Diplomová práce

Methodology of Teaching the Present Perfect Tense

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Methodology of Teaching the Present Perfect Tense

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Zásady pro vypracování:

This thesis is focused on the methodology of teaching of the present perfect tense. The main objective of this thesis is to compare the recommended procedures provided by professional literature and support provided by the student's books in classes observed by the author with the methods used by the author and by observed teachers. The secondary objective of this thesis is to point out whether the methods and procedures described in the professional literature correspond with the reality. The analysis is going to be divided into two parts. The first part of the analysis is going to be focused on the comparison of the methods described in the professional literature and the methods used by the author and the observed teachers. The second part of the analysis is going to be focused on the student's book, specifically the explanations of grammar, analysis of the exercises and the depth of expressive skills development.

Tato práce se zabývá metodologií výuky anglického předpřítomného času prostého. Hlavním cílem této práce je porovnat doporučené postupy zmiňované v odborné literatuře a učebnicích využívaných během vyučovacích hodin, které autor zanalyzuje, s metodami, které používají daní vyučující. Druhým cílem této práce je zjistit, zda jsou postupy a metody popisované v odborné literatuře využívány i během skutečné výuky. Analýza se bude skládat ze dvou částí. První část analýzy se bude zabývat porovnáváním metod popsaných v odborné literatuře a metod užitých samotným autorem a cvičnými učiteli. Druhá část analýzy se bude zabývat učebnicemi užívanými v konkrétní škole, zejména vysvětlivkami anglické gramatiky, cvičeními a hloubkou rozvoje vyjadřovacích dovedností.

Metodologie: Obsahová analýza odborné literatury. Analýza učebnic a hodin výuky, konzultace.
Požadavky: Orientace v odborné literatuře a znalost daných odborných témat, konzultace, analýza učebnic a výuky.

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17. dubna 2023   Bc. Dominik Fojta

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ANOTACE A KLÍČOVÁ SLOVA

Tato diplomová práce se zabývá problematikou anglického předpřítomného času a metodami jeho vyučování. Teoretická část této práce mimo jiné zahrnuje komparaci české a anglické gramatiky v oblasti slovesných kategorií, pojednání o významu gramatiky v procesu osvojování si cizího jazyka a pojednání o metodách a vzdělávacích přístupech užívaných při vyučování anglického předpřítomného času. Na této práci spolupracoval kolektiv učitelů angličtiny z Gymnázia Rumburk, kteří formou polostrukturovaných rozhovorů sdíleli své zkušenosti, postupy, názory, metody a postoje k výuce anglického předpřítomného času. Během těchto rozhovorů bylo zjištěno, že většina tamních učitelů zakládá svou výuku zejména na učebnici, a jen výjimečně používá jiné výukové materiály. Dále bylo zjištěno, že přestože učitelé přizpůsobují své metody potřebám individuálních skupin, jednoznačně u nich převažuje deduktivní způsob vyučování. Součástí výzkumu bylo také samotné vyučování tohoto anglického času, jemuž bylo věnováno celkem pět vyučovacích hodin, které byly založeny na kombinaci induktivního a deduktivního způsobu vyučování. Cílem tohoto výzkumu nebylo vymyslet inovativní přístup k vyučování anglického předpřítomného času, ale dokázat, že je možné tento čas vyučovat na základě logických souvislostí mezi poddruhy tohoto času podle Huddlestona a Pulluma (2002) a kontexty, ve kterých se vyskytují. Na základě výsledků testů a komunikace během vyučovacích hodin se žáky bylo potvrzeno, že bili schopni na základě těchto logických souvislostí tento čas pochopit a aktivně jej užívat. Bohužel se též potvrdilo, že někteří žáci jsou nepozorní při čtení zadání testu.

Klíčová slova: anglické časy, anglická gramatika, komparace časů, metodologie, předpřítomný čas, slovesné kategorie, vyučování

ABSTRACT AND KEYWORDS

This thesis focuses on problematics of the English present perfect tense and methods used in teaching this tense. The theoretical background of this thesis includes comparison between Czech and English grammar in area of verbal categories, treatise on the role of grammar in foreign language acquisition, an treatise on methods and teaching approaches used in teaching the English present perfect tense. A collective of English language teachers from Gymnázium Rumburk participated on the thesis' research. In form of semi-structured interviews, they shared their experience, approaches, opinions and attitudes to teaching the English present perfect tense. The interviews also revealed that most of the teachers base their lessons mainly on their student's books, and only rarely use different teaching materials. Moreover, the teachers admitted adjusting their methods to individual needs of each group; nevertheless, the deductive approach dominates. The research included five lessons focused on teaching the present perfect tense, which were based on combining the inductive and the deductive approach. The thesis' aim was not creating an innovative approach to teaching the present perfect tense, but to prove that teaching the tense based on logical relation between the tense's subtypes mentioned by Huddleston and Pullum (2002) and contexts in which they occur is possible. According to results of tests and communication with the pupils, it was proved that based on the logical relation, the pupils were able to understand and actively use the tense. Unfortunately, the results also proved that some pupils can be inattentive while reading instructions of a test.

Keywords: English tenses, English grammar, tense comparation, methodology, the present perfect tense, verbal categories, teaching

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LIST OF ABBREVIATIONS

EFL – English as a foreign language

ESL – English as a second language

PPP - Presentation – Practice – Production

TTT - Test – Teach – Test

INTRODUCTION

What is the best way to teach English? Which method is the best? What is the best approach to teaching the language? These questions are asked by students of pedagogical faculties and English language teachers both. Some teachers might be heard that they had found the perfect method, that they had realised what the best way was. The reality, however, is not that simple.

When teaching the language, a teacher must consider many variables that occur in the teaching process. For instance: learner variables, number of students, the students' attitude to learning. In other words, the teacher needs to be flexible, creative and prepared to improvise, if need be.

Nevertheless, English language teachers need to be certain in their knowledge of English and Czech grammar, especially when teaching a problematic phenomenon, such as the present perfect tense. However, bare knowledge of grammar does not suffice. English language teachers need to be familiar with suitable teaching approaches and methods to make the learning process effective.

1 THEORETICAL BACKGROUND

1.1 Verbal Categories of English Verbs

According to the interviews made for purposes of this thesis, some English-language teachers use interdisciplinary connections between Czech and English, namely connections between their grammatical systems. If the teacher decides to compare the two grammatical systems in their lessons, it is essential that they are familiar with both grammatical systems to create sufficient connections between the languages. Therefore, this chapter focuses on verbal categories of English verbs.

Dušková et al. (2006) mention that while Czech verbs possess eight analysable verbal categories, English verbs, on the other hand, possess only six of them. These verbal categories are person, number, mood, tense, voice, and aspect. Nevertheless, for the purposes of this thesis, only tense, voice and aspect shall be described in more detail.

Definitions of these verbal categories may have many forms; however, Carter and McCarthy (2006) provide relatively comprehensible definitions of these terms. The authors define tense as a verbal category which provides information about general orientation in time. Aspect, according to the definition of the authors, is a grammatical category which provides information about the speaker's or writer's perspective on time, and voice is a verbal category which expresses information about agents and recipients of processes which are expressed by the verb used in the concrete clause or sentence (Carter and McCarthy 2006, 405).

Opinions of grammarians on the definition and perception of verbal tense may also differ. Alexander (1988), for instance, claims that some grammarians are inclined to the idea that tense should always be indicated by changes in verb forms. This

argument leads to the statement that English possesses only present and past tense, because future tense is not indicated by changes in verb forms. However, the author proclaims that, "it is usual (and convenient) to refer to all combinations of *be + present participle* (e.g. I am working) and *have + past participle* (e.g. I have seen him) as tenses. The same goes for *will + bare infinitive* to refer to the future (e.g. It will be fine tomorrow). But we must remember that tense in English is often only loosely related to time" (Alexander 1988, 159). Although this may be true, it is rather important to note that the author also emphasizes that the tense used in the main clause usually corresponds with the tense used in the subordinate clause, namely in cases of the present and the past tense.

Even though opinions on verbal tense differ, opinions on verbal aspect are rather more unified. Most grammarians agree on the fact that verbal aspect is usually recognisable because an English verb usually has the aspect marked on it. Biber, Conrad and Leech (2002) agree with this statement and add that when the aspect is not marked, the verb possesses a so-called simple aspect. The difference between the perfective and the progressive aspect is essential because, as mentioned before, the verbal aspect serves as the indicator of the speaker's or writer's perspective on time. While the perfect aspect most often describes events or states taking place during a preceding period of time, as Biber, Conrad and Leech (2002) mention, the progressive aspect describes an event or state of affairs in progress or continuing. Nevertheless, Dušková (1999) adds that the progressive aspect also serves as a reference to a definite occasion.

Although this may be true, the progressive aspect principally focuses on the duration of the event. Its form consists of the auxiliary verb *to be + the -ing participle of a lexical verb* (e.g. I was cooking for two hours). The progressive aspect may occur

both in simple and complex verb phrases. If so, these phrases are categorised as so-called non-finite verb phrases. The main difference between finite and non-finite phrases is that the only verbal categories which can be analysed in non-finite verb phrases are verbal voice and verbal aspect. It is also important to add that both aspects can be combined. This combination results in a so-called perfect progressive aspect. Nevertheless, these combinations are relatively rare, as Biber, Conrad and Leech (2002) mention. They also say that this rare combination of aspects used to occur mainly in literature, especially fiction.

As for the category of verbal voice, it serves as an indicator of the agent or recipient of the process expressed in the concrete clause or sentence. This verbal category is divided into two subtypes: the active voice and the passive voice. Active verb phrases are more common than passive verb phrases, which, according to Biber, Conrad and Leech (2002), reduce the importance of the agent of an action. Furthermore, the authors emphasize that most passive constructions are formed with the auxiliary verb *be + -ed participle.* However, the authors also note that the auxiliary verb *get* can also be used for this purpose, forming the so-called get-passive.

1.2 Verbal Categories of Czech Verbs

As mentioned in chapter 1.1, it is essential for the teachers of English to possess knowledge of both English and Czech grammatical systems to be able to create an interdisciplinary connection between these two languages. Therefore, this chapter focuses on describing verbal categories of Czech verbs, especially the description of verbal tense, voice, and aspect, similar to chapter 1.1.

It is important to mention that the verbal category of aspect in the Czech grammatical system slightly differs from the English verbal aspect. While the English verbal aspect is usually marked by grammatical bound morphemes which allow the receiver to recognize the aspect, the Czech verbal aspect is directly linked to the semantic meaning of the verb, including the verb's form. Therefore, the Czech grammatical system divides verbs into two groups: perfective verbs and imperfective verbs.

Havránek and Jedlička (1986) and Cvrček et al. (2015) agree that the primary function of the Czech verbal aspect is to serve as an indicator of verbal continuity. Furthermore, Cvrček et al. (2015) add that most Czech verbs belong to the so-called aspect pair. It means that the Czech grammatical system allows the formation of a suitable perfective or imperfective counterpart of a verb by adding either a prefix; or a suffix. This addition, however, results in the formation of a new verb which may have a similar meaning as the original verb, or it may possess a different meaning entirely. For example, by adding a prefix to the verb *nese (to carry)*, which is an imperfective verb, a perfective counterpart with a similar meaning can be formed, such as *přinese (to bring)* (Fojta 2021, 13).

As seen in the example, the translation process may result in several changes. In this case, the translation results in a change of the lexical meaning of the verb in English. Although this may be true, Havránek and Jedlička (1986) say that adding a prefix to an imperfective verb always results in the verb becoming perfective. Moreover, Cvrček et al. (2015) mention that in terms of Czech grammar combination of a prefix and an imperfective verb may result both in change of the Czech verbal aspect and in a change of semantic meaning of the verb, either partial or full. Furthermore, the authors add that derivation of a perfective counterpart of an

imperfective verb is usually realised by adding a suffix, though derivations of Czech verbs realised by adding a prefix are relatively more frequent. Full change of semantic meaning: *jde/najde*. Partial change of semantic meaning: *nese/přinese* (Havránek and Jedlička 1986, 225).

While *jde* is a present non-finite form of the verb *jít (to go), najde* is a future finite form of the verb *najít (to find).* As can be seen in the example of full change of semantic meaning, adding the prefix *na-* to the verb *jde* results in a full change of semantic meaning of the original verb. In the example of partial change of semantic meaning, on the other hand, the change is only partial. Both *nese (to carry)* and *přinese (to bring)* denote a transportation of an item (Fojta 2021, 14).

Furthermore, Havránek and Jedlička (1986) emphasize that Czech perfective verbs express already completed actions and processes. Moreover, present forms of such verbs possess future reference. Therefore, they cannot be combined with the present tense. This feature, however, does not limit their use in the case of the other two Czech tenses. On the other hand, Czech imperfective verbs do not possess any features which would limit them in combining with any of the three Czech tenses. However, a compound form of these verbs is required when combined with the future tense. Such a form contains the auxiliary verb *být* in its future form *budu*, and the infinitive form of a lexical verb. For example, *budu vařit* (Havránek and Jedlička 1986, 225).

As for the verbal category of tense, Alexander (1988) mentions that tense in English is often only loosely related to time. Nevertheless, in the Czech grammatical system, tense and time are related closely. Even if that is true, Cvrček et al. (2015) emphasize that it is possible to use certain present forms of Czech verbs in expressions

related to past or future. According to the authors, present forms of Czech perfective verbs always express actions taking place in future. For example, *"přijedu, dopíšu, stisknu"* (Cvrček et al. 2015, 286). Present forms of Czech verbs usually express actions or processes that have not yet been finished, or currently valid states. This claim is supported by Cvrček et al. (2015), who add that Czech tenses distinguish two types of use: current and non-current. In terms of the Czech present tense, the current use expresses actions or states which are either valid, or are happening, during the period of time of the current speech. This leads to the idea that the current use of the Czech present tense is an equivalent of the English present progressive tense. For example, S*prchuji se. – I am taking a shower.* The authors also mention that the non-current use, also known as the gnomic use, expresses so-called general validity. However, the authors also emphasize that both of these uses are dependent on the context.

The second of the three Czech tenses is the future tense. According to Cvrček et al. (2015), the future tense expresses states or actions which take place after the current speech or situation. Furthermore, the authors mention that there are several differences between the future form of perfective and imperfective verbs. While the future form of imperfective verbs is realised by a compound of the future form of the auxiliary verb *budu (to be)* and the infinitive form of the lexical verb, perfective verbs do not have any future forms because their present forms already possess future reference. Chýlová (2010) agrees with this statement and adds that several exceptions can be found in the Czech grammatical system. For instance, she mentions that the future form of some imperfective verbs that express a movement, a duration or a change of state can be derived by using the prefix *po-* (e.g. jedu – pojedu, kvete – pokvete).

The last of the Czech tenses is the past tense. Cvrček et al. (2015) say that the Czech past tense is used to express states or actions that preceded the current speech. Havránek and Jedlička (1986) add that past forms of Czech verbs are usually realised by the combination of the past participle of a lexical verb and the present form of the auxiliary verb *být* (e.g. Vařil jsem). The authors also add that when a Czech verb is used in the third person and the past tense, its past form is realised only by the past participle. An interesting fact mentioned by Cvrček et al. (2015) is that the Czech grammatical system used to have so-called *pluperfect*, also known as *plusquamperfectum.* This tense possessed the same properties as the English past perfect tense. Nevertheless, the authors claim that pluperfect is considered obsolete and has been fully replaced by preterit.

The last of the verbal categories relevant to the purposes of this thesis is the verbal voice. Both in the English and the Czech grammatical systems, there are but two voices: active and passive. Cvrček et al. (2015) explain that the active voice occurs when the subject is also the agent of the concrete activity (e.g. Rozbil jsem okno.), while the passive voice occurs when the subject is not the agent (e.g. Okno bylo rozbito.). Furthermore, the authors mention that the Czech passive voice is usually used when the agent is not important for the statement, or when the agent is purposely absent. The authors also emphasize that the passive voice can be formed only when the verb is transitive.

1.3 Mutual Relations between Czech and English

Some English language teachers use comparison between Czech and English. To ensure that the teachers provide their pupils with correct information, it is necessary

that they understand how the two languages relate. These relations are crucial for creating an interdisciplinary connection between Czech and English, which might help pupils to understand how the two grammatical systems work.

As mentioned in chapter 1.2, the Czech verbal aspect serves as an indicator of continuity, while the English verbal aspect serves as the indicator of the speaker's or writer's perspective on time. Dušková (1999) adds that Czech and English verbal aspects correspond only in specific cases. The reason for this claim is that the primary functions of the English perfect slightly differ from the primary functions of the Czech perfective aspect. Most of the interpretations of the English perfect suggest that it serves as an aspect form which "denotes an action as integral, completed before a given time" (as cited in Dušková 1999, 77). Although this may be true "the first point to be taken into account when contrasting the English simple perfect with the Czech past tense of perfective verbs is the position of verbal categories in the respective verbal systems. The temporal systems in Czech and English display correspondences in the basic division of temporal events into present, future and past, but here the similarity ends" (Dušková 1999, 77).

The Czech language operates with three tenses in simple and progressive forms, as mentioned in chapter 1.2. In terms of the past, Czech operates with one past tense, which may occur in different aspectual modifications (e.g. Vařil jsem večeři. - Uvařil jsem večeři.). Dušková (1999) also highlights that "when used without temporal adjuncts, the temporal reference of the English preterit and perfect differs in two features: the kind of past they denote and their relation to the present" (Dušková 1999, 78). She continues by saying that "the perfect denotes an action that has some connection with the present, the past period it refers to remaining unspecified. Thus, the implications of using the perfect and the preterit in otherwise identical contexts are

(at least in British English) different" (Dušková 1999, 78). The author explains that the use of perfect in a question may indicate that the speaker is unaware of what the addressed person may have experienced (e.g. What's happened?). The use of preterit, on the other hand, indicates that the speaker is familiar with the situation, as with the context, and wishes to know the result (e.g. What happened?). Furthermore, Dušková (1999) mentions that where the past combines with present relevance, the use of the tense is determined by the reference to the definite or the indefinite past. Therefore, a temporal adjunct denoting a definite past period involves the use of the preterit despite the possible present relevance of the action (Dušková 1999, 78). Moreover, the author mentions that when recurrent, the preterit and the perfect denote two different things. "The preterit designates a series of connected acts as they follow one another or as referring to the same occasion. It is thus the tense employed in narration and description of past acts that constitute components of the same series" (Dušková 1999, 79).

Even if that is true, the author notes that "the points of convergence between Czech and English are to be sought in the feature of present relevance in the case of the perfect tense; and the complex nature of verbal action in the case of perfective aspect" (Dušková 1999, 87). Additionally, the author explains that "correspondence between the perfect tense and perfective aspect can be expected to hold only where the past period referred to may be conceived of as unspecified or indefinite and where the verb is semantically compatible with the notion of completion" (Dušková 1999, 87).

It is also important to mention that a translation from Czech to English, and vice versa, may result in a translation which does not fully correspond with the original text. English-language teachers should be aware of this phenomenon since some pupils, especially the beginners, tend to translate texts verbatim. This might lead to

several problems because a form and its meaning do not need to correspond in all cases. Biber, Conrad and Leech (2002) agree with this statement and add that a single form can be used to express several meanings, and that one meaning can be expressed in several forms. This leads to the idea that a speaker, or a writer, can choose a form of the message; however, this form needs to correspond with the style used in the context of the concrete communication. Moreover, Levý (2012) adds that some English forms cannot be translated verbatim because of the differences between the two grammatical systems. For instance, in case of the past perfect tense. Dušková explains that "since the temporal systems in the two languages show a major divergence in that English divides the past into past and before-past (the former being further subdivided according to its definite or indefinite nature and the connection with the present), whereas Czech regards the past globally; correspondence between the perfect tenses and the perfective aspect is found to be only partial" (Dušková 1999, 98). Furthermore, Dušková (1999) says that the degree of correspondence between the English perfect and the Czech perfective aspect depends on the degree of contact between the two temporal systems, the contexts and on verbal semantics. Although this may be true, Levý (2012) notes that the translation process mainly focuses on the meaning rather than the form. Therefore, the product of the translation may slightly differ from the original text. This statement was confirmed by Fojta (2021) whose research indicated that correspondence of verbal aspect between extracted excerpts and their Czech counterparts occurred in the majority of cases; nevertheless, in terms of verbal voice, the Czech translation possessed only the active voice, which resulted in slight changes in the messages' forms. It is important to mention, however, that Krijtová and ter Harmsel Havlíková (2013) note that even though the Exact Translation Hypothesis says that everything which can be expressed in one language is possible to

be transferred into another language, a flawless translation does not exist (Fojta 2021, 22).

1.4 The Present Perfect Tense

Since the present perfect tense is one of the most problematic grammatical phenomena, which can become rather confusing and might seem relatively complicated, it is essential to ensure that English language teachers understand this grammatical phenomenon. For these reasons, this chapter focuses on the present perfect tense and its place in English grammar.

Huddleston and Pullum (2002) refer to the present perfect tense as to a so-called compound tense. The authors mention that the main difference between the simple preterit (the past simple tense) and the present perfect tense is that the compound tense combines past and present, while the simple preterit refers only to the past (Huddleston and Pullum 2002, 48). As mentioned in chapter 1.3, Dušková (1999) corresponds with this idea and adds that when used without temporal adjuncts, the English preterit and perfect differ in more than just their relation to the present. According to her, they also differ in the kind of past they denote. Although this may be true, Huddleston and Pullum (2005) add that "under certain conditions the present perfect allows time adjuncts referring to the present. The preterit does not" (Huddleston and Pullum 2005, 49).

