exercise / Order of the learner	1. a.	1. b.	1. c.	2. a.	2. b.	3. a.	3. b.	4. a.	4. b.	5. a.	5. b.	6. a.	6. b.	6. c.	In total	Percentage	Maximum points	Average	Average percent
1.	1	1	1	1	1	1	0	1	1	1	1	1	1	1	13	92,86	14	12,73	90,95
2.	1	1	1	1	1	1	0,5	1	1	1	1	1	1	1	13,5	96,43			
3.	1	1	1	1	1	0	0	1	1	1	1	1	1	1	12	85,71			
4.	1	1	1	0	1	0	0,5	1	1	1	1	0	0	0	8,5	60,71			
5.	1	1	1	0	1	1	0,5	1	1	1	1	1	1	1	12,5	89,29			
6.	1	1	0	1	1	1	0,5	1	1	1	1	1	1	1	12,5	89,29			
7.	1	1	1	1	1	1	1	1	1	1	1	1	1	0,5	13,5	96,43			
8.	1	1	1	1	1	1	0,5	1	1	1	1	1	0,5	1	13	92,86			
9.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	100,00			
10.	1	1	1	1	1	1	0,5	1	1	1	1	1	1	1	13,5	96,43			
11.	1	1	1	1	1	1	0,5	1	1	1	1	0	1	1	12,5	89,29			
12.	1	1	1	1	1	1	0,5	1	1	1	1	1	1	0,5	13	92,86			
13.	1	1	1	1	1	1	0,5	1	1	1	1	1	1	1	13,5	96,43			
14.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	100,00			
15.	0	1	1	1	1	0,5	0,5	1	1	1	1	1	1	1	12	85,71			
Number of correct answers	14	15	14	13	15	12,5	8	15	15	15	15	13	13,5	13					

Appendix C.5 – learners' test results

They Don't Care... - detailed results

Order of exercise / Order of the learner	1.	2.	3. a.	3. b.	3. c.	4. a.	4. b.	4. c.	5. a.	5. b.	5. c.	5. d.	In total	Percentage	Maximum points	Average	Average percent
1.	0,5	1	0	0,5	0,5	0	0	0	0,5	0,5	0	0	3,5	29,17	12	8,00	66,67
2.	1	0	1	1	1	1	0,5	1	1	1	1	1	10,5	87,50			
3.	1	0	1	1	1	1	0	0	0	0	0	0	5	41,67			
4.	1	1	0	1	0	0	0	1	1	1	1	1	8	66,67			
5.	1	1	1	0	0	1	1	0	1	1	1	1	9	75,00			
6.	0	1	1	0	0	1	0	1	1	1	1	1	8	66,67			
7.	1	1	1	1	1	1	0	1	1	1	1	1	11	91,67			
8.	1	1	0	0	0	1	0	0	1	1	1	1	7	58,33			
9.	1	1	1	0	1	1	0	1	1	1	1	1	10	83,33			
Number of correct answers	7,5	7	6	4,5	4,5	7	1,5	5	7,5	7,5	7	7					

Appendix C.6– learners' test results

Born This Way - detailed results

Order of exercise / Order of the learner	1.	2.	3. a.	3. b.	3. c.	4. a.	4. b.	4. c.	5. a.	5. b.	5. c.	6. a.	6. b.	6. c.	In total	Percentage	Maximum points	Average	Average percent
1.	1	0	0	0	0	1	0	1	1	0	1	0	0	1	6	42,86	14	9,55	68,18
2.	0	0	0	0	0	0	0	1	1	0	1	0	0	0	3	21,43			
3.	1	1	1	0	1	1	1	1	1	0	1	0	0	1	10	71,43			
4.	1	1	1	0	1	1	1	1	1	0	1	0	0	1	10	71,43			
5.	1	1	1	1	1	1	1	1	1	0	1	1	0	1	12	85,71			
6.	1	1	1	1	1	1	1	1	1	0	1	1	0	1	12	85,71			
7.	1	1	1	1	1	1	0	1	1	0	1	0	0	1	10	71,43			
8.	1	1	0,5	1	1	1	1	1	1	1	1	0	0	1	11,5	82,14			
9.	1	1	1	1	1	1	1	1	1	1	1	1	0	0,5	12,5	89,29			
10.	1	1	1	1	1	0	1	1	1	0	1	0	0	1	10	71,43			
11.	1	1	0	0	1	0,5	1	1	1	0	1	0	0	0,5	8	57,14			
Number of correct answers	10	9	7,5	6	9	8,5	8	11	11	2	10	4	0	9					

Appendix C.7 – learners' test results

What a Wonderful… - detailed results

Order of exercise	1.				2.	3.	4.	5.	In total	Percentage	Maximum points	Average	Average percent
Order of the learner	a.	b.	c.	d.									
1.	1	1	0	1	1	1	1	1	7	87,50	8	6,85	85,58
2.	1	1	1	1	1	1	1	1	8	100,00			
3.	1	0	1	0	0	0	1	1	4	50,00			
4.	1	1	0	0	1	1	0,5	1	5,5	68,75			
5.	1	1	1	1	1	1	1	1	8	100,00			
6.	1	0	1	1	1	1	1	1	7	87,50			
7.	1	1	0	1	1	1	1	1	7	87,50			
8.	1	0,5	0	0	1	1	1	1	5,5	68,75			
9.	1	1	0	1	1	1	1	1	7	87,50			
10.	1	0	0	1	1	1	1	1	6	75,00			
11.	1	1	1	1	1	1	1	1	8	100,00			
12.	1	1	1	1	1	1	1	1	8	100,00			
13.	1	1	1	1	1	1	1	1	8	100,00			
Number of correct answers	13	9,5	7	10	12	12	12,5	13					

Appendix C.8 – learners' test results

S.O.S - detailed results

Order of exercise	1.	2.	3.	4.			5.		6.		7.			In total	Percentage	Maximum points	Average	Average percent
Order of the learner				a.	b.	c.	a.	b.	a.	b.	a.	b.	c.					
1.	1	1	1	1	0	1	1	1	0	1	1	1	1	11	84,62	13	11,29	86,81
2.	1	1	1	1	0	1	1	1	0	1	1	1	1	11	84,62			
3.	1	1	1	1	0	1	1	1	0	1	1	1	1	11	84,62			
4.	1	1	1	1	1	1	1	1	0	1	1	1	1	12	92,31			
5.	1	1	1	1	0	1	1	1	0	1	1	0,5	1	10,5	80,77			
6.	1	1	1	1	1	1	1	1	0	1	1	1	1	12	92,31			
7.	1	1	1	1	1	1	1	0	0	1	1	1	1	11	84,62			
8.	1	1	1	1	1	1	1	1	0	1	1	1	1	12	92,31			
9.	1	1	1	1	1	0	1	1	1	1	1	1	1	12	92,31			
10.	1	1	1	1	0	0	1	1	0	1	1	1	1	10	76,92			
11.	0,5	1	1	1	0	1	1	1	0	1	1	1	1	10,5	80,77			
12.	1	1	1	1	0	1	1	1	0	1	1	1	1	11	84,62			
13.	1	1	1	1	1	1	1	1	0	1	1	1	1	12	92,31			
14.	1	1	1	1	1	1	1	1	0	1	1	1	1	12	92,31			
Number of correct answers	13,5	14	14	14	7	12	14	13	1	14	14	13,5	14					

Appendix C.9 – learners' test results

Paparazzi - detailed results

Order of exercise	1.	2.		3.		4.		5.		6.			In total	Percentage	Maximum points	Average	Average percent
Order of the learner		a.	b.	a.	b.	a.	b.	a.	b.	a.	b.	c.					
1.	1	1	0	1	1	1	1	1	1	1	1	1	11	91,67	12	11,42	95,14
2.	1	1	0	1	1	1	1	1	1	1	1	1	11	91,67			
3.	1	1	1	1	1	1	1	1	1	1	1	1	12	100,00			
4.	1	1	1	1	1	1	1	1	1	1	1	1	12	100,00			
5.	1	1	0	1	1	1	1	1	1	1	1	1	11	91,67			
6.	0	0,5	0,5	1	1	1	1	1	1	1	1	1	10	83,33			
7.	1	1	1	1	1	1	1	1	1	1	1	1	12	100,00			
8.	1	1	1	1	1	1	1	1	1	1	1	1	12	100,00			
9.	1	1	1	1	1	1	1	1	1	1	1	1	12	100,00			
10.	1	1	0	1	1	1	1	1	1	1	1	1	11	91,67			
11.	1	1	1	1	1	1	1	1	1	1	1	1	12	100,00			
12.	1	1	0	1	1	1	1	1	1	1	1	1	11	91,67			
Number of correct answers	11	11,5	6,5	12	12	12	12	12	12	12	12	12					

Appendix C.10 – learners' test results

Lucky - detailed results

Order of exercise	1.	2.		3.			4.		5.			In total	Percentage	Maximum points	Average	Average percent
Order of the learner		a.	b.	a.	b.	c.	a.	b.	a.	b.	c.					
1.	1	1	1	1	0	1	1	1	1	1	1	10	90,91	11	10,00	90,91
2.	1	1	1	1	0,5	1	1	1	1	1	1	10,5	95,45			
3.	1	1	1	1	1	1	0	1	1	1	1	10	90,91			
4.	1	1	1	1	1	1	1	1	1	1	1	11	100,00			
5.	1	1	1	1	1	1	1	1	1	1	1	11	100,00			
6.	1	1	1	1	1	1	1	0	1	1	1	10	90,91			
7.	1	1	1	1	0	1	1	0	1	1	1	9	81,82			
8.	1	1	1	1	1	1	1	0	1	1	1	10	90,91			
9.	1	1	1	0,5	0	1	1	1	1	1	1	9,5	86,36			
10.	1	1	1	1	1	1	1	1	1	1	1	11	100,00			
11.	1	1	1	1	1	1	1	1	1	1	1	11	100,00			
12.	0	1	1	0	0	0	1	1	1	1	1	7	63,64			
13.	1	1	1	1	0	1	1	1	1	1	1	10	90,91			
Number of correct answers	12	13	13	11,5	7,5	12	12	10	13	13	13					

Appendix C.11 – learners' test results

This Is Me - detailed results

Order of exercise	1.				2.				3.			4.			In total	Percentage	Maximum points	Average	Average percent
Order of the learner	a.	b.	c.	d.	a.	b.	c.	d.	a.	b.	c.	a.	b.	c.					
1.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	100,00	14	12,81	91,48
2.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	100,00			
3.	1	1	1	1	1	0	1	0	1	1	1	1	1	1	12	85,71			
4.	1	1	1	1	1	1	1	1	0	1	1	0	1	1	12	85,71			
5.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	100,00			
6.	1	1	1	1	1	1	1	0	1	1	1	1	1	1	13	92,86			
7.	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	85,71			
8.	1	1	1	1	1	1	1	1	1	0	1	1	1	1	13	92,86			
9.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	100,00			
10.	1	1	0	1	1	1	0	0	1	1	1	1	1	1	11	78,57			
11.	1	1	1	1	1	0	0	1	1	1	1	1	1	1	12	85,71			
12.	1	1	1	1	1	1	1	1	1	1	0,5	1	1	1	13,5	96,43			
13.	1	1	0	0	1	1	1	1	1	1	1	1	1	1	12	85,71			
Number of correct answers	13	13	10	12	13	10	11	10	12	12	12,5	12	13	13					