Moreover, Huddleston and Pullum (2002) distinguish four major uses of the present perfect tense: the continuative perfect, the experiential perfect, the resultative perfect and the perfect of recent past. All these means of use of the present perfect tense possess the same form.

As Carter and McCarthy (2006) mention, the form of the present perfect tense is realized by the use of auxiliary verb *have* and *-ed* participle of a lexical verb (the past participle). The authors also mention that perfective aspect involves the use of auxiliary verb *have* and past participle of a lexical verb generally, however, the authors also add that perfective aspect can be combined both with present and past tense, which results in formation of the present perfect tense and the past perfect tense.

Concerning perfective aspect and its role in the present perfect tense, Huddleston and Pullum (2002) focus on the temporal point of view of this grammatical phenomenon. They say that the continuative perfect is specific because perfective aspect, when used in the continuative perfect, refers to an event that began in the past but extends to the present. The authors also mention that preterit can replace the present perfect tense, but only when the event does not extend to the present. In other words, it is only possible when the perfect is non-continuative.

Furthermore, the authors explain that temporal relation which combines past and present is called complex anteriority. On the other hand, when a past event happened wholly before the present time, the temporal relation denotes so-called simple anteriority. The authors explain that the basic use of the English perfect is to express complex anteriority, while the basic use of preterit is to express simple anteriority (Huddleston and Pullum 2002, 141). Nevertheless, the authors note that "the non-continuative reading of perfect is much more frequent than its continuative reading" (Huddleston and Pullum 2002, 141), and therefore can be considered as the default one. They also mention that "the continuative reading of perfect virtually requires reinforcement by temporal adjunct such as *just* or *for* phrases" (Huddleston and Pullum 2002, 141). Moreover, Dušková (1999) adds that when expressions with *for, since, all my life, all these years, in the past ten years* etc. are combined with the

English perfect, the perfect denotes events which began in the past and continue up to the present.

Although this may be true, Huddleston and Pullum (2005) mention that "the present perfect tense more or less excludes temporal adjuncts referring to the past, since they divorce the situation from the present time" (Huddleston and Pullum 2005, 49). Dušková (1999) corresponds with the idea and says that in relation to the past, usage of the English perfect and preterit with temporal adjuncts does not reveal any new features beyond those found in their adjunctless use (Dušková 1999, 81). Nevertheless, the author also mentions that a higher degree of consistency exists between temporal adjuncts denoting a definite past period and the English preterit, than between adjuncts referring to an indefinite past and the English perfect.

As for the use of the present perfect tense, certain verbs tend to occur in combination with the present perfect tense rather rarely. Biber, Conrad and Leech (2002) mention that verbs which are rarely used in the present perfect tense usually refer to certain physical actions and activities. For example: *glance, kiss, nod, scream, smile* (Biber, Conrad and Leech 2002, 161). Another group of verbs which rarely occur in combination with the present perfect tense consists of verbs describing mental or logical states. For example: *need, doubt, represent, constitute* (Biber, Conrad and Leech 2002, 161). On the other hand, the authors say that verbs which usually do occur in combination with the present perfect tense are mostly "physical or communication verbs and their consequences may persist over an extended period of time" (Biber, Conrad and Leech 2002, 160). For example: *go, do, make, see, come, say, take, become, give, show* (Biber, Conrad and Leech 2002, 160). Furthermore, the authors point out that the British English uses perfective aspect more frequently than the American English does. Moreover, they mention that the American English often

uses preterit in contexts where the British English uses the present perfect tense (Biber, Conrad and Leech 2002, 159). According to them, these priorities are most noticeable when the sentence includes *yet* or *since* phrases.

1.5 Methodology and Didactics of Foreign Languages

While the previous chapters provided a linguistic point of view on the English language and compared its grammatical system with the Czech grammatical system, it is also important to mention how it can be taught. Methodology is essential not only for English language teachers, but also for pupils and students because choosing a good method or an approach may influence effectiveness of learning process.

Choděra (2003) mentions that didactics of foreign languages are generally defined as a coordination of learning of a foreign language. His definition more or less corresponds with the definition by Píšová (2011) who adds that didactics of foreign languages are generally seen as a set of methods and practical instructions which lead to a successful education of pupils and students. However, Píšová believes that foreign language didactics and methodologies should be seen as a separate field of science with its external and internal aspects. She mentions that the Czech Republic belongs to those countries which have already acknowledged the English language methodology as a field of science. She also mentions that doctoral studies at Czech universities support this field of science.

Furthermore, the author says that the ratio of linguistics and foreign language didactics is unbalanced. In her opinion, the position of linguistics is dominant. Moreover, the author believes that teaching and learning a foreign language are mainly influenced by linguistics, which leads to the idea that certain academics may see the

English language methodology more as applied linguistics rather than a separate field of science.

Píšová (2011) supports her argument by saying that in terms of the teaching of a foreign language, curricular documents used in the Czech Republic are based on competencies which are derived from applied linguistics. These competencies are: linguistic competencies (lexical competency, grammatical competency, semantic competency, phonological competency etc.), sociolinguistic competencies (knowledge of linguistic markers of social behaviour, knowledge of dialects, knowledge of accents etc.) and pragmatic competencies (discourse competency, functional competency) (Píšová 2011, 150).

Although this may be true, not all Czech linguists agree with this concept of didactics of foreign languages. Píšová (2011) mentions that certain representatives of the Prague Linguistic School, also known as the Prague Linguistic Circle, such as Libuše Dušková and Ivan Podlauf, disagree with the dominant role of linguistics in the English language methodology. Píšová (2011) agrees with Dušková and Podlauf, and believes that any foreign language didactics should be a specialized field of science focused on learning processes in educational context, on teaching processes of a foreign language, and on directing and influencing of the acquisition process.

Choděra (2003) corresponds with this statement and adds that effective teaching, and learning, of a foreign language, is based on the goal establishment and effective realization of that goal. The author admits that learning without a teacher, for instance, by listening to audio recordings of a foreign language or by staying abroad, is possible. Nevertheless, the author highlights that this kind of learning is not regulated and may result in wrong understandings of the language. Moreover, the

author mentions that self-regulation, which he defines as absolute independence on other authorities (in terms of learning), is nearly impossible to reach because the authority may exist without the learners notice (Choděra 2003, 84-85).

1.5.1 The Development of the English Language Methodology

To understand why certain methods work and other methods do not work, it is important to explain why they are effective/ineffective and what makes them effective/ineffective. It is also good to remember that each method and teaching approach has its advantages and disadvantages.

According to Nunan (1991), many teachers "see the central pedagogical role of the language teachers as the teaching of grammar, and correcting of the learners' errors" (Nunan 1991, 143). Nunan defines the traditional language classroom as a place where pupils and students used to be exposed to systematic instructions in the grammar, vocabulary and pronunciation of the language (Nunan 1991, 143). Nevertheless, this traditional classroom had to be modified to become more effective. Nunan (1991) mentions that the breaking point in foreign language didactics, including the English language methodology, was the contrastive hypotheses which provided an important guide to the selection and sequencing of items for instructions. The author mentions that this hypothesis claims that a learner's mother tongue has an important influence on the acquisition of the second language.

The hypothesis predicts that the mother tongue will interfere with second language, especially in cases when their rules conflict. Nunan (1991) mentions that these interferences may result in errors, for instance, when Spanish learners try to place an adjective after a noun because the grammatical rules of their mother tongue require

it. Nunan calls this phenomenon the negative transfer (Nunan 1991, 144). The author also mentions that "positive transfer, on the other hand, occurs when the rules of the two languages coincide, and learners can thus exploit their first language knowledge in learning the second language" (Nunan 1991, 144). Furthermore, the author mentions that the contrastive hypothesis also works with the idea that errors may occur in cases when the second language's grammatical system includes linguistic features absent in the second language's grammatical system, and vice versa.

Although this may be true, the author mentions that some second language acquisition researches, English being the second language, proved that the majority of errors occur "in areas of grammar that are comparable in both the first and second language, errors which the contrastive hypothesis predicted would not occur" (Nunan 1991, 145).

The author says that several second language acquisition hypotheses have been expressed; nevertheless, he finds the most elegant the one created by Meisel, Clahsen and Pienemann (Nunan 1991, 147). Nunan (1991) claims that he finds this hypothesis the most elegant because it is logical. The hypothesis works with the idea that "learning a second language is basically a matter of mastering a series of mental operations. In order to speak a language fluently, these must become largely automatic, in the same way as the physical operations in breathing, walking, running, and driving a car must become automatic for us to carry out these actions competently" (Nunan 1991, 147). Furthermore, the author expresses the idea that a second language, namely English, should be taught from the smallest units which serve as a strong foundation. Moreover, each stage should be built on the one preceding it, which makes progressively more demands on memory.

Nunan (1991) emphasizes that learning new grammatical features is dependent on context, especially in English. He states that "the context and purposes for which language is used will determine the ways in which language is realised at the levels of text and grammar" (Nunan 1991, 151). Furthermore, the author says that there is no one-to-one relationship between form and function which corresponds with statement by Biber, Conrad and Leech (2002) who claim that a single form can be used to express several meanings, and that one meaning can be expressed in several forms, as mentioned in chapter 1.3.

1.5.2 The Role and Importance of Grammar in Foreign Language Acquisition

Although the importance of grammar in foreign language acquisition is a matter of discussion, it is certain that it has its place in learning process. In fact, grammar is an essential part of learning a foreign language. Therefore, this chapter focuses on its role in acquisition process.

Richards and Renandya (2005) mention that the role of grammar in acquisition of a foreign language used to be overestimated because methods used at the beginning of the twentieth century were based only on Grammar-Translation Method. Larsen-Freeman (1986) corresponds with this statement and adds that the goal of this method was to teach grammatical rules of a foreign languages and to practice translation in order to help learners appreciate foreign literature. Moreover, the author claims that the method should have helped them understand grammatical rules of their own mother tongue and support rational thinking.

According to Richards and Renandya (2005), the situation changed in the 1970s when linguists realised that bare knowledge of grammatical rules does not

guarantee effective use of the language in communication. Therefore, the linguists introduced a new communicative approach. Nevertheless, the authors claim that this approach proved ineffective because some teachers avoided grammar entirely and focused only on certain means of communication.

The authors mention that a major shift came with the establishment of the communicative method of language teaching. Larsen-Freeman (1986) explains that this method focuses developing communicative competencies and skills. Richards and Renandya (2005) agree and note that grammar should not be seen as the goal of education but merely as a tool which helps pupils and students develop their communicative skills. The authors believe that English language teachers tend to be overfocused on grammar because lessons focused on it are easily organized. Furthermore, the author claims that some English language teachers tend to think that the grammatical rules are more important than other aspects of the language. Moreover, Richards and Renandya (2005) believe that some teachers choose this approach because grammar is easily tested, while testing a certain level of language skills requires more work and effort from the teachers' position. The authors also mention that one of the possible reasons why some teachers consider grammar to be the most important knowledge of the English language is that they use methods of their own teachers, methods they saw when they were pupils. Although this may be true, Ur (2006) emphasizes that it is the truth that grammar is a tool which is necessary for the correct use of the language; however, she also mentions that deep knowledge of grammatical rules is useless without knowledge of vocabulary, and vice versa.

It is important to mention that Richards and Renandya (2005) do not claim that grammar is not important. The authors merely point out that teachers should change their approach and choose a more pragmatic style of teaching. In their view, it is

important to choose those parts of the English language which are important for the future of the pupils and students. Nevertheless, they admit that grammar is an important part of language because society accepts the correct expressions better than the incorrect ones.

Although this may be true, Nunan (1991) mentions that in terms of methodology, grammarians debate over procedures through which learners attain mastery, whether and to what extent they should undertake exercises with deliberate on form, or whether they should learn grammar in the process of meaningful interaction. The author expresses opinions of other grammarians who think that the best approach is "an intensive practice in a number of basic morphosyntactic items, do so within context which stresses 'communicative' rather than 'linguistic' competence, language in action rather than languages as sets of symbols to be manipulated, and ability rather than knowledge" (Nunan 1991, 155).

1.6 Teaching Grammar

As mentioned in chapter 1.5, the importance of grammar has been acknowledged by many grammarians. However, some teachers may misunderstand what grammar truly is, let alone how it can be taught effectively. Even thought such kind of teachers probably represents the minority of cases, it should be evident. For these reasons, this chapter focuses on what grammar is and how it can be taught.

Ur (2012) mentions that grammar cannot be simply defined as "the way words are put together to make correct sentences" (Ur 2012, 76). According to her opinion, students and pupils struggle to comprehend grammar's meanings rather than its forms. Scrivener (2005) corresponds with Ur's statement and adds that learnt grammar should

not be a dry record of facts and rules but that it should work as a living resource that allows one to communicate and to be understood. "For this reason, learning rules in a grammar book by heart is probably not 'learning grammar'. Similarly reciting grammar rules by heart may not be 'understanding grammar'. Even doing tests and exercises may not necessarily be 'learning grammar'" (Scrivener 2005, 253).

Furthermore, he emphasizes the role of practical use of grammar, pointing that grammar is only useful when students can transfer the studied knowledge into a living ability to use the language. According to Scrivener (2005) the best way of teaching grammar is to provide students and pupils with a sufficient exposure to the language, to allow the students to use the language in more demanding contexts, and to help the students notice and understand how to use grammatical items (Scrivener 2005, 253).

Harmer (2015) explains that "grammar teaching sometimes happens as a result of other work the students are doing – for example, when they study language in a text they have been reading or listening to, or when a grammar problem presents itself unexpectedly in the middle of the lesson and we feel we have to deal with it on the spot" (Harmer 2015, 239). Furthermore, the author claims that some teachers rely on the coursebooks they use to teach grammar or plan what grammar they wish their students to study in advance. On the other hand, the author believes that most teachers use their own favourite grammar presentations and practice activities. Ur (2012) believes that most teachers teach the conventional grammatical forms and meanings of English simply because that is what coursebooks do, or because it is what the exams tests, the school policy, the parents, and sometimes even the students, demand (Ur 2012, 77).

Even though some teachers decide to follow the instructions written in the coursebook they currently use because it is the easiest way of teaching, as mentioned in chapter 1.5, it can be somewhat limiting. Ur (2012) emphasizes that teachers always have some measure of flexibility and that it is important to clarify their professional approach to teaching of grammatical rules.

The author also focuses on the question of accuracy. She mentions that certain anomalies such as *she like,* do not affect meaning and do not cause a breakdown in communication; therefore, it is arguable whether these anomalies should be treated as errors. Nevertheless, the author also says that "we need to be aware, however, that there are situations where grammatical accuracy matters more, or less. It obviously matters much more if errors actually result in miscommunication than if they do not. They matter more in formal written communication, and less in informal chat" (Ur 2012, 78).

As mentioned before, English language teachers always have some flexibility. This flexibility can be used when choosing suitable activities for practising a specific grammatical phenomenon. Nevertheless, this flexibility also allows the teacher to choose an approach they wish to apply. Ur (2012) mentions that using implicit and explicit teaching is a matter of discussion. She notes that the implicit teaching works with the idea that the students are provided with sufficient amount of learning materials, including listening, reading and using the correct forms without explanations. "Stephen Krashen (1999) claims that grammar is best acquired implicitly, through plenty of comprehensible input (listening and reading). But he has been outvoted: the research literature provides a large amount of evidence against this view" (Ur 2012, 78-79). Furthermore, the author notes that a large number of studies proved that "students who receive some explicit instructions in grammar preform

better than those who do not" (Ur 2012, 79). The author herself believes that both implicit and explicit teaching are necessary for the students to effectively acquire grammatical rules.

Teaching grammar involves more than balancing between the explicit and the implicit teaching. Čapková (2013) notes that it is important to choose between the deductive and the inductive approach of teaching grammar. "A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied" (Thornbury 1999, 29). Čapková (2013) mentions that the deductive approach is older than the inductive approach. According to Thornbury (1999), the deductive approach to teaching grammar was traditionally used along with the Grammar-Translation Method. Although the Grammar-Translation Method is considered obsolete, Čapková (2013) states that it was based on explaining a grammatical rule and its use in translation exercises.

Furthermore, she mentions that the most significant disadvantage of this method was that the teacher usually spoke in his or her mother tongue, not in English. Since the students could not use English in practice, which led to their stagnation in language learning, this method was found ineffective. Another disadvantage of the deductive approach mentioned by Thornbury (1999) is the students' minimal participation, which leads to their passivity. Čapková (2013) believes that the deductive approach may cause antipathy to the English language, especially at a young age. She supports her claim by saying that young pupils lack the necessary knowledge to comprehend grammatical terminology successfully. Additionally, she states that the abstract thinking of the young pupils is not fully developed which causes that the pupils are not able to comprehend complex terminology. Čapková (2013) also states that complicated terminology may evoke feeling that the English language is too

complicated to learn. Moreover, the author mentions that the deductive approach may lead to the illusion that learning English is based on the mechanical memorising of grammatical rules and vocabulary. Nevertheless, Thornbury (1999) claims that the deductive approach does have certain advantages. According to the author, the most significant advantage of the deductive approach is that the teacher does not have much work with lesson preparations and that it saves time.

The inductive approach, on the other hand, "starts with some examples from which a rule is inferred" (Thornbury 1999, 29). Čapková (2013) claims that the inductive approach is modern and more frequently used than the deductive approach. She also notes that the inductive approach is part of the communicative method which is considered more natural. Thornbury (1999) mentions that a successful and effective use of this approach requires the pupils to be exposed to many authentic materials. The pupils then use these materials to deduce the grammatical rules by using their own words and definitions. The author believes that the most significant advantage of the inductive approach is that the pupils are actively incorporated into the learning process. Another advantage of this approach that the author sees is that the pupils' work leads to a better understanding of the grammatical rules and that they remember them longer. Moreover, Čapková (2013) notes that these tasks represent a challenge for younger pupils who are usually eager to solve the problem. She also thinks these challenges lead to the pupils' independence.

Although it might seem that the inductive approach has more advantages than disadvantages, it is important to note that according to Thornbury (1999), the inductive approach requires more time for lesson preparations. The author points out that some pupils need more time to deduce the grammatical rules which might lead to problems with time. The effective use of the inductive approach requires that the pupils to have

sufficient amount of time to deduce the grammatical rules. Thornbury (1999) considers this disadvantage rather problematic because the teacher is exposed to the risk of insufficient time to practice the grammatical phenomenon. Moreover, the pupils do not feel certainty and might fear that their understanding of the grammatical phenomenon is incorrect.

Čapková (2013) is convinced that both approaches have their advantages and disadvantages; yet they have their rightful place in teaching grammar. The author mentions that most English language teachers combine the approaches because each of them is suitable for a different part of grammar. For instance, Thornbury (2006) says that the deductive approach is appropriate when teaching and practicing forms of tenses and irregular verbs. As mentioned before, the key element of using the deductive approach is providing suitable and understandable examples of the grammatical rule. Although this may be true, Čapková (2013) adds that the deductive approach is not appropriate when teaching grammatical rules with many exceptions. She also mentions that the deductive approach is often used in cases of self-studying because no teacher is present to provide explanations.

On the other hand, Thornbury (2006) believes that the inductive approach is more suitable when the teacher has more time for research activities. As mentioned before the advantages of the inductive approach lie in the pupils' work and effort. The research activities make pupils to remember the grammatical rules longer because these activities support long-term memory. Čapková (2013) says that the inductive approach teaches the pupils to be independent. Nevertheless, the author highlights that when a more difficult grammatical phenomenon is taught, the teacher must provide additive questions to ensure that the pupils reach the correct conclusions. Moreover, Čapková (2013) emphasizes that the teacher needs to be aware of their pupils' work

because they might misunderstand the grammatical rules. Nonetheless, Gollin (1998) supports using the inductive approach because it works on the same principles as acquiring one's mother tongue. The similarity between the acquisition of the mother tongue and the inductive approach is what Gollin (1998) considers its most significant advantage.

1.7 Teaching and Comparison of the Present Perfect Tense and the Past Simple Tense

Since the differences between the present perfect tense and the past simple tense are described and explained in previous chapters of this thesis, this chapter provides information of how these tenses should be taught according to Parrott (2000), Scrivener (2010) and other authors.

Parrott (2000) believes that the key element in teaching these two tenses is providing pupils with a sufficient amount of time and with a suitable number of appropriate examples. Scrivener (2005) agrees and adds that appropriate examples and practice activities are the most important parts of any grammar lesson. "Although teachers often spend a lot of time on 'input' stages – for example, in giving explanations – the real learning experience is when learners try to use the language themselves" (Scrivener 2005, 254). Parrott (2000) agrees with the idea of practical use of these tenses and emphasizes that using authentic materials when teaching the tenses is necessary. He explains that certain pieces of information can be expressed by sentences in both the present perfect tense and the past simple tense without any changes in the meaning. Therefore, the author does not recommend listing a number

of rules when teaching these tenses because the English language contains many exceptions and the listed rules may not be valid in all cases.

Parrott (2000) does not deny the necessity of differencing the present perfect tense and the past simple tense from the other English tenses. He believes that when a tense is introduced, it is necessary to clarify how it differs from the rest of the English tenses. Scrivener (2010) agrees with this idea and says that the importance of distinction between the tenses is significant because some learners may become confused when faced with a new tense.