Appendix C.12 – learners' test results

Come Alive - detailed results

Order of exercise	1.	2.	3.	4.				5.			6.		7.		8.			In total	Percentage	Maximum points	Average	Average percent
Order of the learner				a.	b.	c.	d.	a.	b.	c.	a.	b.	a.	b.	a.	b.	c.					
1.	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	16	94,12	17	14,15	83,24
2.	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	14	82,35			
3.	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	14	82,35			
4.	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0,5	0,5	0,5	14,5	85,29			
5.	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	13	76,47			
6.	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	15	88,24			
7.	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	14	82,35			
8.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	100,00			
9.	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	14	82,35			
10.	0	1	0	0	1	1	1	0	0	0	1	1	0	1	1	1	1	10	58,82			
Number of correct answers	8	10	7	9	10	5	10	9	4	5	10	10	6	10	9,5	9,5	9,5					

Appendix D.1 – learners' test results

(11) (11/11)

Human – TEST **Name:**

1) Which expression has a similar meaning to the expression "**to beg**"?
.........to please really hard................................. ✓

2) Which expression has a similar meaning to the expression "**to be deceived**"?
.................betrayal.. ✓

3) Translate:
   a. A prophet: člověk co predvídá/vidí budoucnost ✓
   b. To blame someone/something: vinit někoho/něco ✓

4) Complete the sentences with the appropriate verb, the initial letter might help you.
   a. If you do not see anything, you are b lind_____. 0 ✓
   b. If bad things keep happening to you, you are out of l uck_____. ✓

5) Choose the correct option:

   a. "**To be blind**" means:
      A. Not being able to hear
      B. Not being able to speak
      C. Not being able to see   0 ✓

   b. "**To be foolish**" means:
      A. To be clever
      B. To be stupid   ✓
      C. To be happy

6) Decide whether the sentences are true or false: ✓

   a. If you solve problems, you avoid them.   True~~False~~   ✓

   b. To have an opinion on something means to have a view on a given topic. ✓
      (True) False

7) Explain the meanings of the given expressions.   ✓

   a. To be just a man   he is not perfect
      ~~he claims and rules~~ that he is just a human he makes

   b. To make mistakes   mistakes
      to do something wrong........................... ✓

Appendix D.2 – learners' test results

Human – TEST Name:

1) Which expression has a similar meaning to the expression "to beg"? *x*

   ....

2) Which expression has a similar meaning to the expression "to be deceived"? *x*

   ....

3) Translate:
   a. A prophet: věštec
   b. To blame someone/something: vinit nico/nikoho

4) Complete the sentences with the appropriate verb, the initial letter might help you.
   a. If you do not see anything, you are b_lind_.
   b. If bad things keep happening to you, you are out of l_uck_.

5) Choose the correct option:

   a. "To be blind" means:
      A. Not being able to hear
      B. Not being able to speak
      C. Not being able to see

   b. "To be foolish" means:
      A. To be clever
      B. To be stupid
      C. To be happy

6) Decide whether the sentences are true or false:

   a. If you solve problems, you avoid them.   True~False

   b. To have an opinion on something means to have a view on a given topic.
                                                    True~False

7) Explain the meanings of the given expressions.

   a. To be just a man
      you are just human, someone who is allowed to do *

   b. To make mistakes
      doing something when isn't right but you didn't
      mean it to be wrong

   * something wrong - make mistakes

Appendix D.3 – learners' test results

13/13

Rome Wasn't Built in a Day – TEST   Name:

1. Which expression has a similar meaning to the expression **"to have a good relationship with someone"**?
    ...... to get along (with someone) .... ✓

2. Which expression has a similar meaning to the expression **"to get into a situation where people are arguing"**?
    .... to be in crossfire .... ✓

3. Which expression has a similar meaning to the expression **"to stop trying"**?
    .... to give up .... ✓ ✓

4. **Translate:**
    a. Get to be: *stát se (by become)* ✓
    b. Got to be: *muset (by have to)* ✓   *to believe loosely general* ✓

✓ 5. **Explain the meanings of the following expressions:**
    a) *The guess when we made a* ⟶ a. The second guess + expression with similar meaning in Czech:
    decision and we can   b. To run fingers through somebody's hair: *when you comb one's hair (in affectionate)* ✓
    if the decision was good or bad.

6. **Choose the correct option:**
    a. **"To be meant to…"** means:
        Ⓐ To be intended to something
        B. To be expected to do something ✓
        C. To stop being
    b. **"Rome wasn't built in a day"** means:
        A. You should hurry up with your tasks
        B. That Rome existed earlier
        Ⓒ Great things take longer to be done ✓

7. **Decide whether the sentences are true or false and justify your choice;** ✓
    a. To daydream means sleeping during the day.   True-Ⓕalse ✓
    b. Being nervous is positive.   True-Ⓕalse
    Justification: a) *daydream – You dreaming during the day but it doesn't mean that you sleep. You just thinking about something.* b) *it's negative because it's not good for us to be in stressful situation.*

8. **Use each expression in a meaningful sentence. Put the verbs into the correct form.**
    a. In order to *In order to buy a new car you need to make money.* ✓
    b. In harmony *It's better live in harmony. Live in peaceful world world where people like each other.* ✓

Appendix D.4 – learners' test results

(11) *and then you're nervous.* *good to be positive, because you're in stress and* *isn't possible to do something difficult to your personal if*

5/13

Rome Wasn't Built in a Day – TEST   Name:

1.   Which expression has a similar meaning to the expression "to have a good relationship with someone"?
.... to be in harmony ✓

2.   Which expression has a similar meaning to the expression "to get into a situation where people are arguing"?   + ✗
....

3.   Which expression has a similar meaning to the expression "to stop trying"?
.... give up ✓ ✗ ✓

4.   Translate:
   a.   Get to be:
   b.   Got to be: mit for bejt ✗

5.   Explain the meanings of the following expressions:
   a.   The second guess + expression with similar meaning in Czech: ✗
   b.   To run fingers through somebody's hair: ✗

6.   Choose the correct option:
   a.   "To be meant to…" means:
      A. To be intended to something
      (B.) To be expected to do something   ✗
      C. To stop being
   b.   "Rome wasn't built in a day" means:
      A. You should hurry up with your tasks
      B. That Rome existed earlier   ✓
      (C.) Great things take longer to be done

7.   Decide whether the sentences are true or false and justify your choice:
   a.   To daydream means sleeping during the day.   True/False ✓
   b.   Being nervous is positive.   True/False ✓
   Justification: a) I don't think so, it's something like, when you don't pay attention. b) It is negative, because when you need to

8.   Use each expression in a meaningful sentence. Put the verbs into the correct form.
   a.   In order to I'm in order tos are to ✗
....
   b.   In harmony   In harmony with mmm.   ✗
....

Appendix D.5 – learners' test results

(12/12)

Wild Hearts Can't Be Broken – TEST   Name:

1) Which expression has a similar meaning to the expression "**to betray somebody**"?
   to do something bad behid someone's back ✓

2) Explain the meaning of the expression "**to tie somebody down**".
   to take somebody's ability to move ✓

3) Explain the meaning of the expression "**the world keeps turning**".
   that the world keep going no matter what happens ✓

4) Translate:
   a. Rage: Vztek ✓
   b. Sickness: nemoc ✓

5) **Complete the sentence with the appropriate word:**

   If someone gives up, they surrender . surrender ✓

6) **Choose the correct option:**

   a. "**To deny someone**" means:
      A. To kill someone
      B. To ignore their existence
      C. To threaten someone ✓

   b. "**A rally cry**" means:
      A. A cry from happiness
      B. A cry from sadness
      C. A cry before a fight ✓

7) **Decide whether the sentences are true or false (circle the correct answer):**

   a. The word "terror" expresses intended fear.   True–False ✓

8) **Rewrite the following expressions so they have a similar meaning.**

   a. To want my share is not a sin.
      To want something that belongs to me is not bad. ✓
   b. My freedom is burning.
      My freedom is in danger ✓
   c. There's not enough tape to shut this mouth.
      Nothing can make me go silent ✓

   To want my part of something isn't bad.

Appendix D.6 – learners' test results

(7,5 / 12)

Wild Hearts Can't Be Broken – TEST   Name:

1) Which expression has a similar meaning to the expression "to betray somebody"?
   ...To stab somebody in the back........................ ✓

2) Explain the meaning of the expression "to tie somebody down".
   ...No to settle somebody down........... ✗

3) Explain the meaning of the expression "the world keeps turning".
   ...The time doesn't stop................................ 0,5

4) Translate:
   a. Rage: naśhvanost / nashraini ✓
   b. Sickness: nemoc ✓

5) Complete the sentence with the appropriate word:

   If someone gives up, they _lose hope_. ✓

6) Choose the correct option:

   a. "To deny someone" means:
      ✗ To kill someone
      Ⓑ To ignore their existence   ✓
      C. To threaten someone

   b. "A rally cry" means:
      A. A cry from happiness
      B. A cry from sadness   ✓
      Ⓒ A cry before a fight

7) Decide whether the sentences are true or false (circle the correct answer):

   a. The word "terror" expresses intended fear.   Ⓣrue–False   ✓

8) Rewrite the following expressions so they have a similar meaning.

   a. To want my share is not a sin.
      ...It's not bad, that I want to be part of something. ✗
   b. My freedom is burning.
      ...I am not free anymore.............................. ✗
   c. There's not enough tape to shut this mouth.
      ...The person is talking too much and won't stop. ✗

Appendix D.7 – learners' test results

Heal the World – TEST   (14/14)   Name:

1) **Replace the bold words with a synonym/synonyms:**
   a. It's **plain** to see: easy ✓
   b. (It) will **reveal** a joyful face: show ✓
   c. ...**entire** human race: whole mankind ✓

2) **Translate:**
   a. To **wound** someone/something: ublížit, zranit ✓
   b. To **strangle** someone: uškrtit někoho ✓

3) **Complete the sentences with an appropriate word.**
   a. Knights used _a sword_ as a weapon. ✓
   b. Jesus Christ was _crucified_ at the age of 33. ✓

4) **Choose the correct option:**
   a. The difference between **hurt** and **sorrow** is:
      A. Hurt is stronger and only emotional pain
      (B.) Sorrow is stronger and only emotional pain   ✓
      C. Both are the same
   b. The difference between **fear** and **dread** is:
      A. Both are the same
      (B.) Dread is stronger   ✓
      C. Fear is stronger

5) **Decide whether the sentences are true or false:**
   a. Soul and spirit have the same meaning.   (True) False ✓
   b. Bliss is a synonym for misery.   True (False) ✓

6) **Use each expression in a meaningful sentence. The verbs should be put into the correct form.**
   a. A plowshare/ploughshare
      ...A ploughshare is a tool used for plowing fields... ✓
   b. To conceive
      ...They are trying to conceive a ~~~ child... ✓
   c. To believe in
      ...You have to believe in yourself... ✓

Appendix D.8 – learners' test results

(8,5 / 14)

Heal the World – TEST   Name:

1) Replace the bold words with a synonym/synonyms:
  a. It's **plain** to see: *easy* ✓
  b. (It) will **reveal** a joyful face: *to show* ✓
  c. ...**entire** human race: *entire mankind* ✓

2) Translate:
  a. To wound someone/something: *physical ničeho* ✗
  b. To strangle someone: *zabít ničeho* ✓