1.7.1 The Past Simple Tense Teaching

Parrott (2000) states that when teaching the past simple tense, the English language teachers may anticipate certain problems when teaching this tense. The author provides a list of the possible problems which may occur during the acquisition of the past simple tense. "Learners often have difficulty mastering the forms of the past simple. In particular, they often need opportunities to study and practice: question and negative forms, irregular past tense forms, the spelling of regular past tense forms" (Parrott 2000, 218). Scrivener adds that some learners tend to use *was* and *were* as a general expression for past events. For example: I was eat a cake yesterday. (Scrivener 2010, 131). The author states that *was* and *were* do occur rather frequently both in written and spoken language, therefore, "coursebooks often teach them separately before the main focus on the past simple. This can sometimes confuse students, who may get the idea that all past sentences are made with *was/were*" (Scrivener 2010, 131). Furthermore, the author notes that some learners tend to overuse /ɪd/ pronunciation when faced with the past form of a regular verb. The author says that

the correct pronunciation may be practiced on words like *walked* (Scrivener 2010, 138). Apart from the already mentioned problems that might occur when the past simple tense is taught, the author says that some learners are "often creatively generating a regular ending for an irregular verb (e.g. We goed to the beach.)" (Scrivener 2010, 141). Another frequent mistake occurs when learners use past form of a lexical verb even though *did/did not* is present in the sentence (e.g. I did not went there.). Moreover, Scrivener (2010) highlights that certain learners may misunderstand the past simple tense. "Depending on their first language students may have false assumptions about the limits of past simple use. They may wrongly think that it is only used for story narratives or only for single events" (Scrivener 2010, 138). Parrott (2000) agrees with this statement and emphasizes that the means of use of a tense are an essential part of teaching the tenses.

The author notes that the past simple tense is used when we speak about completed events, states or actions. Furthermore, the author adds that "we often use an expression such as *last week, at the weekend, in 1972, 3 years ago,* or *when we were on holiday* to make it clear that the period of time is finished" (Parrott 2000, 219). Although this may be true, the author emphasizes that the perceiving of time is highly subjective. What one may consider a finished period of time, someone else might offer a different perspective.

Scrivener (2010), on the other hand, provides a more specific list of the means of the use of the past simple tense. He says that we use the past simple tense "to talk about single momentary past events (e.g. They bought the paintings in 1989.), to narrate a sequence of actions to tell a story (e.g. The candle flared, then flickered and went out.), to talk about things that happened over a period of time in the past (e.g. He studied theology in Vienna for three years.), and to talk about repeated past events (e.g.

I rang them first thing in the morning.)" (Scrivener 2010, 135). The author also mentions that the past simple tense can be used in combination with the past simple progressive tense (e.g. When I was listening to music, a thunder struck behind our house.) or when the speaker refers to two events happening at the same time. For example: "She watched me with interest while I ate" (Scrivener 2010, 136).

In a contrast to Scrivener (2010) and Parrott (2000) who mention areas of use of the tense and explain what problems might be anticipated by the teacher, Murphy (1994) does not provide such a detailed description of the tense. The author merely provides a brief list of rules and somewhat simplified explanations concerning the form of the past simple tense. For instance, "very often the past simple ends in -ed (regular verbs)" (Murphy 1994, 10). In other words, Murphy (1994) uses only the deductive approach.

1.7.2 The Present Perfect Tense Teaching

According to the observations conducted for the purposes of this thesis, the present perfect tense is somewhat complicated for Czech learners to comprehend. Parrott (2000) believes that the present perfect tense may be found difficult by learners whose first language possesses similar form which is, however, always used to express the past. The author is convinced that another reason why some learners may find this tense difficult to comprehend is that "many learners find it difficult to think of the present perfect as a form that can refer to the present time in some contexts, and past time in others" (Parrott 2000, 235). The author also expresses his conviction that the English language teachers should use as many authentic materials as possible because

he believes that "learners usually welcome opportunities to explore how tenses are used in real conversations" (Parrott 2000, 235).

Scrivener (2010) does not express his thoughts about difficult comprehension and acquisition of this tense; nevertheless, he provides several pieces of advice for each subtype of the present perfect tense. The author begins with the experiential perfect. He says that the experiential perfect mainly serves for "asking about a past experience in someone's life" (Scrivener 2010, 157). Furthermore, the author mentions that precise time is irrelevant when the experiential perfect occurs (Scrivener 2010, 157). Maxom (2009) more or less corresponds with the definition by Scrivener (2010), although she refers to the present perfect tense in general. She claims that learners "use the present perfect simple to talk about experiences and accomplishments in the past without saying when they happened" (Maxom 2009, 233). Moreover, Scrivener (2010) states that the experiential perfect can be recognised rather easily and that the most frequent question that occurs when this subtype of the present perfect tense is used is *Have you ever…?* (Scrivener 2010, 157).

Both Scrivener (2010) and Parrott (2000) emphasize that context plays a major role in teaching any part of English grammar. Scrivener (2010) notes that travelling is the best topic for teaching the experiential perfect. Moreover, he notes that each of the present perfect subtypes possesses specific expressions and signal words which help students and pupils determine whether the present perfect tense should be used, or not. In case of the experiential perfect, which, as the name indicates, serves to express one's experience, these expressions are *never* and *ever*. While *never* serves to express absence of experience (e.g. I have never seen a whale.), *ever* is usually present in questions (e.g. Have you ever been to England?). Scrivener (2010) also says that English language teachers may anticipate several problems. In the case of the

experiential perfect, "learners avoid using the tense – typically using the past simple instead (e.g., Did you ever go to France?)" (Scrivener 2010, 158). Unlike Maxom (2009) or Parrott (2000), Scrivener (2010) offers a list of several activities which support the acquisition of all subtypes of the present perfect tense. In the case of the experiential perfect the author recommends: short dialogues, Find someone who…, Star interview (Scrivener 2010, 157).

Another of the subtypes that the author describes is perfect of recent past. As the name indicates, perfect of recent past refers to a relatively new piece of information or an event which happened very recently (e.g. I have just eaten a frog.). Scrivener (2010) supports this idea by saying that this subtype serves to express "things that happened in the very recent past – very close to 'now'" (Scrivener 2010, 160). As the example indicates, a signal word of this subtype of the present perfect tense is *just*. Activities recommended by Scrivener (2010) include practical demonstrations of situations which require use of the present perfect tense. For instance, the author recommends to "do a visible action (open the window, drop a pen). Then say, 'Tell me what has just happened.' Elicit or model a good sentence (You've just dropped your pen)" (Scrivener 2010, 159).

The most difficult of the present perfect tense subtypes is probably the resultative perfect. Scrivener (2010) mentions that the present perfect tense denotes states which were caused by a past event, and still persist (e.g. I have burnt my hand, and now I have to wear a bandage.). The resultative perfect also denotes changes in states which were caused by a past event. For instance, when chemical experiments are performed, a liquid may change its colour after adding an ingredient (e.g. The liquid is green, and look! Now it has turned brown.). Although this may be true, it is important to note that the interpretation of the present perfect tense is dependent on

the context, as mentioned by Dušková (1999), Parrott (2000) and Scrivener (2010). What one may perceive as the resultative perfect, the other may perceive as the perfect of recent past.

The last but not least of the present perfect tense subtypes is the continuative perfect. Scrivener (2010) explains that the experiential perfect uses two typical signal words: *for* and *since*. He mentions that the use of *since* denotes a starting point of a state which still persists in the present (e.g. I have worked there since 2002.). In this example, the speaker wishes to inform the receiver about their employment period. *Since* denotes the period's beginning, as mentioned by Scrivener (2010). "We most commonly use *since* with the present perfect. It tells us when something began i.e., the start time. The period of time that starts with *since* ends with 'now'. We are looking back from the present moment 'now' to see the time that something began" (Scrivener 2010, 171). The second signal word *for,* on the other hand, denotes the length of the time period during which a state remains valid and unaltered (e.g., I have been married for twenty years.). "We use *for* to describe duration, to say how long something lasted in a period of time that has a beginning and an end. After the word *for* we say the length of time (*for three years, for two months, for five minutes)*. When we use *for* with the past simple, the end time is in the past. When we use *for* with the present perfect, the end time is now" (Scrivener 2010, 170).

As possible problems, Scrivener (2010) emphasizes that some pupils may have problems comprehending the differences between the two signal words. "Even when they understand the difference between *for* and *since*, some students may still find it hard to recognise which times are 'start points' and which are 'durations'. This problem may arise because some start points are actually quite long" (Scrivener 2010, 171).

As a contrast to Scrivener (2010); and as an example of a rather brief and simplified explanation of the present perfect tense, Murphy (1994) can be mentioned. Unlike Scrivener (2010), who offers a detailed description of all the present perfect subtypes, Murphy (1994), offers only a very brief explanation of the tense. He explains how the present perfect is formed, and mentions that "when we use the present perfect, there is always a connection with now. The action in the past has a result now" (Murphy 1994, 14). Furthermore, the author does mention several signal words, such as *just, already, yet*, and adds that "we use already to say that something happened sooner than expected" (Murphy 1994, 14).

Another interesting signal word which Murphy (1994) mentions is *yet*. According to his description, *yet* is an expression used when one wishes to say *until now* "and shows that the speaker is expecting something to happen" (Murphy 1994, 14). The author's interpretation of *yet* leads to the idea that this particular signal word could be considered as a signal word for the continuative perfect. The reason for this claim is that the continuative prefect denotes states which were valid in the past and are still valid in the present. Murphy (1994) explains that *yet* is used "only in questions (e.g. Has it stopped raining yet?) and negative sentences (e.g. I've written a letter but I haven't posted yet.)" (Murphy 1994, 14). As can be seen in his example of a question, the speaker wishes to know whether the state of the weather is still the same as it was in the past, in other word, whether the state is still valid. The example of a negative sentence indicates that speaker wishes to express that the state of the letter has not changed, in other words, that the situation, and the state of the letter, remains the same. All these pieces of information lead to the idea that *yet* is used when the speaker either wishes to know whether a state is still valid in the present, or when the speaker wishes

to express that the state has not changed. Therefore, *yet* may be considered as a signal word for the continuative perfect.

As for methods and activities recommended for the subtypes of the present perfect tense, Scrivener (2010) recommends to drawn timelines. Drawing a timeline when explaining the present perfect tense helps pupils and student with coordination in time. Moreover, the timelines help them understand the differences between individual subtypes of the present perfect.

1.7.3 Contrasting the Present Perfect and the Past Simple

As mentioned in chapter 1.4, the main difference between the present perfect and the past simple is that the compound tense combines past and present, while the past simple refers only to the past. Moy (1977) mentions that students or pupils usually have problems with contextual factors in the use of the present perfect tense. He says that "commonly a student is told that the present perfect is used to describe an action or state which began in the past and continues or is repeated up to the present, to describe events which are included in a speaker's experience, or to describe past actions or states which are related to the present moment of speaking" (Moy 1977, 303). Nevertheless, the author believes that students do not struggle with the acquisition of meaning of the tense, or its form. He believes that students and pupils struggle with the contrast between the present perfect and the past simple.

Walker (1967) expresses similar thoughts and states that the most important thing is for the students and pupils to understand when and how the tense should be used. He says that use of the simple past instead of the present perfect is sometimes "just a careless mistake, but more often it is a substitution which the speaker regularly

makes. In making this substitution, he is in all likelihood transferring a structure from his native language into English, and he is making this transference because he lacks an understanding of the English present perfect tenses" (Walker 1967, 17). The author believes that the most crucial thing a teacher should do, is to explain when and why the concrete tense is used.

Although this may be true, Moy (1977) mentions that oversimplified explanations may lead to several problems. For instance, he mentions that "when a student is told to use the present perfect to describe actions or states which began in the past and continue up to the present, and to use the past to describe actions which took place completely in the past and are cut off from the present, there are problems when the student finds examples such as: (1) John was a good student up to now. (2) Mary neve dated before now. (3) Until now, no one paid attention to him." (Moy 1977, 303). The author notes that students might be confused because of the adverbials used in the sentences. He mentions that the past simple is used "because there is a change in status, from a status which no longer exists" (Moy 1977, 304).

As can be seen in the examples provided by Moy (1977), presence of temporal adverbials which explicitly include a period of time begun in the past and extending to the present do not guarantee presence of the present perfect tense. Walker (1967) expresses the same idea and finds a solution. According to his words, time indicators can be sorted into three groups. Each of these groups contains time indicators which can be combined with a) the present perfect (e.g. lately, so far, up to now, within the past few days, within the past couple of hours, since, yet), b) the past simple (e.g. last week, last night, last year, yesterday, a few minutes ago, early this morning, a while ago, at breakfast, when I came in), c) both (today, this morning, this afternoon, this evening, tonight, this week, this month, this year, this semester, recently, for, already,

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never, ever) (Walker 1967, 19). Although this may be true, Moy (1977) emphasises that mere categorizing of temporal adverbials is insufficient. The author notes that making mistakes by misusing temporal adverbials and misusing the verb forms are two different things. "For example, ESL students often avoid the use of the present perfect, thinking that as long as they give specific times, or at least have one in mind, that they can exclusively use the past tense in place of any possible present perfect usages. This is not native speaker behaviour" (Moy 1977, 304).

"The simple present perfect tense can be most effectively taught in contrast to with the simple past tense since this is the area of greatest confusion, and the difference between these two tenses can be easily demonstrated by reference to the time frames" (Walker 1967, 18-19). Both Scrivener (2010) and Walker (1967) recommend using graphical depiction of the tenses, either by using the time frames, or timelines. Moreover, Scrivener (2010) mentions that the decision of using the present perfect tense is dependent on context. He does note that "if a past event has no obvious connection to 'now', we use the past simple. If it does have a connection to 'now', we can use the present perfect" (Scrivener 2010, 165). Furthermore, the author mentions that it is rather frequent that the speaker may choose whether to use the present perfect or the past simple.

However, he also notes that when faced with the choice "the present perfect is typically used to make something seem more 'live' and relevant. Compare (a) 'Kimanji's won the election' and (b) 'Kimanji won the election.' Both may be reporting something that happened yesterday. Sentence (a) sounds more like 'news' and is more likely to be used if the speaker wants to convey a sense that this is live news. The tone may suggest surprise, excitement, interest etc. Sentence (b) sounds more like a purely factual report" (Scrivener 2010, 165). Similar ideas a presented by

Murphy (1994) who also emphasizes the important of context. To a certain extent, he corresponds with Scrivener (2010) saying that "we use the present perfect to give new information. But if we continue to talk about it, we normally use the past simple" (Murphy 1994, 26). The author offers a set of exercises, focusing on the differences between the present perfect use and the past simple use. Nevertheless, the exercises are mostly based on time adverbials that serve as signals for correct tense usage. On the other hand, the author also uses time frames and timelines to make the differences between the two tenses transparent and obvious.

1.8 Methods and Activities Used to Teach the Present Perfect

Although chapter 1.5 provides a brief introduction of the English language methodology development, it is necessary for the purposes of this thesis to focus on specific methods and approaches used in grammar lessons, specifically, lessons focused on the present perfect tense.

In chapter 1.5.2, a rather obsolete grammar-translation method is mentioned by Larsen-Freeman (1986). Even though the method may be considered obsolete, it has its advantages and disadvantages. One of the advantages of this method, as mentioned in chapter 1.5.2, is comparison of two grammatical systems and learning them both simultaneously. One of the disadvantages, on the other hand, is that this method does not guarantee a successful acquisition of the language. In other words, it does not guarantee that the learner acquires necessary skills for an effective use of the language in communication.

Another method mentioned in chapter 1.5.2 by Richards and Renandya (2005) is the communicative method. As the name of the method indicates, it is mainly

focused on the development of communicative competencies and skills. One of the main disadvantages of this method is that some teachers somewhat forget that grammatical rules have their place in teaching. The method is usually dependent on the inductive learning which, as mentioned by Ur (2012), is more effective when pupils receive some explicit instructions. The author suggests that the best choice is to combine the explicit and the implicit approach to teaching. Although this may be true, it is also important to mention that while teaching the present perfect tense, it is the teacher's choice whether he or she teaches explicitly, implicitly, or both.

The English language teachers may also choose between PPP (Presentation – Practice – Production) and TTT (Test – Teach – Test) approaches (Blechová 2022, 14-16). In case of the present perfect, the first of the mentioned approaches (Presentation – Practice – Production) works with the idea that the learners are first presented with the grammatical rule. The rule can be presented either explicitly, or implicitly. The author mentions that "the practice stage is enacted by restricted output, meaning the students work on written exercises and oral exercises to practice the new items. Restricted output can be realized in various ways, such as drills, exercises, dialogues, activities, or games" (Blechová 2022, 14). The final stage, as the name indicates, is based on simulations and exercises which allow the students to use the grammatical phenomenon. Although this may be true, the author states that "despite its undeniable advantages, the PPP model has been criticized for focusing on accuracy and compromising communication" (Blechová 2022, 15).

Scrivener (2005) considers language practice in form of drills, exercises, dialogues, and games to be the most important part of any grammar lesson. "Although teachers often spend a lot of time on 'input' stages – for example, in giving explanations – the real learning experience is when learners try to use the language

themselves" (Scrivener 2005, 255). Furthermore, the author mentions that an intensive oral or written practice of a grammatical phenomenon can be realised by suitable practice activities. One type of the activities mentioned by the author are drills. "Drills provide intensive oral practice of selected sentences, giving the learners a chance to practice 'getting their moth around' the language without worrying too much about meaning. The basic drill involves simple repetition" (Scrivener 2005, 255). The author mentions that some teachers may find drills rather old-fashioned and do not want to use them in their lessons. According to his opinion, however, drills are as natural part of the acquisition process as breathing. He says that "it seems reasonably clear from day-to-day experience that we become better at doing certain things through practice – I can feel this myself when trying to learn to say a difficult sentence in a foreign language. I may need to 'rehearse' it slowly and carefully many times before I eventually start to get the sounds nearly right and in the right order" (Scrivener 2005, 255). In case of the experiential perfect, for instance, the drill may be use when teaching the question: *Have you ever…?* Nevertheless, the drill can be also used while practicing the present, the past, and past participle forms of irregular verbs.

Another teaching method mentioned by Blechová (2022) is TTT (Test – Teach – Test). According to the author, this method is based on three phases, as the name of the method indicates. The aim of the first testing phase is to analyse the students' knowledge of the grammatical phenomenon before it is taught. This is particularly useful when the teacher wishes to learn an overall level of a group's knowledge. In other words, the teacher uses a diagnostic test. The second phase is focused on teaching of the areas that proved most problematic in the diagnostic test. In the third phase, the students are tested again to prove whether they acquired the knew pieces of knowledge, or not. Although this may be true, the author emphasizes that "TTT is only worth

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practicing provided learners have previous exposure to the language" (Blechová 2022, 15).

Although this may be true, a teacher possesses a certain amount of flexibility. As mentioned in chapter 1.6 some teachers decide to use methods provided by the students' books they currently use. Usually, the students' books use gap-filling exercises, dialogues, reading and listening exercises. Nevertheless, while teaching the present perfect tense, several games and other more entertaining activities can be used. For instance, as mentioned by Scrivener (2010), who mentions *Find someone who…* activity.

This activity is easily prepared and some students, especially younger ones, may find it amusing. The author explains that the teacher needs to "prepare 10 statements on a handout. Each starts with a … gap followed by 10 present perfect statements about people (*… has been to London, … has never seen Star Wars, … has eaten snails*)" (Scrivener 2010, 157). The author explains that the aim of this activity is the oral practice of the question *Have you ever…?* while teaching the experiential perfect. The first student to find a match among his classmates to each of the statements (e.g. John has eaten snails. Cloe has been to London.) wins. It is obvious, however, that the statements need to correspond with true experiences of the students.

As mentioned before, *Find someone who…* is an activity used to practice the experiential perfect. However, the author provides other useful activities focusing on practice of the other subtypes of the present perfect. For instance, *Statues.* This particular activity is useful when teaching the perfect of recent past. The author explains that a set of cue cards is required. On these cards, the students shall find a written statement, for instance, *You have just dropped your wallet.* At the beginning

of the activity, the students make pairs. Each pair takes a card with a written statement. The author provides following instructions: "A is an artist. B is their statue. Hand a cue card to each pair. The artist must 'sculp' B into a statue that expresses the idea on the card (*looking exhausted after a long marathon*). When students are ready, the whole class looks at each statue in turn and tries to guess what the image shows" (Scrivener 2010, 159). The author also mentions that a practical demonstration of situations when the students should use the experiential perfect is more than appropriate (Scrivener 2010, 159-160).

Furthermore, the author provides a few activities focused on practicing of the resultative perfect. According to the author, one of the possible activities works with the idea that the students are exposed to two pictures. Both pictures depict the same room. Nevertheless, the room is depicted in two different states. The author recommends following approach. "The 'before' picture is a tidy room with some money or jewellery lying on a table. Show a second picture which shows the same room in a chaotic state after a burglary. Elicit sentences to describe the new scene using *someone*. (*Someone has broken the window. Someone has taken the money*). Use *someone* so as not to accidentally introduce passive sentences" (Scrivener 2010, 162).

Although this may be true, it is possible to preform activities which would provide the students with authentic experience. In other words, certain activities can simulate situations which require usage of the present perfect tense. For instance, a simulated chemical experiment. If we mix certain colours, for instance, red and blue, the paint turns purple. In such situation, the students use the present perfect (the perfect of recent past) – *Look! It has changed its colour!*

All of the mentioned activities are part of the experiential pedagogy which may supports the quality of the students' language acquisition and helps them acquire new skills more efficiently. Although this may be true, Jirásek (2016) mentions that an experience also requires a reflection which supports students' awareness. The author also states that even though the experience itself may prove useful and the reflection is not always necessary, it is better when the reflection is realised (Jirásek 2016, 162).

2 PRACTICAL PART

2.1 Methods of the Research and Analysis of Maturita Solutions

As the name indicates, this chapter focuses on methods used in the research focused on teaching of the present perfect tense. Furthermore, it includes analysis of teaching methods in *Maturita Solutions.*

The research realized for purposes of this thesis is focused on teaching methods used by teachers at Gymnázium Rumburk who allowed the author of this thesis to perform the research there. Although some of the research questions focus on teaching grammar in general, most of the questions were later modified and specified in the questionnaire made for the purposes of the research.

The research is characterized by following research questions:

1) What teaching methods are used by the English language teachers at Gymnázium Rumburk while teaching the present perfect tense?

2) What teaching approaches are used by the teachers most often when teaching the English grammar?

3) What teaching style do the teachers use most often while teaching the present perfect tense?

4) What role does comparison of the English, and the Czech grammatical systems play in the acquisition of the present perfect tense?

5) How is the pupils' knowledge tested by the teachers at Gymnázium Rumburk?

2.1.1 Characteristics of the School and the Class Participating in the Research

Gymnázium Rumburk is a grammar school located in the Eastern part of Šluknov Hook. The school offers a unique system of specialization which offers pupils and students focus on a specific field of study. The school offers four specializations: the technical specialization, the natural science specialization, the humanitarian specialization, and the language specialization. Students choose their specialization at the end of their first year of the four-year high school studies at the school; nevertheless, the capacity of each specialization is somewhat limited. Therefore, the acceptance of a student is determined by their grades. Even though the system has been criticized, it motivates the first years in their studies. It is important to mention, however, that certain subjects, such as Czech, English, German and Mathematics, are obligatory for all students.

At the beginning of their studies, the students undergo a placement test which determines their level of English. Based on their level of knowledge, the students are divided into four language groups. A1, being the most advanced group, consists of students whose language level is usually between A2 and B1 level. According to the English language teachers, these students have potential to reach C1 level at the end of their studies at the school. Nevertheless, the research mentioned in this thesis was performed in A2 group of eight-year programme of the grammar school.

This particular A2 group comprised of thirteen sixth years of the eight-year program of the grammar school; in other words, the second year of high school. Most students in this group were female. Only two male students were present.

According to their teacher's words, this group was rather passive. Despite many attempts to raise interest in the students, they showed a lack of interest in the

language. The group's teacher mentioned that the English teachers had tried various activities in this group; nevertheless, they were incapable of raising interest of the students. Although this may true, no problems with authority or discipline occurred in this group. It was said that they followed instructions without question but lacked enthusiasm which later proved to be truth. Moreover, the students in this group were not particularly opened to any kind of discussion and had to be asked to speak directly.

2.1.2 The Analysis of Maturita Solutions Pre-Intermediate

Gymnázium Rumburk uses several series of student's books, namely *English Plus* series and *Maturita Solutions.* For the purposes of this thesis, however, only several chapters of *Maturita Solutions* are analysed in this chapter.

The present perfect tense is included both in *Maturita Solutions Pre-Intermediate* and *Maturita Solutions Intermediate;* nevertheless, the group participating in the research realized for purposes of this thesis used only *Maturita Solutions Pre-Intermediate.* Therefore, only this students' book is described in more detail.

As can be seen in Appendix 1, the present perfect is mentioned in Unit 6 of the student's book. The topic of the unit is travelling, which is commonly used when teaching the present perfect tense, as mentioned in the chapter 1.7.2 of this thesis. The page contains a table with explanations of when the present perfect should be used. The first explanation: "We use the present perfect to give news, when we do not say exactly when the event happened" (Davies and Falla 2017, 64). This particular explanation refers to the experiential perfect or to the perfect of recent past. Nevertheless, the statement is true only to a certain extent. As mentioned in the

theoretical background, the present perfect may be used to express news; however, the temporal adjunct may be added. Some teachers may be inclined to the idea that the present perfect is used when the time is unknown, which is the explanation provided by one of the questioned teachers, but that statement is insufficient.

The second explanation refers to the continuative perfect which is used when we "talk about events during a period of time (e.g. a holiday) that is still continuing" (Davies and Falla 2017, 64). It is important to mention, however, that the authors were referring to a context, not the areas of use. The evidence can be seen in the box itself when the authors provide example sentences. "I'm in Paris. I've visited a museum but I haven't seen the Eifel Tower" (Davies and Falla 2017, 64). The example sentences can be analysed from two different point of views. From the first point of view, the writer wishes to express his/her experience, in which case, the sentences contain the experiential perfect. From the second point of view, the writer wishes to express a series of actions with intention to continue in the process of exploring Paris. In that case, the sentences contain the continuative perfect. To clarify which of the two subtypes is used, a phrase like *so far* would clarify the situation.

The next two explanations are typical examples of the continuative perfect: "We use the present perfect to ask how long a situation has existed. We use the present perfect with *for* or *since* to say how long a situation has existed. We use *for* with a period of time and *since* to say when it started" (Davies and Falla 2017, 64).

As can be seen, the book mainly works with two subtypes of the present perfect tense: the experiential perfect and the continuative perfect. Nevertheless, the book also contrasts the present perfect tense and the past simple tense. The explanations about contrast between the two tenses are mainly based on the experiential perfect. "We often

use the present perfect to ask and answer questions about an experience, and then use the past simple to give specific information about it" (Davies and Falla 2017, 66).

The student's book includes a few exercises which are mainly focused on the form of the present perfect tense and the correct forms of verbs used in this tense. In the Grammar Build section, the student's book offers other exercises focused on the present perfect form, the correct form of verbs and the correct word order. The exercise book provides the same types of exercises as the student's book does.

2.1.3 The Lessons

For purposes of this thesis, five lessons were taught at Gymnázium Rumburk by the researcher. As the name of the thesis indicates, these lessons were focused on the present perfect tense and its subtypes. While the student's book used by the student group offered only the experiential perfect and the continuative perfect, the lessons were focused on all subtypes of the present perfect tense and contexts in which they may occur.

As can be seen in Appendix 3, the first lesson was focused on the form of the present perfect tense. The teaching approach chosen for purposes of this lesson was the inductive approach. Although it might seem that the researcher did not provide students with any explicit explanations, the truth is that the researcher used the explicit explanation at the end of the lesson to ensure that the topic and the goal of the lesson was understood. A problem occurred during this lesson causing rather slower learning of the tense's form because the students were not familiar with the past participle form of irregular verbs. The students stated that they had learnt only the present and the past form of irregular verbs which led to a meeting of the English language teachers who

agreed that all three forms should be taught at the same time. At the end of the first lesson, the students were announced that an irregular verbs test would be written on 23rd February.

The second lesson was focused on the areas of use of the present perfect tense and contexts in which they may occur. In this particular lesson, combination of the deductive and the inductive approach was used. Each of the subtypes (the experiential perfect, the perfect of recent past, the continuative perfect and the resultative perfect) of the present perfect tense was demonstrated in videos which showed various contexts in which they might be used. The explanation was also supported by graphical demonstration of the tense (timelines) along with each subtype's signal words. A game was also part of the lesson plan; nevertheless, the game was not realised because the time required for its realization had to be used for different purposes, namely, pronunciation of the irregular verbs. As the structure of the first two lessons suggests, they were focused on the first stage of PPP (Present – Practice – Produce) approach.

The third lesson was focused on practicing of the present perfect tense form and meaning. The lesson began with revision of the previous lesson and a warmup activity during which the students had to ask one another about their experience with travelling. For instance, *Have you ever been to Germany?* Following the warmup activity, the present perfect was practiced in the exercise book. At the end of the lesson, signal words *for* and *since* were practiced orally along with the continuative perfect.

Lesson number four began with the irregular verbs test which consisted of ten irregular verbs. These verbs were dictated in Czech to test correct translation. All three forms, the present form, the past form and the past participle form were required. The lesson continued with a warmup activity. The students were asked to make pairs and

discover three pieces of experience of their partner, and three continuative states of their partner, for instance: *How long have you been single? How long have you had you dog?* The rest of the lesson was focused on the worksheet.

The first exercise was created to practice work with context. The students were asked to fill the gaps with suitable irregular verbs. Although the exercises in their student's book and exercise books always offered a box with suitable verbs, the exercise in the worksheet did not offer such a box to allow the students to be creative. The second exercise was focused on the correct use of the present perfect tense in specific situations. The last exercise, on the other hand, was focused on recognizing of the present perfect subtypes, which was the reverse process of exercise two. At the end of the lesson, a discussion was realised to perform a reflection. Although this may be true, the worksheet served two purposes. The first purpose of the worksheet was to practice the present perfect tense in context; however, the second purpose was to practice for the final test which consisted of similar tasks.

Lesson number five began with a short revision of previous lessons, including the opportunity to ask the teacher any questions by using the present perfect tense. After the short revision, the final test began. The students were explained what their tasks were, including explanation of unknown words in the instructions. After the test, an introduction to the present perfect progressive tense was realised, including a summary of the present perfect simple. The last minutes of the lesson were devoted to feedback both from the students and the teacher.

It is important to mention that before the first lesson, the students were provided with study materials created by the author of this thesis. The mentioned materials were

written in Czech to ensure the students' comprehension. Moreover, the students were offered consultations in case of any problems concerning the lessons.

2.1.4 The Tests' Results

As written in chapter 2.1.3, two test were performed for the purposes of the lessons and this thesis. The first test tested the students' knowledge of spelling and translation of ten irregular verbs. As mentioned before, the ten verbs were orally dictated in Czech, and the students were instructed to provide the present, the past, and the past participle forms of the irregular verbs. All the occurred verbs were practiced both orally and in the written form, including home practice.

The students could obtain twenty points in total. Each of the verbs had value of two points; one point for the correct translation, and 1/3 of a point for each of the correct forms.

Figure 1 - Types of Wrong Answers in Test 1
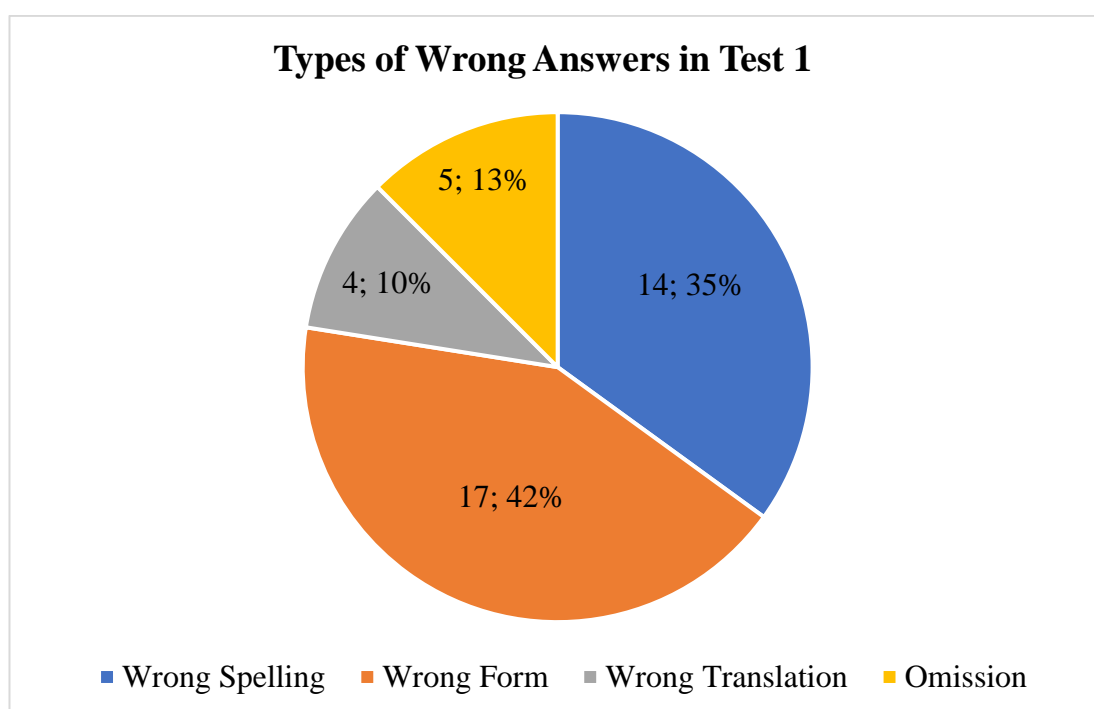
As can be seen in Figure 1, the wrong answers were divided into four categories. The wrong answers belonging to the category of Wrong Spelling are characterized as mistakes or errors which result in creation of senseless forms of the verbs. These forms do not make any sense in any kind of context or a sentence. These wrong answers make 35% of the total amount of the wrong answers made in Test 1.

The second category of the wrong answers in Test 1 is the category of Wrong Form. The wrong answers belonging to this category are characterized as mistakes or errors which result in an existing meaningful form of the verb but the from does correspond with the present form, the past form or the past participle form of the irregular verb. As seen in the graph, the majority of errors and mistakes made in the Test 1 belong to this category, making 42% of the total amount of the wrong answers.

Wrong translation occurred only four times out of the total amount of forty wrong answers. It is rather speculative what might have caused the wrong translation; nevertheless, two of the three students who translated the verbs incorrectly were the two weakest students of the group. Therefore, a higher number of wrong answers was anticipated in their test.

As for Omission, only three students omitted one or more forms of the irregular verbs. It is important to note that both a wrong translation and an omission occurred in the test of the weakest student in the group. Although this may be true, the students were graded according to the number of percent of points which they reached in the Test 1.

Table 1 - Grades Relating to Percentage of Obtained Points

100% - 88%	87% - 74%	73% - 59%	58% - 44%	43% - 0%

1	2	3	4	5

The test was written by twelve students. Two of the students reached the range of 87% - 74%, the rest of the students managed to reach 100% - 88%.

Figure 2 - Number of Students Who Made Mistakes in the Listed Areas
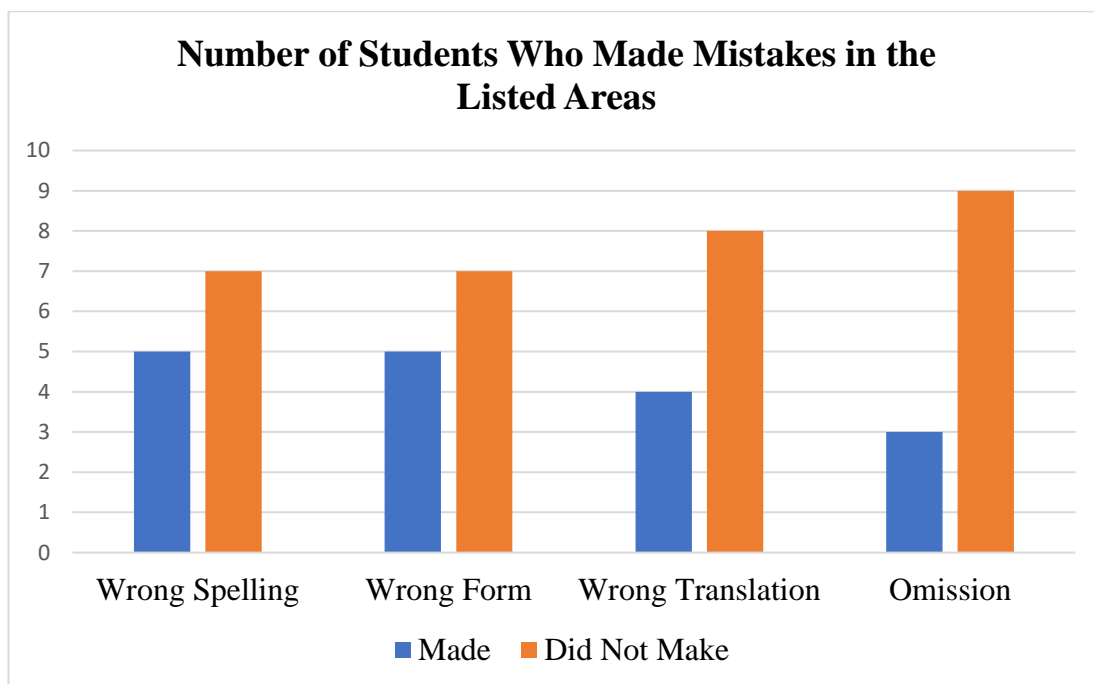
As can be seen in the second graph, only twelve students wrote Test 1. Five of the students made a mistake in spelling, five students chose an existing but a wrong form of an irregular verb, four students made a wrong translation of an irregular verb from Czech to English, and three students omitted a form of an irregular verb.

The second and the final test, which had a similar structure as the worksheet used in lesson four, contained three exercises. The first exercise was focused on work with context and knowledge of forms and meanings of the irregular verbs. Although it was possible to complete some of the sentences with a regular verb without change of meaning of the text, the instructions of the first exercise did mention that irregular verbs were required. Therefore, students who used a regular verb instead of an

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irregular verb were penalised by loss of half a point. Any other mistakes or errors were penalised by loss of a full point. The total amount of points for this exercise was ten points.

Types of Wrong Answers in the Final Test - Exercise 1

8; 23%

5; 15%

4; 12%

17; 50%

- Omission
- Wrong Spelling
- Inappropriate Verb
- Usage of a Regular Verb
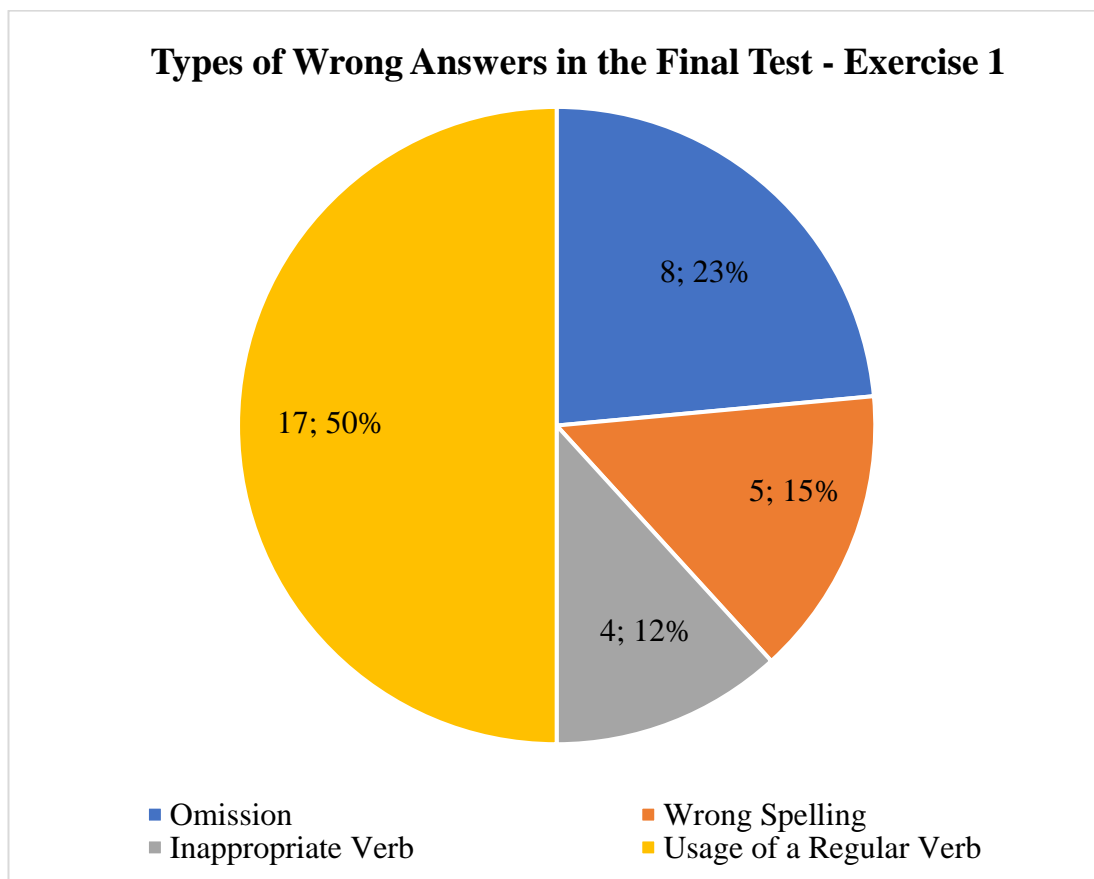
As can be seen in the graph, half of the wrong answers in exercise 1 were caused by the usage of regular verbs. Although this may be true, the nine of thirteen students who used regular verbs instead of irregular verbs showed effort to obtain at least some point, and they also proved that their communicative skills are at a good level. Moreover, this phenomenon shows that the students possess knowledge that certain counterparts of irregular verbs posses the same meaning. In other words, some regular verbs can be synonyms to irregular verbs (e.g. to begin – to start). Even though the text was consulted with the group's teacher who found the text understandable and appropriate to the language level of the group, four of the thirteen students used an

inappropriate verb. This phenomenon proves that some of the students might possess rather poor vocabulary or that their reading skills are not as advanced as anticipated by the teacher and the researcher.