3) Complete the sentences with an appropriate word.
  a. Knights used *swallow* as a weapon. ✗
  b. Jesus Christ was *crusify* at the age of 33. 0,5

4) Choose the correct option:
  a. The difference between hurt and sorrow is:
    A. Hurt is stronger and only emotional pain
    B. Sorrow is stronger and only emotional pain ✓
    C. Both are the same
  b. The difference between fear and dread is:
    A. Both are the same
    B. Dread is stronger ✓
    C. Fear is stronger

5) Decide whether the sentences are true or false:
  a. Soul and spirit have the same meaning.   True–False ✓
  b. Bliss is a synonym for misery.   True–False ✓

6) Use each expression in a meaningful sentence. The verbs should be put into the correct form.
  a. A plowshare/ploughshare
    when you need something to work in ✗
  b. To conceive
    when you give birth to a baby ✗
  c. To believe in
    when you think something is true ✗

Appendix D.9 – learners' test results

They Don't Care About Us – TEST　　　Name:

1) What is the difference the terms between Jew and Kike?

Kike is ~~offensive~~ an offensive term for a Jew ✓

2) What is the difference between jail and prison?

prison is meant for a long term stay and more severe case. ✓

3) Write the synonyms (there can be more-word expressions used):
   a. An allegation: *accusation*
   b. To blackmail (someone): *threathing a~~ffected~~* ✓
   c. To bash: *hit* 3/3 ✓

4) Rewrite the sentences so they keep a similar meaning:

   a. *"You can never break me"*

   You can't lower my self-confidence/pride ✓

   b. *"You can never trash me"*

   You can never bash me ✗

   c. *"Don't you black and white me"*

   Don't label me. ✓

5) Translate the sentences:

   a. *"You are raping me of my pride"*

   Okrádáš mě o mou čest ✓

   b. *"Set me free"*

   Osvoboď me ✓ ✓

   c. *"I'm tired of being the victim of hate/shame"*

   Jsem unavená být oběti' nenávisti/studu

   d. *"They're throwing me in a class with a bad name"*

   Házi' mě do pjekného/"spatného" ✓

Appendix D.10 – learners' test results

(3,5 / 12)

They Don't Care About Us – TEST   Name:

1) What is the difference the terms between Jew and Kike?
...... not much different (same meaning) "kike is worse"   0,5

2) What is the difference between jail and prison?
...... jail – shorter period / prison longer period ✓   without knowing it 100%   0,5

3) Write the synonyms (there can be more-word expressions used):
   a. An allegation: to think smt about someone without knowing   0,5
   b. To blackmail (someone): to use something against someone (dirty pic...)
   c. To bash: To hit someone with an object   0,5

4) Rewrite the sentences so they keep a similar meaning:
   a. "You can never break me"
   ...... you will never put me in your system (matrix) ✗
   b. "You can never trash me"
   ...... you can't get rid of me   ✗
   c. "Don't you black and white me"
   ...... don't you tell me what/who I am   ✗

5) Translate the sentences: 0,5
   a. "You are raping me of my pride" you trying to take away my pride ✗
   b. "Set me free" let me be   0,5
   c. "I'm tired of being the victim of hate/shame"
   ...... I don't like/am tired of you having bad allegations about me   ✗
   d. "They're throwing me in a class with a bad name"

telling everyone that me/my color is bad   ✗

Appendix D.11 – learners' test results

(14)   (12,5/14)

Born This Way – TEST   Name: RATATUJ

1) Which expression has a similar meaning to the expression "**to be poor/to have no money**"?
.... to be broke .... ✓ ....

2) Which expression has a similar meaning to the expression "**to make fun of someone**"?
.... to bully .... ✓ ....

3) Translate:
   a. A regret: *něco, čeho lituji* ✓ ✓
   b. To rejoice: *být šťastný /slavit* ✓ ✓
   c. To be insecure: *být sám sebou nejistý* ✓

4) Complete the sentences with the appropriate word, the initial letter might help you.
   a. If the society avoids someone, they are o_utcase_ . ✓
   b. The autism and Down's syndrome are d_isorders_ . ✓
   c. If someone changes their sex on purpose, they are t_ransgender_ . ✓

5) Choose the correct option:
   a. "**To bully someone**" means:
       A. To tease someone
       (B) To hurt someone on purpose   ✓
       C. To hate someone

   b. "**To be evergreen**" means:
       (A) To be still the same, but in a positive way
       B. To be still the same, no matter whether it is positive or not   ✓
       (C) To keep always green colour, it can be used metaphorically

   c. "**To be on a right track**" means:
       (A) To be on a good way
       B. To change yourself in a good way   ✓
       C. To listen to a good piece of music

6) Explain the meanings of these expressions or write their synonyms.
   a. To be a drag
   ...to be boring, uninteresting, draining... ✓ ✗
   b. A prudence
   ...no idea...   ✗
   c. A sin
   ...from the bible...   OK

Appendix D.12 – learners' test results

②   3/14

Born This Way – TEST   Name: F

1) Which expression has a similar meaning to the expression "**to be poor/to have no money**"?
....   ✗

からかって
意味上ない   2) Which expression has a similar meaning to the expression "**to make fun of someone**"?
....   ✗

3) Translate:
   a. A regret: 後悔 Someone think about if I did, it would be better ✗
   b. To rejoice: ✗
   c. To be insecure: ✗