Figure 4 - Number of Students Who Made Mistakes in the Listed Areas
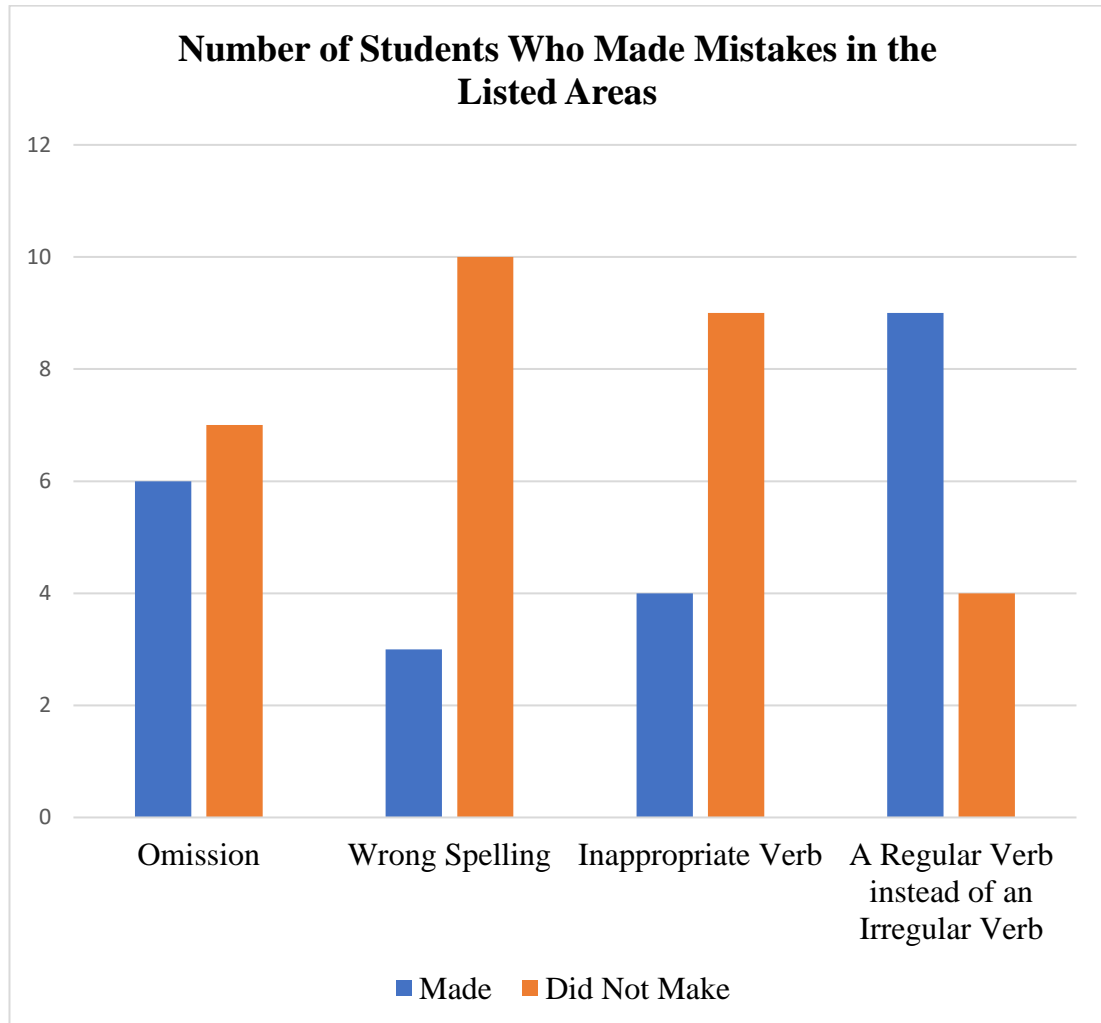
The second exercise of the final test focused on the areas of use of the present perfect tense. The students were tasked to create at least one affirmative, one negative and one interrogative sentence. Moreover, they were tasked to use the present perfect to express experience (two sentences) and recent past (two sentences) along with their signal words. In total, the exercise had four criteria, including correctness of the sentences. The students could obtain seven points in total. Four for the correctness of the four sentences, and one point for each criterion mentioned in the instructions.

Figure 5 - Loss of Points in the Final Test - Exercise 2

Loss of Points in the Final Test - Exercise 2

3; 17%
6; 33%
5; 28%
4; 22%

- Sentence Types
- Signal Words
- The Present Perfect Subtypes
- Correctness
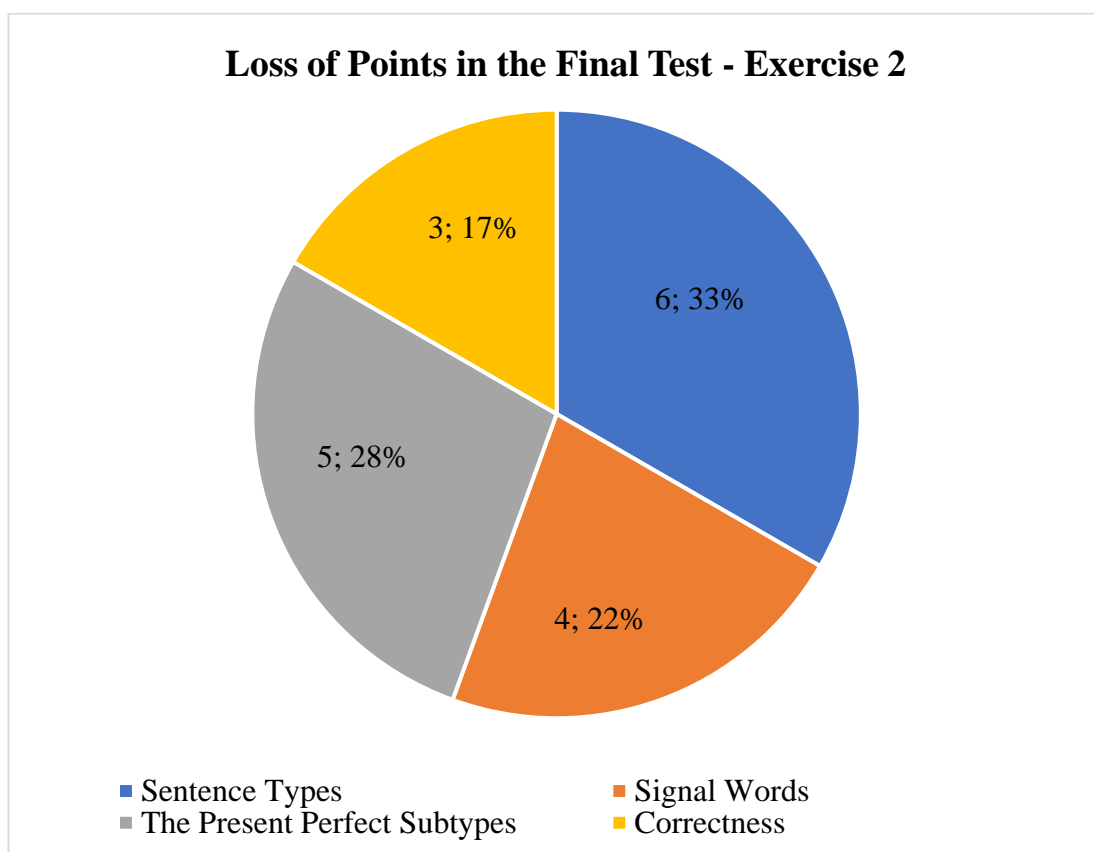
As can be seen in the graph, the most frequent reason for a point deduction was absence of an interrogative or a negative sentence. The terms were explained before the test, however. This leads to idea that the students were not used to such kind of an exercise. Another reason might be lack of creativity, stress, exhaustion etc. The second most frequent reason for penalisation in this exercise was that the students did not use the requested subtypes of the present perfect. Even though most of the sentences were grammatically correct, the students were penalised for not meeting the criteria. Only a few students, as can be seen in the graph, did not use the requested signal words and even fewer students made grammatical mistakes.

Figure 6 - Number of Students Who Lost Points in the Listed Areas
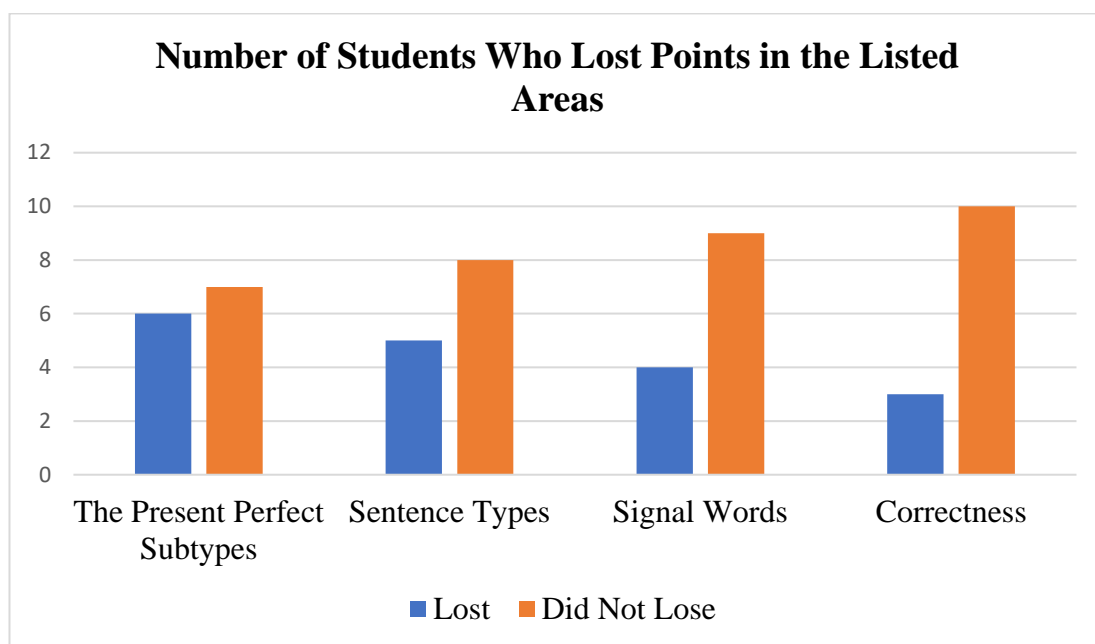
As can be seen in the second graph, six students used a subtype of the present perfect tense which was not required or did not create a sufficient amount of sentence containing the require subtypes. Five students either did not create an interrogative or a negative sentence in the correct form or omitted one of the sentences entirely. Four students misused or omitted signal words in their sentences. Three of the students made a severe grammatical mistake or error in their sentences.

The final exercise was focused on the signal words and the correct recognition of the present perfect subtypes. The students were tasked to underline the signal words and determine the present perfect subtypes. The students could obtain the total amount of eleven points from this particular exercise.
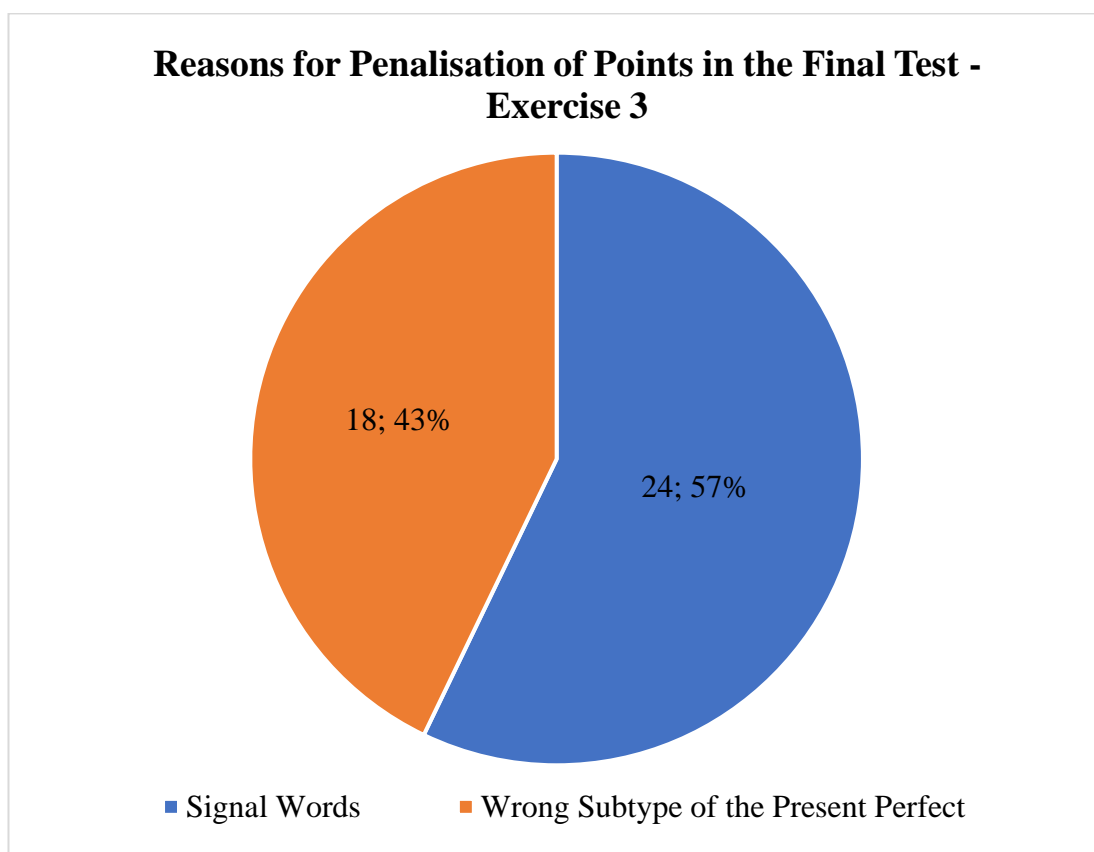
As can be seen in the graph, the major reason why the students were penalised with loss of points was that they did not underline the signal words in the sentences. Even though all thirteen students managed to determine most of the present perfect tense subtypes correctly, four of the students forgot to underline the signal words, which was one of the requirements mentioned in the instructions of the exercise. All thirteen students made at least one mistake or error both in underlining the signal words or did not recognise the present perfect subtypes. The students' results are recorded in the following chard.

Table 2- The Amount of Given Grades

100% - 88%	87% - 74%	73% - 59%	58% - 44%	43% - 0%
1	2	3	4	5
3x	6x	2x	2x	0x

2.1.5 Interviews with the English Language Teachers at Gymnázium Rumburk

For the purposes of the research, eight English language teachers were interviewed. Each of the interviews was semi-structured, providing a list of questions for each of the teachers.

All the teachers stated that they used explicit teaching more than the implicit, especially when teaching the present perfect tense. Only two of them admitted usage of the inductive approach when teaching the present perfect tense. According to their words, the educational system of the Czech Republic does not provide a sufficient amount of time to teach implicitly. Nevertheless, they did mention a rather rare usage of the implicit teaching, which, according to their words, is used when the goals of the school education program had been reached.

Furthermore, the asked teachers said that they compared the Czech and the English grammatical system during their lessons. They explained that by comparing of the two grammatical systems, the students learnt both Czech and English at the same time. The Grammar-Translation method mentioned by Larsen-Freeman (1986) in chapter 1.5.2 works with the same idea. Nevertheless, bare knowledge of grammatical rules proved insufficient for a lack of communicative skills. The teachers do realise it, and therefore combine grammar, translation, and development of communicative skills. Only one teacher admitted usage of the Grammar-Translation method, which is considered rather obsolete.

The teachers were also asked about materials used in their lessons. Two of the teachers answered that they used the student's book only. The rest of the interviewed teachers stated that they included their own materials in English lessons as well. The

materials mentioned in the interviews were: games, magazines, videos (mainly on YouTube), songs, films, worksheets. What the teachers agreed on, however, was that the main source of information and the main teaching material was the student's book. They explained that unified strategy of teaching, which, as mentioned before, is based on the student's book, provides several advantages. For instance, all the English language teachers are familiar with the book and in case of a teacher's absence, it is rather easy to substitute. Moreover, this strategy ensures that each of the English language teachers at the school covers the same topics, the same vocabulary, and the same grammar (including the exercises, listening etc.).

As for the testing of their pupils and students, all the teachers stated that they only rarely tested their students orally. Mostly they used test from the teacher's book. Nevertheless, two teachers mentioned that they made their own tests, or they downloaded them from the internet. Only one teacher claimed to combine all of the mentioned tests.

3 CONCLUSION

As mentioned in the theoretical background, the present perfect tense is probably the most difficult tense in the English grammar. It is important to distinguish the difference between this tense and the past simple tense, which are usually put in contrast. Unless the teacher understands the differences between the two tenses, it is impossible to pass the knowledge to someone else. And since all of the interviewed teachers stated that they compared the Czech and the English grammatical systems, it necessary for them to know the areas where the two grammatical systems correspond, and where they differ. Therefore, the beginning of this thesis was focused on those differences.

Although this may be true, bare knowledge of grammatical rules is useless when the communicative skills are absent. Therefore, a suitable teaching approaches and methods need to be chosen to make the acquisition process successful. Both the information from the theoretical background and findings from the practical part correspond in several areas. For instance, that a balance between explicit explanations of grammatical rules and practice of communicative skills needs to be found to make the learning process effective. One cannot exist without the other.

Since the present perfect tense is specific by the areas of its use, and each student is an individual with their needs, it is almost impossible to create ideal conditions for each student. Therefore, the teacher needs to be familiar with the group he or she is teaching in order to choose the most suitable teaching approach and methods.

In case of the group from Gymnázium Rumburk, a combination of the inductive and deductive approach was chosen. Even though the students were not used

to the inductive approach, they found it rather amusing and stimulating. Authentic materials were used in the lessons, which supported the effectiveness of the acquisition process. The students were also exposed to several simulations of situations which required usage of the present perfect tense.

While testing their knowledge, the students proved their ability to use the present perfect tense in appropriate situations and contexts. The final test proved, that most of the students lost many points not because they lacked the knowledge but because they did not meet the criteria of their tasks. Unfortunately, the students had to be penalised for not following the instructions. Nevertheless, the development of their communicative skills and their ability to work with context was a great success.

As for the best teaching method and approach, grammar books for the English language teachers emphasize the amount of freedom and possibilities the teachers can use in their classes. Collaboration with teachers from Gymnázium Rumburk proved that some teachers are more inclined to rather old-fashioned methods, specifically, teaching strictly by the student's book. Although the unified strategy of teaching English has its advantages in terms of organisation and cooperation among the teachers, it can be rather boring for the students. As mentioned before, it is not easy to find the best teaching method or the best approach because each group of learners is different. What works in one group does not necessarily work in the next group. The teachers can only find pieces of advice, ideas, which might help them find the way to their learners.

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APPENDICES

Appendix 1: *Maturita Solutions 3rd Edition Pre-Intermediate Student's Book* excerpts

Appendix 2: *Maturita Solutions 3rd Edition Pre-Intermediate Workbook Czech Edition* excerpts

Appendix 3: Lesson Plans

Appendix 4: Worksheet used in Lesson 1

Appendix 5: Worksheet used in Lesson 4

Appendix 6: Study materials provided to the students of group A2

Appendix 7: Test 1 – results

Appendix 8: The Final Test

Appendix 9: The Final Test's results

Appendix 10: Questions asked during the semi-structured interview with the English language teacher
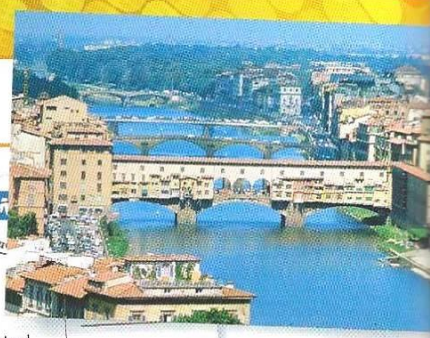
APPENDIX 1

Present perfect

I can talk about recent events.

Dear Jenny,

We've been in Florence for three days. What an amazing city! The weather hasn't been very good, so we've been to a lot of museums and art galleries. I've seen Michelangelo's David and hundreds of beautiful paintings. I've bought you a souvenir. Have you missed me?

Love, Ella

P.S. I had a text from Dylan. He's passed his driving test!

Dear Jenny,

We've been in Florence since Monday. The weather's terrible, so we haven't done much. In fact, we've spent most of our time in museums. I've seen about five hundred paintings and I've had enough! Ella hasn't asked me what I want to do. How long have we been friends? Unbelievable!

Love, Madison

1 Look at the photo. Can you identify the city and / or country?

2 Read the postcards and find the answer to the question in exercise 1. Who is enjoying the holiday more, Ella or Madison?

LEARN THIS! Present perfect

We use the present perfect:

a to give news, when we do not say exactly when the event happened. *Guess what? I've won a competition!*

b to talk about events during a period of time (e.g. a holiday) that is still continuing. *I'm in Paris. I've visited a museum but I haven't seen the Eiffel Tower.*

c to ask how long a situation has existed. *How long have you been in Spain?*

d with *for* or *since* to say how long a situation has existed. We use *for* with a period of time and *since* to say when it started. *We've been in Spain for a week / since Tuesday.*

3 Read the Learn this! box. Find at least one example of rules a–d in the postcards.

LOOK OUT!

We often use *been* (instead of *gone*) as the past participle of *go*. It means the person has gone and come back.
She's been to a museum. (She's now back at the hotel.)
She's gone to a museum. (She's still there.)

4 Read the Look out! box. Then find all the examples of *been* in the postcards and decide whether each one is from the verb *be* or the verb *go*.

➡➡ Grammar Builder 6B page 134

5 Complete the phone conversation with the present perfect form of the verbs in brackets.

Ted   Hello?
Molly Hi Ted, it's Molly.
Ted   Hi, Molly. Are you enjoying your holiday?
Molly Yes. Backpacking is great! I ¹*'ve met* (meet) some really interesting people.
Ted   How long ²_____ (you / be) away?
Molly I ³_____ (be) away for ten days.
Ted   ⁴_____ (you / reach) Istanbul?
Molly No. I'm still in Italy. We ⁵_____ (stop) at some interesting places – Rome, Pisa ... I ⁶_____ (visit) lots of ruins but I ⁷_____ (not buy) any souvenirs.
Ted   ⁸_____ (you / take) many photos?
Molly Hundreds. But I ⁹_____ (not put) them on my Facebook page. Is there any news from home?
Ted   Yes. My dad ¹⁰_____ (break) his ankle. He ¹¹_____ (be) in hospital since Monday. But the doctors ...
Molly Oh no! I ¹²_____ (use) all my credit. Bye!

6 🎧 2.17 Listen and check your answers.

7 Imagine you are on a backpacking holiday. Invent answers to these questions and make notes.

a How long have you been away? (Use *for* or *since*.)
b Which countries have you visited? (Three countries.)
c Which of these things have you done? (Choose two.)

buy souvenirs   meet interesting people   sunbathe
swim in the sea   take lots of photos   watch TV

8 SPEAKING Work in pairs. Role-play a phone call about your holiday, taking turns to be A and B.

Student A: You are on holiday. Answer B's questions using your notes from exercise 7.
Student B: Your friend, A, is on a backpacking holiday. Find out:
• how long he / she has been away.
• where he / she has visited.
• what activities he / she has done.

How long have you ... ? Where have you ... ?
Have you swum in the sea? Have you ... ?

i

Listening

Check your ticket!

I can understand and use emphatic stress.

1 **SPEAKING** Describe the photo. Where are the people? What are they doing? What do you think they are saying?

2 **2.18** Read and listen to the sentences describing the photo. Correct the information in the sentences.

1 The flight attendant is wearing a ~~blue~~ top. red
2 She's handing a meal to the man.
3 The man next to the flight attendant is wearing a white jacket.
4 The woman on the right is wearing a T-shirt.
5 The food is in a cardboard box.
6 We can see a woman in glasses in front of the man in the white shirt.

3 **2.19** Listen and check your answers to exercise 2. Which words are stressed? Read your answers to your partner, stressing the correct words.

4 **2.20** Read and listen to the dialogue. When, where and how did Lydia go on holiday in the summer?

Tom   Did you go to Spain in July?
Lydia   No, we went to Portugal. And we went in August.
Tom   Where did you fly to?
Lydia   We drove there, actually.

> **Listening Strategy**
>
> Notice the way that speakers emphasise certain words to stress an alternative or to correct what someone has said:
>
> 'Would you like a <u>double</u> room or a <u>single</u> room?'
> 'A <u>double</u> room, please.'
>
> 'Does the plane arrive at <u>nine</u>?' 'No, it arrives at <u>five</u>.'
>
> 'Dave's in <u>Paris</u>.' 'No, he isn't. He's in <u>Rome</u>.'

5 **2.20** Read the Listening Strategy. Which words in the dialogue in exercise 4 do the speakers stress emphatically? Listen again and check.

6 **2.21** Listen to the sentences. Pay attention to the words that are stressed. Circle the sentence in each pair (a or b) which the speaker is replying to.

1 No, he flew to Italy last summer.
   (a) Did Sam fly to France last summer?
   b Did Sam fly to Italy last spring?
2 I'd like a black coffee, please.
   a Would you like a drink?
   b Would you like white coffee or black coffee?
3 No, we're meeting at three fifty.
   a Are we meeting at three fifteen?
   b Are we meeting at two fifty?
4 I haven't got a credit card.
   a You can buy the tickets by credit card.
   b Why didn't you buy the tickets online?
5 I'll have a ham sandwich, please.
   a What kind of sandwich would you like?
   b Would you like something to eat?
6 No, I'll be on the 2.15 train.
   a Which train will you arrive on?
   b Will you be on the 2.15 bus?

7 Look at the photos. Which place would you prefer to go for a holiday? Why?

8 **2.22** Listen to a true story about a holiday that went wrong. What was the misunderstanding between Georgina and the travel agent?

9 **2.22** Listen again. Are the sentences true or false? Write T or F.

1 The woman next to Georgina was the first to mention Spain. ___
2 Georgina booked the holiday by phone. ___
3 She discovered her mistake just after the plane took off. ___
4 The flight attendant was kind and helpful. ___
5 The travel agent has given her a free holiday in Australia. ___

10 **SPEAKING** Work in pairs. Prepare an interview with Georgina Hepworth.

Student A: Prepare five questions using the prompts below.
Student B: Prepare the answers.
1 where / buy your ticket?
2 where / want to go?
3 when / realise your mistake?
4 what / happen / on the plane?
5 you / finally go to Granada?
6 you / get any compensation?

11 **SPEAKING** Act out your interview to the class.

Contrast: past simple and present perfect

I can distinguish the use of the past simple and the present perfect.

1 Describe the photo in exercise 2. What has happened? Use the words below to help you.

fall over   hurt him / herself   lie   ski (v, n)   snow

2 🎧 **2.23** Read and listen to the dialogue. Answer the questions.

1 When did Fred go to Bulgaria?
2 What happened to him while he was there?

Beth Have you ever been to Bulgaria?
Fred Yes, I went there last year with my family. Have you been there?
Beth No, I haven't. What cities did you visit?
Fred We didn't visit any cities. We went skiing.
Beth Sounds great. I've never been skiing, but I'd love to go. Was it good?
Fred Not really. I fell and broke my leg on the first day, so I spent the rest of the holiday in hospital!

3 Find all the examples of the present perfect and the past simple in the dialogue in exercise 2.

> **LEARN THIS!** Past simple and present perfect contrast
>
> **a** We use the present perfect to talk about an experience at any time in the past. The exact time of the experience is not stated.
> *I've read 'The Hobbit' three times.*
> *Have you ever travelled by helicopter?*
>
> **b** We use the past simple to talk about a specific occasion in the past.
> *I watched a good film on TV last night.*
> *Did you go to Newcastle last weekend?*
>
> **c** We often use the present perfect to ask and answer questions about an experience, and then use the past simple to give specific information about it.
> *'Have you ever been to the USA?'*
> *'Yes, I have. I went to New York last winter.'*

4 Read the Learn this! box. Why are some verbs in the dialogue in exercise 2 in the past simple and others in the present perfect? Use rules a–c to explain.

➡ **Grammar Builder 6D** page 134

> **LOOK OUT!**
> We use finished-time phrases (e.g. *yesterday, last week, at 2 p.m.*) with the past simple but not with the present perfect.
> I went to London last May. ✓
> ~~I've been to London last May.~~ ✗

5 Read the Look out! box. Circle the correct words to complete the sentences.

1 **I travelled / I've travelled** to Paris on the Eurostar last May.
2 Tom loves the *Hunger Games* books. **He read / He's read** them all.
3 '**Did you ever eat / Have you ever eaten** at the Chinese restaurant in town?' 'No, never.'
4 **I bought / I've bought** this scarf on Saturday. Do you like it?
5 Where's my maths homework? Oh, no! **I forgot / I've forgotten** it!
6 Amy went on holiday to France last week. **She met / She's met** some really nice people.

6 Complete the dialogue with the verbs below. Use the present perfect or the past simple. Remember the difference between *been* and *gone*. (See the Look out! box on page 60.)

be   go   go   not see   spend   take   visit   visit   watch

A ¹_____ you ever _____ abroad?
B Yes, I ²_____ the USA last summer with my family.
A What ³_____ it like? I ⁴_____ never _____ to America.
B Really interesting. We ⁵_____ a week in New York. We ⁶_____ a boat trip round Manhattan and we ⁷_____ a basketball game at Madison Square Garden.
A Cool! ⁸_____ you _____ the Empire State Building?
B Yes, but it was foggy so we ⁹_____ much!

7 Write questions from the prompts. Use *Have you ever … ?*

1 travel / on a plane?
  Have you ever travelled on a plane?
2 lose / anything while travelling?
3 buy / anything online?
4 eat / food from another country?
5 download / music?
6 miss / a train, bus or plane?
7 forget / to do your homework?
8 go / abroad?

8 **SPEAKING** Ask and answer the questions in exercise 7. If the answer is 'Yes', ask a follow-up question.

Have you ever travelled on a plane?   Yes, I have.

Where did you fly to?   I flew to London.

iii

Grammar Builder

6B Present perfect

1 Write the words in the correct order to make sentences. ➡ 6.1

1 exams / finished / hasn't / my / sister / her
2 you / new / game / played / computer / have / this / ?
3 dog / its / my / leg / has / broken
4 parents / New York / been / have / to / my
5 you / my / have / trainers / seen / ?
6 cousin / has / my / applied / job / new / for / a

2 Write the past participles of these regular and irregular verbs. ➡ 6.2

1 visit *visited*
2 ask _____
3 take _____
4 meet _____
5 use _____
6 see _____
7 do _____
8 reach _____
9 stop _____
10 put _____
11 be _____
12 spend _____

3 Complete the sentences with the present perfect form of the verbs in brackets. ➡ 6.1, 6.2, 6.3

1 Oh no! You _____ (drop) my laptop!
2 My friends _____ (buy) lots of new clothes in the sale.
3 We _____ (be) on holiday for a week but we _____ (not spend) much money.
4 This train _____ (stop) at every town and village!
5 I _____ (have) a shower and I'm ready to go out.
6 _____ (you / met) my best friend from school?
7 How long _____ (he / have) that motorbike?
8 My grandparents _____ (live) in London since 2010.

4 Circle *for* or *since*. ➡ 6.3

1 We've been in this queue **for / since** two hours!
2 I've known my best friend **for / since** we were at primary school.
3 Have you had that phone **for / since** a long time?
4 You've needed a new car **for / since** years.
5 I've had a headache **for / since** this morning.

5 Complete the sentences with *been* or *gone*. ➡ 6.4

1 I'm sorry, Adam isn't here. He's _____ to the shops.
2 My parents have _____ on holiday. They'll be back next week.
3 My hair is wet because I've _____ to the swimming pool.
4 Bess was here earlier, but now she's _____ .
5 I've _____ to Paris but I don't remember it very well.

6D Contrast: past simple and present perfect

6 Some of the sentences are incorrect. Rewrite them correctly. ➡ 6.5

1 I've read six books last year. ✗
   I read six books last year.
2 Jo washed her hair last night.
3 I had this watch since March.
4 Have you ever been to Spain?
5 'Tidy your room, please.' 'I already tidied it.'
6 We've eaten at that restaurant last Tuesday.
7 Peter has gone to the shops on Friday morning.
8 I've been kayaking twice in the last year.
9 'Did you do your homework yet?' 'No, not yet.'

7 Complete the sentences. Use the past simple form of the verb in one sentence, and the present perfect in the other. ➡ 6.5, 6.6

1 have
   a I _____ this laptop since my birthday.
   b We _____ dinner in the garden last night.
2 not buy
   a I _____ a new jacket in the sale last weekend.
   b I _____ any new clothes for months.
3 leave
   a I _____ home at seven and arrived at school at eight.
   b I _____ your dinner in the fridge. You can heat it up later.
4 not text
   a I _____ you last night because I don't have your number.
   b Jim _____ his girlfriend since Monday. She's a bit upset about it.
5 go
   a I _____ to Turkey three times. The last time was in 2011.
   b Liam _____ to Morocco last summer.

8 Complete the dialogues with the verbs. Use the past simple or the present perfect. ➡ 6.5, 6.6

go go never go not have stay visit

Max   ¹ _____ you _____ to Portugal?
Lucy   Yes, I ² _____ there last summer.
Max   ³ _____ you _____ Porto?
Lucy   No, we ⁴ _____ time. We ⁵ _____ in Lisbon.
Max   I'd like to see Lisbon. I ⁶ _____ there.

be be not go see see

Tom   I ⁷ _____ the new *Iron Man* film last Saturday.
       ⁸ _____ you _____ it?
Sarah No, I haven't. I ⁹ _____ to the cinema for ages.
       ¹⁰ _____ it good?
Tom   Yes, it ¹¹ _____ great. You should see it.

6 Grammar Reference

Present perfect

6.1 We form the present perfect with the present tense of the auxiliary verb *have* and the past participle.

Affirmative		Full forms
I've / you've / we've / they've	finished	've = have
he's / she's / it's		's = has
Negative		
I / you / we / they haven't	finished	haven't = have not
he / she / it hasn't		hasn't = has not
Questions		**Short answers**
Have I / you / we / they	finished?	Yes, I have. / No, you haven't.
Has he / she / it		Yes, he has. / No, she hasn't.

6.2 The past participle of regular verbs is the same as the past simple. It ends in *-ed*. (See 1.2 on page 125 for past simple spelling rules.)

    play → played   dance → danced
    study → studied   drop → dropped

With irregular verbs, sometimes the past participle is the same as the past simple, but sometimes it is different:

Infinitive	Past simple	Past participle
buy	bought	bought
put	put	put
see	saw	seen
take	took	taken

There is a list of irregular verbs in the Workbook.

6.3 We use the present perfect:
- to give news, when we do not say exactly when the event happened.
  Guess what! I've passed my exam!
- to talk about events during a period of time (for example, a holiday) that is still continuing.
  I'm in Paris. I've visited a museum but I haven't seen the Eiffel Tower.
- to ask how long a situation has existed.
  How long have you been in Spain?
- with *for* or *since* to say how long a situation has existed. We use *for* with a period of time or *since* to say when it started.
  We've been in Spain for a week / since Tuesday.

6.4 We use both *been* and *gone* as the past participle of the verb *go*. We use *been* when somebody has returned.
John has been shopping. (He went shopping but he's here now.)
We use *gone* when somebody has not returned.
John has gone shopping. (He is still at the shops.)

Past simple and present perfect contrast

6.5 We use both the past simple and the present perfect to talk about completed actions in the past.
I finished 'The Hobbit' last night. I really enjoyed it.
I've finished 'The Hobbit'. You can read it now.

- We use the past simple to talk about a specific occasion in the past, at a definite time.
  I went to the cinema last Saturday night. I saw the new Spiderman film.
- We use the present perfect to talk about an experience at any time in the past. The exact time of the experience isn't stated.
  I've been to Italy three times.
  'Have you ever eaten Chinese food?' 'Yes, I have.'
- We can use finished-time expressions with the past simple, but not with the present perfect.
  I visited my cousin yesterday / last Tuesday / on 1 May / in January, etc.
  (NOT ~~I've visited my cousin yesterday~~, etc.)

See point 6.3 for a list of the uses of the present perfect.

6.6 We often use the present perfect to ask and answer about an experience, and then the past simple to give specific information about it.

'Have you ever broken a bone?' 'Yes, I broke my leg when I was 12.'

v

APPENDIX 2

Grammar

Present perfect
I can talk about recent events.

1 Complete the sentences with the verbs in brackets. Use the present perfect.

1 Poor Jeff. He _____ (break) his arm.
2 Look! The sun _____ (come out).
3 John _____ (not visit) Italy.
4 Oh dear. I _____ (lose) my dictionary.
5 We _____ (not finish) our homework.
6 Harry _____ (not read) the *Hunger Games* books, but he'd like to.

2 Complete the postcard with the present perfect form of the verbs below.

be   be   buy   go   not go   not rain   take   visit

Dear Amy,
We ¹_____ in the USA for
two weeks. The weather ²_____
fantastic – it ³_____ once!
We ⁴_____ two cities – San Diego
and Los Angeles. Now we're in San Francisco. It's
a great city. We ⁵_____ shopping,
and I ⁶_____ some clothes.
I _____ lots of photos, which I'll
upload to my blog later. We ⁸_____
to Alcatraz island yet – we're going there tomorrow.
I'm really looking forward to it!
Love, Rose

Amy White
20 Oxford Road
Abingdon
UK

AIR MAIL

3 Hannah is on holiday in Greece. Write questions and answers about the things she has and has not done.

1 visit Athens ✗
2 spend lots of money ✓
3 go windsurfing ✓
4 read lots of books ✗
5 swim in the sea ✓
6 send many postcards ✗

1 Has she visited Athens? No, she hasn't.
2 _____ ? _____ .
3 _____ ? _____ .
4 _____ ? _____ .
5 _____ ? _____ .
6 _____ ? _____ .

4 Choose *been* or *gone*.

1 'Where's Dad?' 'He's **been / gone** to work.'
2 Joe has **been / gone** to town. He'll be back at about six.
3 'Have you ever **been / gone** surfing?' 'No, but I'd like to try it.'
4 You're late. Where have you **been / gone**?
5 I'd love to visit Paris again. I haven't **been / gone** there for years.
6 Joe was here a moment ago, but now he's **been / gone**.

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

1 I've had this watch _____ my birthday.
2 Kate has known Pete _____ ten years.
3 We've been in Italy _____ last Tuesday.
4 I've lived in Newport _____ I was born.
5 I haven't been well _____ a few days.
6 My parents have been married _____ 1990.
7 I haven't seen Mark _____ a long time.

6 Write questions with *How long?* Use the words in brackets. Then write two answers: one with *for* and one with *since*.

1 I work as a tourist information officer. I started working there a year ago. (you / be)
   How long have you been a tourist information officer?
   For a year. / Since last year.
2 I bought this motorbike in 2012. (you / have)
   _____
   _____
3 Liam met Susan three years ago. (Liam / know)
   _____
   _____
4 Harry moved to Bath in 2010. (Harry / live)
   _____
   _____
5 Jo and Lizzie are sixteen and started learning English when they were ten. (they / study)
   _____
   _____
6 My brother started at Cardiff University in September. (he / be)
   _____
   _____

Contrast: past simple and present perfect
I can distinguish the use of the past simple and the present perfect.

1 Choose the correct verb form (a or b) in the sentences.

1 ___ to the west coast of Ireland? It's beautiful.
   a Did you ever go   b Have you ever been
2 I ___ a lot of interesting cities in my life, but I think New York is my favourite.
   a 've visited   b visited
3 I ___ Mexican food a few times, but it's too spicy for me.
   a 've tried   b tried
4 You should get your postcard soon. I ___ it a week ago.
   a 've posted   b posted
5 My dad ___ about two hundred photos on this holiday so far.
   a has taken   b took
6 ___ any souvenirs when you were in Canada?
   a Have you bought   b Did you buy

2 Complete the email. Use the present perfect or past simple form of the verbs in brackets.

To: anna@email.com

Dear Anna,

I'm on a coach tour of Europe with my parents. So far we ¹_____ (visit) two cities – Paris and Amsterdam. We ²_____ (start) the tour in Paris. ³_____ you _____ (go) there? It's beautiful. The first day we ⁴_____ (go) up the Eiffel Tower. The view was incredible. I ⁵_____ (never / see) anything like it.

Now we ⁶_____ (arrive) in Florence, in Italy. Yesterday we ⁷_____ (explore) the old town on foot. Then we ⁸_____ (climb) up the Campanile, which is a really tall tower. There were 414 steps, but it was worth it.

Next, we're going to Rome. I ⁹_____ (read) all about it last night and am really looking forward to it. I hope you're enjoying the summer. The weather here ¹⁰_____ (be) fantastic.

Love
Daisy

photo1
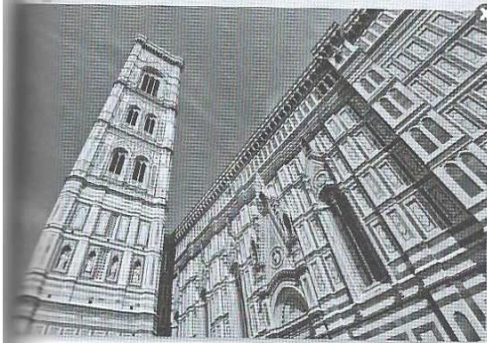
3 Complete the sentences with *has / have been, has / have gone* or *went*.

1 Lucy isn't at home. She's *gone* to the sports centre.
2 We haven't had a holiday this year, but last year we _____ to Brazil.
3 We've got plenty of food – I _____ to the supermarket yesterday.
4 She knows Madrid very well. She _____ there lots of times since she moved to Spain.
5 I love water sports. I _____ surfing in lots of different countries.
6 I hope Toby is enjoying the summer. He _____ to Italy for six weeks.

4 Complete the mini-dialogues. Use the correct present perfect or past simple form of the verbs in brackets.

1 A _____ ever _____ (you / have) a holiday in Turkey?
   B Yes, I _____ . I _____ (spend) two weeks there last year.
   A Which cities _____ (you / visit)?
   B Only two. We _____ (start) in Istanbul and then _____ (travel) to Izmir.

2 A _____ ever _____ (you / try) an extreme sport?
   B No, I _____ . But I _____ (learn) to ski last winter.
   A Really? _____ (you / enjoy) it?
   B Yes, I _____ . In fact, yesterday I _____ (book) my next skiing holiday!

3 A _____ ever _____ (you / go) on a coach tour?
   B Yes, we _____ . We _____ (go) across the USA by coach last July.
   A How long _____ (it / take)?
   B Three weeks. We _____ (stop) at lots of interesting places on the way.

4 A _____ ever _____ (you / eat) insects?
   B Yes, I _____ . I _____ (buy) a bag of insects as a snack in Thailand. But I _____ (not enjoy) them very much.

APPENDIX 3

LESSON 1

School: Gymnázium Rumburk   **Grade:** 6th A (A2)

Date: 16th February 2023

Goal: Brief revision of the past simple – short dialogues in pairs (e.g. What did you have for breakfast?). Learning the present perfect form inductively from the worksheet. Practice reading skills.

Learning objectives: After this lesson, the students will be familiar with the form of the present perfect tense, and they will be familiar with the past participle form of irregular verbs.

Purpose: The purpose of this lesson is to revise the past simple tense and make an introduction to a new unit of their student's books (the present perfect tense).

Assumed knowledge/anticipated problems: Basic knowledge of vocabulary and irregular verbs. Anticipated problems – first encounter with the past participle form of irregular verbs.

Materials: Chalk, blackboard, worksheet.

Procedure:

Stage 1: (What? How?)

Pre-Teaching Activity   10 min

The pre-teaching activity is based on the worksheet. The students should guess the lessons topic according to the name of the worksheet and the picture next to the

worksheet's title. Based on the topic, the students make pairs and ask one another what their duties are. Furthermore, they ask one another what they did/were doing on the previous day.