4) **Complete the sentences with the appropriate word, the initial letter might help you.** ✗

   a. If the society avoids someone, they are o_____.   ✗

   b. The autism and Down's syndrome are desease_____.   ✗

   c. If someone changes their sex on purpose, they are transgender_____.   ✓

5) **Choose the correct option:**

   a. "**To bully someone**" means:
      A. To tease someone
      Ⓑ. To hurt someone on purpose   ✓
      C. To hate someone

   b. "**To be evergreen**" means:
      Ⓐ. To be still the same, but in a positive way
      B. To be still the same, no matter whether it is positive or not   ✗
      C. To keep always green colour, it can be used metaphorically

   c. "**To be on a right track**" means:
      Ⓐ. To be on a good way
      B. To change yourself in a good way
      C. To listen to a good piece of music   ✓

6) **Explain the meanings of these expressions or write their synonyms.**

   a. To be a drag
      To be crazy in something or someone.   ✗
   b. A prudence
      ✗   ✗
   c. A sin
      ✗   ✗

Appendix D.13 – learners' test results

88

What a Wonderful World – TEST   Name:

1) Explain the meanings of the following expressions in English:

    a. *"How do you do"*: How ~~are you~~ is your day, how do you feel today. ✓

    b. *"Bright blessed day"*: Nice day with a sunny weather. ✓

    c. *"Dark sacred night"*: Dark night without light. ✓

    d. *"I see them (roses) bloom"*: I see grow of them. ✓

2) In the following text, circle the word that means "infants":

> *"I see trees of green*
> *Red roses too*
> *The colors of the rainbow*
> *So pretty in the sky*
> *I hear babies cry*
> *I watch them grow"*   ✓

3) In the following text, circle the expression that indicates "a kind of greeting":

> *"The bright blessed day*
> *The dark sacred night*
> *I see friends shaking hands*
> *I think to myself*
> *'I love you'*
> *So pretty in the sky"*   ✓

4) Add at least three other ways how to greet someone:

Ahoj, say "Hello", say "Hi" ✓

5) In the following text, circle the word that means "beautiful":

> *"The colors of the rainbow*
> *So pretty in the sky*
> *They'll learn much more*
> *Than I'll never know*
> *The bright blessed day*
> *The dark sacred night"*   ✓

Appendix D.14 – learners' test results

③

④/⑧

What a Wonderful World – TEST Name:

1) Explain the meanings of the following expressions in English:

a. *"How do you do"*: How are you doing? If I met someone & I say this expression. ✓

b. *"Bright blessed day"*: ✗/ ✗

c. *"Dark sacred night"*: very dark night ✗✗ ✓

d. *"I see them (roses) bloom"*: ✗/ ✗

2) In the following text, circle the word that means "infants":

> *"I see trees of green*
> *Red roses too*
> *The colors of the rainbow*
> *So pretty in the sky*
> (I hear babies cry)
> *I watch them grow"*

✗

3) In the following text, circle the expression that indicates "a kind of greeting":

> *"The bright blessed day*
> *The dark sacred night*
> *I see friends shaking hands*
> *I think to myself*
> *'I love you'*
> *So pretty in the sky"*