Aim: (Why?)

The students need to use the past tense to speak about their activities performed on the previous day. Moreover, it activates the language and awakens the students' senses.

Stage 2: (What? How?)

While-Teaching Activity - Reading   20 min

According to written examples on the blackboard, the students read the text and try to find the present perfect sentences in the text. Moreover, the students' task is to underline unknown/new words and to find answers to the following questions and: What do the sentences have in common? How do we make an affirmative sentence by using the present perfect tense? What is strange about the regular and the irregular verbs used in the sentences?

Aim: (Why?)

According to the inductive approach, the students try to find a pattern, a rule, which occurs in all sentences to learn about the form of the present perfect tense. Furthermore, underlining the unknown words might help students to learn them.

Stage 3: (What? How?)

Answering Question from the Worksheet   10 min

The students shall read the text again and try to answer the questions from the worksheet.

<u>Aim: (Why?)</u>

To practice reading skills and work with context.

<u>Stage 4: (What? How?)</u>

<u>Post-Teaching Activity - Final Discussion</u> 5 min

The students are tasked to summarise the lesson and to discuss the worksheet. Furthermore, the students are provided with explanation how the present perfect form is created and how the past participle form of regular and irregular verbs differ.

<u>Aim: (Why?)</u>

To ensure the students understand the topic correctly.

LESSON 2

School: Gymnázium Rumburk   **Grade:** 6th A (A2)

Date: 17th February 2023

Goal: Teaching the experiential perfect, the perfect of recent past, the continuative perfect and the resultative perfect in contexts.

Learning objectives: After this lesson, the students will be familiar with the present perfect tense subtypes, their signal words, and their meanings in various contexts.

Purpose: The purpose of this lesson is to revise the previous lesson and continue in the topic. The students shall see several videos which record situations in films where the present perfect is used.

Assumed knowledge/anticipated problems: Basic knowledge of vocabulary and irregular verbs. Anticipated problems – confusion based on the difference of the present perfect subtypes.

Materials: Chalk, blackboard, worksheet, computer.

Procedure:

Stage 1: (What? How?)

Revision of the Previous Lesson   10 min

The students shall be asked about the previous lesson, specifically what they learned. Moreover, the students shall be asked the following questions: Have you ever seen Harry Potter and the Chamber of Secrets in English? Have you ever been to England? A graphical depiction (timeline) of the experiential perfect shall be drawn on the board.

The students shall be asked to read the study material uploaded to their Google Classroom.

Aim: (Why?)

To revise the previous lesson, specifically, how the present perfect tense is formed. Furthermore, the experiential perfect shall be explained to them along with the signal words and the timeline.

Stage 2: (What? How?)

The Other Subtypes of the Present Perfect Tense   20 min

The students shall see the other subtypes of the present perfect tense, using timelines, example sentences and signal words. A deductive approach was chosen for the purposes of this lesson.

Aim: (Why?)

The students need to be familiar with the signal words, meanings of the present perfect subtypes and orientation in time.

Stage 3: (What? How?)

Videos and Discussion   15 min

The students shall see several videos where the present perfect occurs in contexts. The discussion shall be focused on the videos and the present perfect subtypes used in the videos.

Aim: (Why?)

To show students various situations and contexts in which the present perfect may occur.

https://www.youtube.com/watch?v=XUIJ9pBDlHs

https://www.youtube.com/watch?v=k-b5LGhqizY

https://www.youtube.com/watch?v=hixFLom20CA

LESSON 3

School: Gymnázium Rumburk   **Grade:** 6th A (A2)

Date: 21st February 2023

Goal: Practicing the present perfect forms and meaning orally and in exercise book.

Learning objectives: After this lesson, the students will be able to use the present perfect form correctly. Moreover, they will be able to use the present perfect subtypes with the correct signal words and in appropriate situations.

Purpose: The purpose of this lesson is to practice the present perfect.

Assumed knowledge/anticipated problems: Basic knowledge of vocabulary and irregular verbs. Anticipated problems – none.

Materials: Chalk, blackboard, worksheet, exercise book.

Davies, Paul A., and Tim Falla. 2017. *Maturita Solutions 3rd Edition Pre-Intermediate Student's Book.* Oxford: Oxford University Press.

Davies, Paul A., and Tim Falla. 2017. *Maturita Solutions 3rd Edition Pre-Intermediate Workbook Czech Edition.* Oxford: Oxford University Press.

Procedure:

Stage 1: (What? How?)

Irregular Verbs Test   10 min

The lesson begins with oral revision of the irregular verbs because the students had not been familiar with the past participle form of irregular verbs before the first lesson.

Aim: (Why?)

To practice the spelling, translation and correctness of the three forms.

Stage 2: (What? How?)

Activation of the Language   10 min

A demonstration of the perfect of recent past – I shall drop a wallet and ask about the recent event. Afterwards, the students shall make pairs and talk about recent events or actions. Usage of other present perfect subtypes is also allowed.

Aim: (Why?)

To orally practice the present perfect tense.

Stage 3: (What? How?)

Workbook Exercises   25 min

The students shall work on the exercises in their workbooks (65 – 67). What we do not manage shall become their homework.

Aim: (Why?)

To practice the present perfect tense in written from and its use in contrast with the past simple.

LESSON 4

School: Gymnázium Rumburk   **Grade:** 6th A (A2)

Date: 23rd February 2023

Goal: Practicing the correct usage of the past participle form of irregular verbs in text, practicing the recognition of the present perfect subtypes.

Learning objectives: After this lesson, the students will be able to use the past participle form of irregular verbs in text. The students will be able to work with context and make creative answers. Furthermore, the students will be able to recognize the present perfect subtypes according to their features.

Purpose: The purpose of this lesson is to practice the present perfect, learn how to recognize the present perfect subtypes and how to work with text.

Assumed knowledge/anticipated problems: Basic knowledge of vocabulary and irregular verbs. Anticipated problems – none.

Materials: Chalk, blackboard, worksheet.

Procedure:

Stage 1: (What? How?)

Irregular Verbs Test   10 min

The lesson begins with the irregular verbs test because the students had not been familiar with the past participle form of irregular verbs before the first lesson.

Aim: (Why?)

To test the speeling, translation and correctness of the three forms.

Stage 2: (What? How?)

Homework Check   10 min

The lesson begins with the check of the students' homework.

Aim: (Why?)

To ensure that the students did the homework and that they answered correctly. Possible correction of mistakes and errors.

Stage 3: (What? How?)

Activation of the Language   10 min

The students shall make pairs and will be tasked to learn about two pieces of experience of their partner. Moreover, they will be tasked to use at least two questions using *for* and *since* phrases.

Aim: (Why?)

To orally practice the present perfect tense.

Stage 4: (What? How?)

Worksheet Exercises   15 min

The students shall work on the exercises in provided worksheet to practice for the final test.

Aim: (Why?)

To practice the present perfect tense in written from and to practice for the final test.

LESSON 5

School: Gymnázium Rumburk   **Grade:** 6th A (A2)

Date: 24th February 2023

Goal: Introducing the present perfect progressive, writing the final test, giving mutual feedback.

Learning objectives: After this lesson, the students will be prepared for the present perfect progressive lessons.

Purpose: The purpose of this lesson is to test the students' knowledge of the present perfect tense, their ability to follow instructions and their creativity.

Assumed knowledge/anticipated problems: The knowledge of the present perfect tense and irregular verbs is anticipated. Anticipated problems – ignoring the test's instructions.

Materials: Chalk, blackboard.

Procedure:

Stage 1: (What? How?)

Introduction to the Present Perfect Progressive   10 min

The lesson begins with an introduction to the present perfect progressive, using timelines to graphically demonstrate orientation in time.

Aim: (Why?)

Following lessons with their teacher shall be focused on the present perfect progressive, therefore, and agreement with their teacher had been made to introduce the tense.

Stage 2: (What? How?)

The Final Test   20 min

The students shall take the final test and answer the given questions.

Aim: (Why?)

To test the students knowledge of the present perfect tense and their creativity.

Stage 3: (What? How?)

Feedback and Reflection   15 min

The students shall be given feedback from the researcher, and the students will have the opportunity to give feedback to the researcher.

Aim: (Why?)

To provide mutual feedback in order to grow and learn from mistakes.

APPENDIX 4

WHAT A BUSY DAY!

Hello, my name is Steve. We are having a busy day today, because my family and I are doing a lot of household chores. Luckily everyone is helping each other and sharing the work.

I have just given a short break to have a cup of tea and rest. I have helped my mum with the laundry and taken out the rubbish so far. I have also tidied my room and placed all my books on the bookshelves. I have fed our dog, Cooper but I haven't washed him yet because there isn't any shampoo left. I need to go to supermarket and buy some.

My father Henry is working in the garden now. He has wiped all the windows and mowed the lawn. He hasn't watered the trees as it was rainy all day yesterday. He has washed our car and planted new red roses into the pots. He hasn't cleaned the bathroom yet. I think he will do it after lunch.

My mum, Julie has vacuumed the floor, done the laundry and cooked lunch for us. She has also done some ironing, but she hasn't washed the dishes yet. I think she will do it later today.

My sisters, Shirley and Diane have dusted all the furniture and mopped the floor. They have cleaned the toilet and folded the clothes. They haven't loaded the dishwasher or set the table yet. They are having a break just like me now as they are exhausted.

I love helping my family with the household chores and I'm glad that there is a perfect cooperation between all the family members. Now that I have finished my cup of tea I have to go to the supermarket for Cooper's shampoo and some bread. Bye for now!
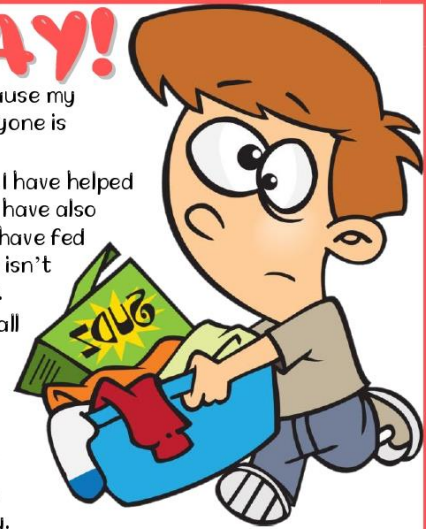
ANSWER THE QUESTIONS

1. Why are Steve and the family members busy today? _____ _____ .
2. Who has taken the rubbish out? _____ _____ .
3. Why hasn't Steve washed the dog yet ? _____ .
4. Has Henry planted new red roses yet? _____ .
5. Who has wiped all the windows? _____ _____ .
6. What has Julie done so far? _____ _____ .
7. Have Shirley and Diane set the table yet? _____ .
8. Who has folded the clothes and cleaned the toilet? _____ _____ .
9. Has Steve finished all his work for today? _____ .

WRITE TRUE OR FALSE

1. Steve hasn't helped anyone in his family so far today. (_____)
2. Henry has cleaned all the windows and washed the car. (_____)
3. Julie hasn't washed the dishes, but she has vacuumed the floor. (_____)
4. Steve hasn't washed Cooper as it rained all day yesterday. (_____)
5. Shirley and Diane have given a break as they are very tired. (_____)
6. Henry can clean the toilet now because he has had lunch. (_____)
7. Julie has helped her daughters, Shirley and Diane with mopping. (_____)
8. Henry hasn't watered the trees as they didn't need any. (_____)
9. Steve has tidied his room, but he hasn't fed the dog yet. (_____)

ANSWER KEY

A) Answer the questions

1. Because they are doing a lot of household chores.
2. Steve has taken the rubbish out.
3. Because there isn't any shampoo left.
4. Yes, he has.
5. Henry has wiped all the windows.
6. She has vacuumed the floor, done the laundry, cooked lunch and done some ironing so far.
7. No, they haven't.
8. Shirley and Diane have folded the clothes and cleaned the toiled.
9. No, he hasn't.

B) Write True or False

1. False
2. True
3. True
4. False
5. True
6. False
7. False
8. True
9. False

APPENDIX 5

Present Perfect Worksheet

1. Complete the text with the correct past participle form of suitable verbs.

A: "I would like to visit Paris. I have _____ that they eat snails there! Have you ever _____ snails?" **B:** "No, I haven't. I wonder what they taste like though. And what about you and travelling? Have you ever _____ to Italy?" **A:** "Yes, I have." **B:** "And what did you see there?" **A:** Well, I saw the Colosseum, Castle Sant'Angelo, Santa Maria del Fiore…" **B:** "Wow! So you visited Florence too?" **A:** "Yes, we did." **B:** "You are quite a traveller." **A:** "Not really, but my wife insisted." **B:** "How long have you two _____ married?" **A:** "We have _____ married for five years. And what about you? Are you married?" **B:** "No. I have never _____ the right man. There was always something. One was a drunk, the other cheated on me with my sister…" **A:** "Oh… Your sister?" **B:** Yes. I have not _____ to her since they left together. They took my money, jewels, even my dog." **A:** "They sound like a lovely couple." **B:** "I have always _____ to meet a reliable partner." **A:** My friend has just _____ up with his girlfriend. Perhaps you two should meet." **B:** "I would like that." **A:** By the way, have _____ the new Avatar yet?" **B:** "No, I haven't. And do not change the subject! Ho well do you know that friend of yours?" **A:** "I have _____ since we were ten. I would say that I know him quite well. He is a good guy." **B:** What happened between him and his ex?" **A:** "Well, something went wrong. She has _____ mad. Out of a sudden, she decided to abandon him because she had become a vegan." **B:** "Do you really think that was the reason?" **A:** "I do. She said she could not stand the sight." **B:** "Sight of what." **A:** "Of him eating meat, eggs, cheese, drinking milk…

That kind of stuff." **B:** Now that I am thinking about it, I haven't _____ bacon in years! Let's get some, I am famished!"

2. Write four sentences using the present perfect tense to express: a) experience, b) recent past. Use the specific signal words which are typical for the two subtypes of the present perfect tense.

3. Decide which type of the present perfect tense is used in the sentences below. Underline the signal words (if present).

E = Experiential perfect, R = Perfect of recent past, C = Continuative perfect, RE = Resultative perfect

I have never been to Scotland.

She has been married for seven years.

He has just lost his wallet.

I have already seen this film.

I have seen her quite recently.

Nessie has been seen several times.

Has he done his homework yet?

Have you found it out?

I have lived in London for two years.

Homosexual marriages have been legalised.

I have burnt my hand.

APPENDIX 6

Přehled anglických časů

Vytvořil: Bc. Dominik Fojta

Anglické časy

Angličtina, na rozdíl od češtiny, má komplikovanější temporální (časový) systém. Zatímco čeština rozděluje čas na tři úseky: přítomnost, budoucnost a minulost, angličtina kombinuje čas jako takový s významy slovesného vidu.

Čeština má vidy pouze dva: dokonavý a nedokonavý. Angličtina má vidy tři: perfektivní, imperfektivní a průběhový. Tyto vidy se dají kombinovat, čímž v angličtině vznikly časy, které známe.

Je nutné poznamenat, že co se sloves týče, angličtina je rozděluje na pravidelná (regular verbs) a nepravidelná (irregular verbs). Minulý tvar a tvar příčestí minulého (past participle) u pravidelných sloves se shodují a tvoří se tím, že k prostému tvaru (infinitivu) přidáme koncovku *-ed*. Minulé tvary a tvary příčestí minulého u nepravidelných sloves se liší, a proto byla vytvořena tzv. **triáda sloves** (přehled nepravidelných sloves). První sloupek symbolizuje infinitiv, druhý sloupeček označuje minulý tvar, třetí sloupeček označuje příčestí minulé.

Je nutné podotknout, že angličtina rozlišuje informaci a činnost. Zatímco perfektivní a prosté časy vyjadřují platnost informace v daném časovém období, průběhové časy vyjadřují probíhající činnost.

Přítomný čas prostý (Present Simple)

Tento čas se používá, pokud mluvíme o pravidelně se opakujících činnostech např. *Každý den se dívám na televizi.* Dále se používá k vyjádření informací, stavů, které jsou v současnosti aktuální a platné např. *Jsem vdaná.*

Angličtina v oznamovacích větách požívá tzv. přímý pořádek slov, který lze, stejně jako v češtině, narušit. Pokud k tomu dojde, je větný člen narušující přímý pořádek slov ohraničen čárkami. K zapamatování přímého pořádku slov slouží zkratka SVOMPT.

S = subject (podmět), V = verb (sloveso/přísudek), O = object (předmět), M = manner (PUZ – příslovečné určení způsobu), P = place (PUM – příslovečné určení místa), T = time (PUČ – příslovečné určení času)

Nejčastější narušení přímého pořádku slov je umístění PUČ na začátku věty. *Today, I have watched TV.*

Oznamovací, tázací a záporné věty

Oznamovací věta v přítomném čase prostém, stejně jako v kterémkoli jiném anglickém čase, se řídí podle zkratky SVOMPT. Přítomný čas prostý užívá tzv. prostý tvar slovesa/infinitiv (u nepravidelných sloves se jedná o první sloupeček).

Příklad: *I eat dinner every day. = Večeřím každý den.*

Je nutné podotknout, že pokud je podmět ve třetí osobě čísla jednotného, přidáváme ke slovesu koncovku -*s*. V případě, že se v jedné větě nachází podmět ve třetí osobě čísla jednotného a sloveso *do*, změní svou formu na *does*. *Does* už obsahuje připojenou koncovku -*s*, a tudíž se ke druhému slovesu, pokud ve větě je, nepojí.

Příklad: *This dress does suit her! = Ty šaty jí opravdu sluší!*

V kladné oznamovací větě se většinou sloveso *do* nevyskytuje. Pokud k tomu ovšem dojde, znamená to, že mluvčí chce zdůraznit svůj postoj, názor nebo tvrzení vztahující se k dané situaci.

Každý z anglických časů užívá tzv. pomocná slovesa (auxiliary verbs), která se nepřekládají a nemají svůj vlastní význam (plný význam). Jsou ve větě jen kvůli tomu, aby bylo jasné, v jakém čase se daná věta nalézá. Nicméně, pomocná slovesa se také užívají v případě, že je ve větě zápor. Zápor se v anglické větě ve většině případů vyjadřuje záporným slovíčkem *not*, které následuje po pomocném slovese. Užívá se ve dvou formách: plné formě (full form) a zkrácené formě (contracted form).

Příklad: *I <u>do not</u> like dogs. = Nemám rád psy. (full form)*

I <u>don't</u> like dogs. = Nemám rád psy. (contracted form)

V běžné konverzaci, či jiném způsobu komunikace, se plná forma záporu *(do not)* užívá jen zřídka. Dochází k tomu pouze v případě, že mluvčí chce zdůraznit svůj negativní postoj nebo názor vztahující se k dané situaci. Dále je nutno podotknout, že <u>ve formálním stylu (úřední dopisy, akademické práce, inzeráty, eseje apod.) je užíváni</u>

<u>zkrácených tvarů (contracted forms) zakázáno!</u> Pokud k jejich užití ve formálním stylu dojde, jedná se o hrubé porušení anglické gramatiky a stylistiky.

V angličtině existují dva druhy otázek: ANO/NE otázky (YES/NO questions) a W-otázky (W-questions). Na ANO/NE otázky se dá odpovědět jedním slovem, zatímco na W-otázky musíme odpovídat celou větou.

ANO/NE otázky vždy začínají pomocným slovesem (auxiliary verb), které se mění v závislosti na tom, ve kterém čase věta je, neboť každý čas má své vlastní pomocné sloveso. <u>V případě přítomného času prostého se jedná o sloveso DO.</u> Všeobecně platí, že pokud chceme v angličtině vytvořit otázku, prohazujeme pozici podmětu a přísudku, tedy na prvním místě je sloveso (přísudek) a na druhém podmět.

Příklad: *Do you like dogs? = Máš rád psy?*   *Yes, I do. / No, I don't.*

Jak můžeme vidět v příkladu, odpovědi na ANO/NE otázky obsahují totožné pomocné sloveso, které bylo užito v otázce. Samozřejmě je možné odpovědět prostým *Yes. / No.,* je to nicméně považováno za nevychované a buranské, pokud se ovšem pohybujeme ve spisovné angličtině. V prosté každodenní angličtině je u rodilých mluvčí tato forma odpovědi běžná, stejně jako *I do. / I don't.*

W-otázky využívají tázací zájmena a tázací příslovce, kterými vždy začínají. Svůj název si vysloužily díky tomu, že všechna tázací zájmena a příslovce v angličtině obsahují písmeno W, přičemž jím většina z nich začíná. Jedná se o následující slova: *Who? (Kdo?), Where? (Kde?), When? (Kdy?), What? (Co?), Why? (Proč?), Which? (Který?), Whose? (Čí?), How? (Jak?), atd.*

Tyto otázky, jak již bylo řečeno, vždy začínají tázacím zájmenem/příslovcem, na druhém místě se vždy vyskytuje pomocné sloveso příslušné k času, ve kterém otázku tvoříme. Zbytek otázky má totožný slovosled jako v případě ANO/NE otázek.

Příklad: *Where do you live? = Kde bydlíš/žiješ?*   *I live in… = Bydlím/žiji v/ve…*

Přítomný čas průběhový (Present Progressive/Continuous)

Přítomný čas průběhový se v angličtině používá k vyjádření činností, které probíhají právě v okamžiku, kdy o nich hovoříme (právě teď). <u>Pomocné sloveso v tomto čase je sloveso BE, které je samozřejmě vyčasované na základě osoby, ve které se podmět nachází.</u> Jeho forma se skládá z podmětu na prvním místě, vyčasovaném slovese BE na druhém, na třetím místě se nalézá plnovýznamové, tzv. funkční sloveso, ke kterému se připojuje koncovka *-ing*, což je tzv. gerundium (v angličtině *gerund)*. Gerundium vždy symbolizuje probíhající úkon, činnost, a to v jakémkoli anglickém čase. Zbytek oznamovací věty se řídí podle zkratky SVOMPT. Je nutné také podotknout, že gerundium v angličtiny symbolizuje a vyjadřuje, že se sloveso nalézá v průběhové vidu *(progressive aspect)*.