✗

4) Add at least three other ways how to greet someone:

~~~~ ; ~~~~ ~~~~ wave

✓

5) In the following text, circle the word that means "beautiful":

> *"The colors of the rainbow*
> *So (pretty) in the sky*
> *They'll learn much more*
> *Than I'll never know*
> *The bright blessed day*
> *The dark sacred night"*

✓

(

Appendix D.15 – learners' test results

(12/13)

S. O. S. – TEST   **Name:**

1) Explain the expression "*When the Eskimo gets bit by a mosquito*" in the context of global warming: THAT IT IS GETTING WARMER AND IT DESTROYS

2) Explain the meaning of the adjective **brainwashed**: THE NATURAL WAY
LIED TO OR PERSUADED TO THINK SOTH ✓

3) Write a synonym of the verb "**to penetrate**": GO THROUGH

4) Translate:
   a. To blame: VINT ✓
   b. Blazing: HORRO/VERSE ✓
   c. To register (something): V&IMNOUTSI ✓

5) Complete the sentences with the appropriate word.
   a. If someone takes something for GRANTED , they do not appreciate it. ✓
   b. Fake people only PEFRAYD that they are good friend to you. ✓

6) Choose the correct option:
   a. "To reverse something" means:
      (A) To take back something
      B. To suddenly change something suddenly
      C. To move forward   ✗
   b. "To rearrange something" means:
      A. To let something be
      B. To keep things the same
      (C.) To reorganize/readjust something ✓

7) Use each expression in a meaningful sentence. Put the verbs into the correct form.
   a. Fragile NATURE IS FRAGILE. ✓
   b. Ignorance IGNORANCE OF SOME PEOPLE IS LIMIT-LESS
   c. To complain EVERBODY LIKES TO COMPLAIN ✓

Appendix D.16 – learners' test results

(15)

(10/13)

S. O. S. – TEST   Name:

1) Explain the expression "*When the Eskimo gets bit by a mosquito*" in the context of global
   warming: Something so "unvealistic" that global warming is that, and that even
   Eskimos (cold) get bit by mosquitos.

2) Explain the meaning of the adjective **brainwashed**: Someone affected our minds with some extremely facts (=>lies)

3) Write a synonym of the verb "to penetrate": to penetrate   pervade ✓✓   ✗

4) **Translate:**
   a. To blame: Actos   vinit
   b. Blazing: Olunau'
   c. To register (something): prihlásit se   ✗

5) **Complete the sentences with the appropriate word.**

   a. If someone takes something for __granted__, they do not appreciate it. ✓

   b. Fake people only __pretend__ that they are good friend to you. ✓

6) **Choose the correct option:**

   a. "**To reverse something**" means:
      Ⓐ To take back something   ✗
      B. To suddenly change something suddenly
      C. To move forward

   b. "**To rearrange something**" means:
      A. To let something be   ✓
      B. To keep things the same
      Ⓒ To reorganize/readjust something

7) **Use each expression in a meaningful sentence. Put the verbs into the correct form.**

   a. Fragile
      Beware, this glass is very fragile ✓
   b. Ignorance
      I can't stand your ignorance ✓
   c. To complain The only thing you can do is to complain ✓

Appendix D.17 – learners' test results

③

⑫/⑫

Paparazzi – TEST   **Name:**

1) Which expression has a similar meaning to the expression "picture"?
.....*photo*... ✓

2) Translate:
    a. A flash: *blesk w fotoaparátu* ✓
    b. A (film) set: *music hale se něco odehrálo)* ✓

3) Complete the sentences with the appropriate word, the initial letters might help you.
    a. If someone goes wherever you go, they f*ollow*_____ you. ✓
    b. If someone likes you, wants your signed photos etc., they are your
        f *an*_____. ✓

4) Choose the correct option:
    a. "To be glamorous" means:
        A. To be famous
        B. To be hideous
        Ⓒ To be charming ✓

    b. "Backstage" means:
        Ⓐ The place behind "the curtain"
        B. The place where the audience sits ✗ ✓
        C. The place where the show takes place ✗

5) Decide whether the sentences are true or false and justify your choice:
    a. Snap also represents the camera-click sounds.   (True)-False ✓
    b. Superstar is not a singer, but an enormous star in space.
                                   True-(False) ✓

6) Use each expression in a meaningful sentence. Put the verbs into the correct form.
    a. A crowd
        The crowd of people was loud. ✓
    b. To be famous
        He was famous singer. ✓
    c. To chase someone down
        Paparazzi *chase Lady Gaga down.* ✓

Appendix D.18 – learners' test results

(6)

(10/12)

Paparazzi – TEST   Name:

1) Which expression has a similar meaning to the expression "picture"? ✗
   ....presentation...

2) Translate:
   a. A flash: ~~clamosen~~ it's what a camera does when you shoot someone ✗ on
   b. A (film) set: Where and when ~~is~~ the film ~~tea~~ takes place ✗ of

3) Complete the sentences with the appropriate word, the initial letters might help you.
   a. If someone goes wherever you go, they f ollow you. ✓
   b. If someone likes you, wants your signed photos etc., they are your
      f an . ✓

4) Choose the correct option:
   a. "To be glamorous" means:
      A. To be famous
      B. To be hideous
      (C.) To be charming ✓
   b. "Backstage" means:
      (A.) The place behind "the curtain"
      B. The place where the audience sits ✓
      C. The place where the show takes place

5) Decide whether the sentences are true or false and justify your choice: ✓
   a. Snap also represents the camera-click sounds. (True)–False singers .
      yes and also a sound made by ~~friends~~.
   b. Superstar is not a singer, but an enormous star in space. True–(False) ✓
      It's a famous singer.

6) Use each expression in a meaningful sentence. Put the verbs into the correct form.
   a. A crowd ✓
      A crowd was following me. ✓
   b. To be famous
      I want to be famous like Lady Gaga ✓
   c. To chase someone down
      They chased her down for some questions. ✓

Appendix D.19 – learners' test results

(4)

(11/11)

Lucky – TEST   **Name:**

1) Which expression has a similar meaning to the expression "star (=famous person)"?
...... *icon* .... ✓

2) **Translate:**

    a. To be lucky: *mít štěstí* ✓

    b. To spin: *otáčet se /rotovat* ✓

3) **Complete the sentences with the appropriate word, the initial letters might help you.** ✓

    a. If someone ends first in a competition, they w *in*_____. ✓

    b. If something you need is not here, you m *iss*_____ it. ✓

    c. Before you enter the room, k *nock*_____ on the door. ✓

4) **Choose the correct option:**

    a. **"Lovely" means:**
        (A.) Sweet ✓
        B. Loving
        C. Lost

    b. **"To feel lonely" means:**
        A. To feel happy ✓
        (B.) To feel left out
        C. To feel solitude

5) **Explain the meaning of the following expressions.**

    a. Tears
    Water coming from your the eyes when you ~~are~~ *crying* ✓

    b. An actress
    A person who plays in films or theatre ✓
    (woman) *plays*

    c. To keep on something
    To continue with some action. ✓

Appendix D.20 – learners' test results

⑫   Ħ11)

Lucky – TEST   Name:

1) Which expression has a similar meaning to the expression "star (=famous person)"?
   .....ᴀ....star....as....object....ᴀ... ✗

2) Translate:
   a. To be lucky: *být šťastný; mít štěstí*   ✓
   b. To spin: *točit se*   ✓

3) Complete the sentences with the appropriate word, the initial letters might help you.
   a. If someone ends first in a competition, they w_____.   ✗
   b. If something you need is not here, you m_____ it.   ✗
   c. Before you enter the room, k_____on the door.   ✗

4) Choose the correct option:
   a. "Lovely" means:
      (A.) Sweet
      B. Loving   ✓
      C. Lost
   b. "To feel lonely" means:
      A. To feel happy
      (B.) To feel left out   ✓
      C. To feel solitude

5) Explain the meaning of the following expressions.   ✓
   a. Tears
      when we are sad . these things go out of our eyes, it is a product of crying
   b. An actress
      famous person who play roles in films, theathers etc.   ✓
   c. To keep on something
      to don't give up something   ✓

Appendix D.21 – learners' test results

⓵   14/14

This Is Me – TEST   Name:

1) **Write the words according to the definitions:**
   a. A person you do not know: a stranger ✓
   b. A small, metal object usually shot from a gun: a bullet ✓
   c. A walk through a public place, often used as a part of a demonstration:
      a march ✓
   d. An injury after being hit, dark mark on the skin, painful: a bruise ✓

2) **Write the synonyms to the following words:**
   a. A warrior: a soldier / a fighter ✓
   b. Brave (*adjective*): not afraid ✓
   c. Glorious (*adjective*): amazing / beautiful ✓
   d. To look out: ~~be~~ watch out ✓

3) **Translate the sentences:**
   a. *"I won't let the shame sink in"*:
      Nedovolím ~~hanebnosti~~ hanebnosti (ostuda) se vstřebat / Nepřipustím si špatné věci. ✓
   b. *"No one will love you as you are"*:
      Nikdo tě nebude milovat takového, jaký jsi ✓
   c. *"When the sharpest words wanna cut me down"*
      Když mě chtějí ta nejostřejší slova srazit dolů. ✓

4) **Use each expression in a meaningful sentence. Put the verbs into the correct form.** ✓

   a. To break someone down
      It's not nice to try to break someone down. ✓
   b. To be worthy of (something)
      I'm worthy of a good relationship ✓
   c. To deserve
      I deserve to be free ✓

Appendix D.22 – learners' test results

(11 / 14)

This Is Me – TEST   **Name:**

1) Write the words according to the definitions:
   a. A person you do not know: _a stranger_ ✓
   b. A small, metal object usually shot from a gun: _a bullett_ ✓
   c. A walk through a public place, often used as a part of a demonstration:
      _____ ✓ ✗

   d. An injury after being hit, dark mark on the skin, painful: _a bruise_ ✓

2) Write the synonyms to the following words: ✓
   a. A warrior: _an (old) soldier_
   b. Brave (*adjective*): ~~the~~ _fearless_ ✓
   c. Glorious (*adjective*): _powerful_ ✗
   d. To look out: _to look at smt in my way_ ✗

3) Translate the sentences:

   a. "*I won't let the shame sink in*":
      Nenechám ten stud proniknout do sebe ✓

   b. "*No one will love you as you are*":
      Nikdo tě nebude milovat takového, jaký jsi. ✓

   c. "*When the sharpest words wanna cut me down*"
      Když mě ~~ty~~ ta zlá slova budou chtít zničit. ✓

4) Use each expression in a meaningful sentence. Put the verbs into the correct form.

   a. To break someone down
      He broke me down by saying that. ✓
   b. To be worthy of (something)
      I'm worthy of your love. ✓
   c. To deserve
      She deserves to be seen. ✓

Appendix D.23 – learners' test results

(17/17)

(8)

Come Alive – TEST   Name:

1) Which expression has a similar meaning to the expression "to be thrilled or excited"? ✓
.... to be electrified ....

2) Which expression has a similar meaning to the expression "to flip the switch"? ✓
.... to turn on/off something ....

3) Which expression has a similar meaning to the expression "to leave behind someone's narrow mind"? ✓
.... to stop thinking how you used to do
to stop thinking with your head inside of a box. ✓

4) Translate:
   a. To stumble: _aculopmone_ ✓
   b. A shadow: _sch_ _resistit_ ✓
   c. To ride someone's light: (_ricasya_) ✓ _uidcam ovetto_ ✓
   d. A maze: _lilyurilon_ ✓

5) Complete the sentences with the appropriate verb.
   a. If someone says something that is NOT true, he/she says __lies__ . ✓
   b. If someone makes something more cheerful, he/she _does_ _brigten_ it up. ✓
   c. If someone is scared of doing something, he/she is __afraid__ to do it. ✓

6) Choose the correct option:
   a. "To break free" means:
      A. To be still the same
      (B.) To escape from something/someone
      C. To stop being free ✓

   b. "To bottle up something" means:
      (A.) To hold back something
      B. To empty a bottle
      C. To fill a bottle ✓

7) Decide whether the sentences are true or false:
   a. If you are asleep inside, you do NOT feel anything   (True)–False ✓
   b. When you are dreaming with your eyes wide open, you are sleeping with opened eyes.
                                                    True–(False) ✓

8) Use each expression in a meaningful sentence. Put the verbs into the correct form. ✓
   a. To need to hide (something) _He needs to hide his scar_ ✓
      ....
   b. To redefine _She is going to redefine her live._ ✓
      ....
   c. To shine _The sun is shining today._ ✓
      ....

Appendix D.24 – learners' test results

(circled) ⓒ   *(circled)* 10/17

Come Alive – TEST   **Name:**

1) Which expression has a similar meaning to the expression "**to be thrilled or excited**"?
...*to light it up*... ✗

2) Which expression has a similar meaning to the expression "**to flip the switch**"? *turn something*
turn something from positive to negative or turn something
from negative to positive ✓

3) Which expression has a similar meaning to the expression "**to leave behind someone's narrow mind**"?
...*to break free*... ✗

4) Translate:
     a. To stumble: *zotat se* ✗ ✓
     b. A shadow: *stín*
     c. To ride someone's light: *svézt se jezdit na něčího světle* ✓
     d. A maze:
               that's ✓

5) Complete the sentences with the appropriate verb.
     a. If someone says something that is NOT true, he/she says *it's false* ✗
     b. If someone makes something more cheerful, he/she *lighting* it up. ✗
     c. If someone is scared of doing something, he/she is *scared* to do it. ✗

6) Choose the correct option:
     a. "**To break free**" means:
         A. To be still the same
         (B.) To escape from something/someone
         C. To stop being free   ✓

     b. "**To bottle up something**" means:
         (A.) To hold back something
         B. To empty a bottle
         C. To fill a bottle   ✓

7) Decide whether the sentences are true or false:
     a. If you are asleep inside, you do NOT feel anything   True–(False) ✗
     b. When you are dreaming with your eyes wide open, you are sleeping with opened eyes.
               True–(False) ✓

8) Use each expression in a meaningful sentence. Put the verbs into the correct form. ✓
     a. To need to hide (something) *I need to hide my money* ✓
     b. To redefine *Can you please redefine what you just said?* ✓
     c. To shine *The sun is shining today* ✓