Příklad: *I am sitting on a chair. = Právě sedím na židli.*

Přítomný čas průběhový se používá i k vyjádření blízké budoucnosti. Tento jev se objevuje zejména v hovorové angličtině, může se však objevit i v angličtině spisovné.

Příklad: *We are sleeping in the barn tonight. = Dnes v noci budeme spát ve stodole.*

ANO/NE otázky se v tomto čase tvoří jen v případě, že se ptáme na činnost, kterou posluchač v daný okamžik vykonává, a to například v situaci, kdy s ním hovoříme, ale nevidíme jej.

Příklad: *Are you sitting on a bed? = Sedíš právě na posteli?*

               Yes, I am./No, I am not. = Ano./Ne.

To samé platí i pro W-otázky, které ovšem vyžadují odpověď ve formě oznamovací věty.

Příklad: *Why are you running? = Proč utíkáš/běžíš?*

               Because I am late! = Protože jdu pozdě!

Zápor se v tomto čase tvoří přidáním slovíčka not k pomocnému slovesu BE.

Příklad: *I am not eating. = Teď zrovna nejím.*

Minulý čas prostý (Past Simple)

Tento anglický čas se využívá pro oznámení, že se něco stalo. Nevyjadřuje průběh v minulosti! Pouze poskytuje informaci o tom, že se v minulosti něco stalo, popřípadě v jakém stavu něco bylo. Zpravidla se jedná o stavy a události, o kterých víme, kdy se staly. V takovém případě bývá ve větě vyjádřeno PUČ. Minulý prostý čas se mimo jiné užívá také při vyprávění.

PUČ může být vyjádřeno několika časovými údaji, které se ovšem pojí se specifickou předložkou. Angličtina využívá tři časové předložky: <u>IN, ON, AT</u>. Tyto předložky se také dají využít k vyjádření PUM, pro to ovšem platí odlišná pravidla, o kterých budu referovat v následujících řádcích. Nyní se vraťme k jejich užití v minulém čase prostém.

Předložka <u>ON</u> se pojí s následujícími časovými údaji: <u>Určitá data (den + měsíc stačí), dny v týdnu, svátky připadající na konkrétní den (Silvestr, Štědrý den, Valentýn apod.), narozeniny.</u>

Předložka <u>IN</u> se pojí s následujícími časovými údaji: <u>Letopočty, názvy měsíců (je uveden pouze měsíc, např. *Narodil jsem se v květnu. = I was born in May.*), roční období, ráno, odpoledne, večer.</u>

Předložka <u>AT</u> se pojí s následujícími časovými údaji: <u>Hodiny, poledne, noc, půlnoc.</u>

Minulý čas prostý, stejně jako přítomný čas prostý užívá v otázkách a záporu pomocné sloveso DO, ovšem v minulém tvaru, čili <u>DID</u>. Oznamovací věty v minulém čase prostém se řídí zkratkou SVOMPT, stejně jako přítomný čas prostý. Rozdíl je ovšem ve tvaru slovesa. V minulém čase prostém totiž využíváme minulých tvarů sloves, tedy druhý sloupek triády nepravidelných sloves. Důležité je, abychom si uvědomili, že minulé tvary a tvary příčestí minulého nepravidelných sloves se nemění (jsou ve všech osobách stejné).

Příklad: *I ate dinner. = Snědl jsem večeři.*

She ate dinner. = Snědla večeři.

We ate dinner. =My snědli večeři.

xxx

ANO/NE otázky mají stejnou strukturu ve všech časech, tedy: pomocné sloveso, osoba, plné sloveso v příslušném tvaru, zbytek věty podle zkratky SVOMPT.

Příklad: *Did you go to school yesterday? = Šel jsi včera do školy?*

Yes, I did./No, I didn't. = Ano./Ne.

W-otázky mají taktéž stejnou strukturu ve všech časech, tedy: W-otázka, pomocné sloveso, osoba, plné sloveso v příslušném tvaru, zbytek věty podle zkratky SVOMPT.

Příklad: *Where did you go last night? = Kam jsi včera v noci šel?*

Příklad: *I went to see my friends. = Šel jsem za přáteli.*

Jak již bylo řečeno, zápor tvoříme přidáním záporného slovíčka *not* k pomocnému slovesu daného času. V minulém čase prostém se tedy jedná o sloveso DID.

Příklad: *I didn't want to hurt him. = Nechtěl jsem mu ublížit.*

<u>Všimněme si, že jakmile je ve větě přítomno DID, plnovýznamové sloveso je v infinitivu!</u> Proč? Je to z toho důvodu, že každé sloveso má v anglické větě svou vlastní úlohu, svou vlastní roli, svůj vlastní důvod. Sloveso DID již symbolizuje, že věta pojednává o informaci, události, která se odehrála v minulosti, a tudíž funkční sloveso tuto funkci mít nemůže, neboť žádná dvě anglická slovesa ve větě neplní stejnou funkci. Funkční sloveso tedy ponecháváme v infinitivu (první sloupek triády nepravidelných sloves), jelikož nám slouží jako indikátor události, činu, stavu, který byl v minulosti platný.

Minulý čas průběhový (Past Progressive/Continuous)

Tento anglický čas se používá v případě, že mluvíme o nějaké činnosti, která probíhala v minulosti po určitou dobu. Většinou se jedná o činnost, která probíhala nepřerušeně v uzavřeném časovém úseku. Důležité je poznamenat, že <u>tato činnost už v současnosti neprobíhá.</u>

Příklad: *I was cooking dinner for two hours. = Dvě hodiny jsem vařil večeři.*

Pomocné sloveso u tohoto času je sloveso WAS/WERE, čili sloveso TO BE v minulém čase. Důležité je také poznamenat, že tento čas se velmi často používá v případě, kdy překládáme českou větu, jejíž součástí je sloveso v nedokonavém vidu.

Z minulého prostého a průběhového času lze utvářet souvětí, která sestávají z věty hlavní a věty vedlejší příslovečné časové. Tato souvětí jsou poměrně častá při výsleších, u vyprávění, i v každodenní konverzaci.

Příklad: *When mom came home, I was watching TV. = Když máma přišla domů, díval jsem se na televizi.*

Je nutné podotknout, že v některých publikacích můžeme najít nepřesná vysvětlení pojednávající o těchto souvětích. Často se setkáváme s vysvětlivkou, že činnost vyjádřená minulým časem průběhovým byla narušena událostí vyjádřenou minulým časem prostým. Je ovšem nutné zdůraznit, že tato informace je nepřesná. Je sice pravda, že informace vyjádřena minulým časem prostým (věta hlavní) narušila činnost vyjádřenou minulým časem průběhovým (věta vedlejší), ale není zcela jasné, zda daná činnost po svém narušení skončila, či pokračovala.

Pakliže taková souvětí začínají vedlejší větou (poznáme to podle slovíčka *When? (Kdy?/Když...),* je celá vedlejší věta, z hlediska SVOMPT, jedním velkým příslovečným určením času. Jak jsme si již vysvětlili, umístění příslovečného určení času na první místo ve větě je jedno z nejzákladnějších porušení přímého pořádku slov, a pokud k tomu dojde, je třeba toto narušení vyznačit čárkou.

Příklad: *When I was doing my homework, I heard a voice. = Když jsem si dělal domácí úkol, zaslechl jsem hlas.*

W-otázky v minulém čase průběhovém jsou poměrně časté, zejména pokud se bavíme o nějaké vyzvídání, jak již bylo řečeno.

Příklad: *What were you doing in Summer? = Co jsi v létě dělal?*

Příklad: *Whar were you doing at the weekend? = Co jsi dělal o víkendu?*

Pakliže se s takovou otázkou setkáme, daná osoba chce vědět, jaké činnosti jsme vykonávaly během zmíněného časového úseku.

ANO/NE otázky v tomto čase nejsou až tak obvyklé, nicméně se mohou v konverzaci objevit.

Předpřítomný čas prostý (Present Perfect)

Tento anglický čas se řadí mezi nejpoužívanější anglické časy vůbec. Je nutno podotknout, že tento anglický čas se hojně užívá v Britské i Americké angličtině, ačkoliv zůstává pravdou, že v Americké angličtině bývá často nahrazován minulým časem prostým.

Tento čas kombinuje minulost a přítomnost. Podle některých anglických gramatiků má tento čas své poddruhy (případy užití). Předpřítomný čas prostý užíváme v následujících případech.

1. Velmi nedávná minulost (perfect of recent past)
2. Změna stavu (resultative perfect)
3. Vyjádření zkušenosti (experiential perfect)
4. Důsledek činu, který se stal v minulosti, je v současnosti stále platný – Stav vzniklý v minulosti je stále platný (continuative perfect)

Co se nedávné minulosti týče, mluvíme o situacích, kdy hovoříme o událostech, které se staly před velice nedávnou dobou.

Příklad: *I have just seen your sister. = Právě jsem viděl tvou sestru.*

Příklad: *I have just lost my wallet. = Zrovna jsem ztratil svou peněženku.*

V případě, že mluvíme o nedávné minulosti, se ve větách často objevují časová příslovce jako např. *just (právě/zrovna), already (už), yet (už/zatím/prozatím), since (od), never (nikdy), ever (nikdy).* Je nutné podotknout, že tato příslovce jsou pro předpřítomný čas typická a v 95% případů se pojí právě s ním. Ona příslovce se taktéž někdy nazývají *signal words*, tedy signalizační slova, která nám napovídají, že máme použít předpřítomný čas prostý. Každý ze čtyř podtypů předpřítomného času má svá specifická příslovce, díky kterým je lze rozeznat.

1. Velmi nedávná minulost (perfect of recent past) – *just, recently*

2. Změna stavu (resultative perfect) - *just*

3. Vyjádření zkušenosti (experiential perfect) – *already, never, ever*

4. Důsledek činu, který se stal v minulosti, je v současnosti stále platný – Stav vzniklý v minulosti je stále platný (continuative perfect) – *since, for*

Tato příslovce sice můžeme vidět i ve spojitosti s jinými časy, v takových případech se nicméně jedná o hovorové výrazy. Co se rozdílnosti mezi *yet* a *already* týká, význam mají velmi blízký, ale používají se v odlišných situacích. *Yet* se používá zejména v otázkách a záporných větách, zatímco *already* se používá ve větách kladných, nebo ve větách, které jsou citově zabarveny (údiv).

Příklad: *Is it time for my pills already? = To už je čas na mé léky? (údiv)*

Příklad: *I haven't done my work yet. = Ještě jsem nedokončil svou práci.*

Příklad: *I have already seen this film. = Už jsem tenhle film viděl.*

Změna stavu je v tomto čase chápána následovně. Představme si, že máte ve třídě šprta a právě se odehrává hodina chemie, ve které děláte s paní učitelkou/panem učitelem pokus. Máte připravený roztok modré barvy, pak do něj něco hodíte a on změní barvu na červenou. Šprt zajásá a řekne: „Paní učitelko, koukněte! Ten roztok zčervenal." Změna barvy je jednou z možných změn stavu.

Příklad: *Look! It's changed colour! = Koukněte! Změnil barvu!*

Příklad: *The cargo has been delivered. = Náklad byl doručen.*

Příklad: *I have finished my book! = Dokončil jsem svou knihu.*

Vyjádření zkušenosti je ve spojitosti s tímto časem chápáno jako oznámení, že jsme někdy něco dělali/nedělali, nebo, že už s danou věcí máme/nemáme zkušenost. Je nutné podotknout, že v tomto případě užití předpřítomného času může, ale také nemusí být přítomno příslovečné určení času.

Příklad: *I have already seen this film. = Tenhle film jsem už viděl.*

Příklad: *I have never eaten snails. = Nikdy jsem nejedl šneky.*

Předpřítomný čas prostý se také užívá v případě, že hovoříme o důsledku činu, který se stal v minulosti.

Příklad: *I have burnt my hand. = Spálil jsem si ruku*

Tato věta by se užila například v případě, že se nás někdo zeptá, co se stalo poté, co uvidí naši obvázanou ruku. Obvázaná ruka je důsledek spálení.

Příklad: *I have tried, but I have failed. = Snažil jsem se, ale selhal jsem.*

V tomto případě se jedná například o reakci na dotaz, co se stalo, a to v případě, že jsme evidentně vystresovaní, smutní a zklamaní. Zklamání a vyčerpání je důsledek obrovského úsilí, které ovšem bylo marné.

Co se stavu vzniklého v minulosti týče, představme si situaci, kdy nějaký stav trvá již delší dobu od nějakého okamžiku v minulosti.

Příklad: *I have been married for twenty years. = Jsem ženatý už dvacet let.*

Zde mluvíme o stavu, který vznikl před dvaceti lety, a to tak, že manželé uzavřeli novomanželské sliby u oltáře. Tím vznikl stav, kdy se oba zúčastnění stali manželi.

Rád bych podotkl, že se ve valné většině případů, kdy se setkáme s předpřítomným časem prostým, se jedná o kombinaci případů užití.

Jak jste si můžeme všimnout, forma předpřítomného času prostého je velmi jednoduchá. Pomocným slovesem u tohoto času je sloveso HAVE, po kterém následuje funkční sloveso ve tvaru příčestí minulého (past participle) = třetí sloupeček triády nepravidelných sloves. Oznamovací věty se řídí podle zkratky SVOMPT. Otázky se tvoří stejným způsobem jako u ostatních anglických časů.

Předpřítomný čas průběhový (Present Perfect Progressive)

Tento anglický čas je poměrně vzácný. Přestože se v angličtině objevuje, je nutné si uvědomit, že kombinace průběhového a perfektivního vidu je poměrně vzácná.

Tento čas se používá v případě, že mluvíme o činnosti nebo procesu, který započal v minulosti a pokračuje i v současnosti (proces stále nebyl ukončen). Je ovšem také nutno podotknout, že tento čas užíváme i v případě, že máme důkaz o tom, že nějaký

proces před chvílí skončil. Nejedná se ovšem o platnost stavu, o platnosti stavu pojednává předpřítomný čas prostý.

Příklad: *You are all wet! You have been jogging, haven't you?*

Příklad: *You are covered in paint! You must have been painting!*

Příklad: *I have been living in London for two years.*

Příklad: *I have lived in London for two years.*

Zde vidíme dvě věty, které pracují se stejnou informací, ale význam mají odlišný. Zatímco věta *I have been living in London for two years.* nám poskytuje informaci o tom, že jsme se do Londýna přistěhovali před dvěma lety a v současnosti tam stále ještě bydlíme. Kdežto věta *I have lived in London for two years.* nám dává informaci o tom, že jsme v jisté části svého život dva roky žili v Londýně (máme s tím zkušenost), ale v současnosti tam již nežijeme. Je ovšem nutné podotknout, že tyto dvě věty by mohly teoretický mít naprosto totožný význam. Jak již bylo zmíněno, angličtina je velice závislá na kontextu, a tudíž se může stát, že si některé věty můžeme vyložit jiným způsobem, než autor tvrzení zamýšlel.

Forma tohoto času je následující. Na prvním místě je podmět, následuje jej pomocná slovesná fomra HAVE BEEN a funkční sloveso v průběhovém tvaru (s koncovkou -ing).

Předminulý čas prostý (Past Perfect)

Tento anglický čas bývá některými gramatiky vnímán jako minulá forma předpřítomného času prostého. Není to ovšem úplná pravda. Předminulý čas se používá ve třech případech. Prvním z nich je případ, kdy mluvíme o minulosti v minulosti. Jedná se o dvě informace, dvě minulosti, přičemž jedna z nich je starší. U ní se právě použije předminulý čas.

Příklad: *I had already seen the film, but they made me go with them. = Ten film už jsem viděla, ale donutili mě jít s nimi.*

V tomto případě daná osoba onen film viděla už před tím, než byla přemluvena k návštěvě kina s přáteli.

Dalšími případy užití předminulého času jsou třetí věta podmínková a tzv. *backshift* v nepřímé řeči. Pokaždé se ovšem jedná o tu starší minulost ve větě, kde se nám nacházejí informace o dvou minulostech.

Příklad: *If I had seen it coming, I would have never agreed. = Kdybych to tehdy tušil, nikdy bych nesouhlasil.*

V této větě mluvčí vyjadřuje fakt, že kdyby předpokládal následky souhlasu před tím, než jej někomu poskytl, neučinil by tak.

Backshift je gramatický fenomén, který se používá při převodu z přímé řeči na nepřímou. K převodu na předminulý čas dochází v případě, že původní sdělení bylo v přímé řeči užito v minulém nebo předpřítomném čase. Je ovšem nutné upozornit na fakt, že při užití příslovce *ago* v přímé řeči, dojde prostřednictvím backshiftu na změnu příslovce, a sice z *ago* na *before*.

Příklad: *"I wrote a book two years ago." – He said that he had written a book two years before."*

Příklad: *"I have already seen the fimlm." – She said that she had already seen the film."*

Předminulý čas průběhový (Past Perfect Progressive)

Tento čas funguje na podobném principu jako předpřítomný čas průběhový. Užívá se v případě, kdy chceme vyjádřit průběh nějaké činnosti, který byl narušen nebo pozměněn nějakou událostí, která se taktéž stala v minulosti.

Příklad: *I had been writing books until I met your mother. = Než jsem potkal vaši matku, psal jsem knihy./Psal jsem knihy do té doby, než jsem potkal vaši matku.*

Překládání je velmi náročná a měňavá disciplína. Tato věta byla krásným příkladem toho, že jednu myšlenku, jeden význam, lze interpretovat v několika formách. Oba překlady nám poskytují stejnou informaci, přesto jsou oba jedinečné. Je nutné podotknout, že bezchybný a zcela přesný překlad neexistuje. Pakliže překládáme

z jazyků, jejichž gramatické systémy si jsou blízké, můžeme se přiblížit k téměř přesnému překladu. V případě předminulého času, který čeština kdysi měla také, nicméně je v současnosti považován za zastaralý s byl zcela nahrazen prostým minulým časem, který známe a používáme dnes, je třeba hledat vhodné ekvivalenty tak, abychom se přiblížili významu pokud možno co nejvíce. Slouží nám k tomu časová příslovce, díky kterým lze v češtině jednotlivé události snadno odlišit, a tudíž je jasné, která z daných událostí se stala dříve. V angličtině se časová příslovce k tomuto účelu užívají též velmi hojně, obzvláště v případě, kdy je posluchač postaven mimo kontext.

Předbudoucí čas prostý (Future Perfect)

Předbudoucí časy, jak prostý, tak průběhový, se v angličtině vyskytují velmi ojediněle. Předbudoucí čas prostý se užívá v případě, kdy chceme vyjádřit, že jakmile budoucnost dosáhne určitého bodu, něco se stane nebo bude něco uvedeno v platnost.

Příklad: *By this time tomorrow, I will have left for the holiday. = Zítra touhle dobou už budeme na cestě na dovolenou.*

Předbudoucí čas průběhový (Future Perfect Progressive)

Tento čas nám slouží k vyjádření, že v jistém bodě v budoucnosti se bude jistá činnost odehrávat v průběhu.

Příklad: *In ten minutes, I will have been waiting here for two hours. = Za deset minut to budou dvě hodiny, co tu už čekám.*

Budoucnost vyjádřená vazbou GOING TO

Vazba GOING TO se využívá v případě, že mluvíme o plánované budoucnosti, nebo o události, která sice teprve nastane, ale má přímou návaznost na události současné. Plně postačí, když je mezi těmito událostmi nějaká zákonitost, logická souvislost, anebo evidentní důkaz, že se k budoucí události schyluje. Dalo by se říci, že se jedná

o situace, kdy by se musel stát zázrak boží, aby se událost, ke které se going to pojí, nestala.

Příklad: *It is going to rain. = Bude pršet.*

V tomto případě se jedná o situaci, kdy se na obloze zatáhlo a všude jsou černé mraky, je tedy na 99,9% jisté, že bude pršet. Jedná se o případ, kdy máme důkaz o nastávající budoucnosti.

Příklad: *I am going to be a princess. = Budu princezna.*

Tuto větu by nám pravděpodobně řekla mladá dívka v předškolním věku, jejíž sen je stát se v dospělosti princeznou. Ačkoliv je jasné, že tato možnost je velmi nepravděpodobná, mladá dívenka ji stále vnímá jako plán, a tudíž i v tomto případě je nutné použít vazbu GOING TO.

Budoucnost vyjádřená slovesem WILL

Sloveso will nám slouží k vyjádření tzv. prosté budoucnosti. V podstatě se jedná o všechny formy budoucnosti kromě těch, které ke svému vyjádření používají vazbu GOING TO. Přestože by nám tato jednoduchá vysvětlivka mohla stačit, je třeba si uvědomit, že existují případy, kdy se daná budoucí situace dá vyjádřit POUZE pomocí slovesa WILL.

Jedná se o: 1) Sliby a přísahy

2) Nabídky

3) Prosby

Pakliže se jedná o slib nebo přísahu, bývá na sloveso will kladen důraz z hlediska intonace.

Příklad: *I will wash the dishes tomorrow! = Umyju to nádobí zítra!*

Příklad: *I will take your bags, miss. = Já vám ty tašky odnesu, slečno.*

Příklad: *Will you bring me some water, please? = Přineseš mi trochu vody prosím?*

APPENDIX 7
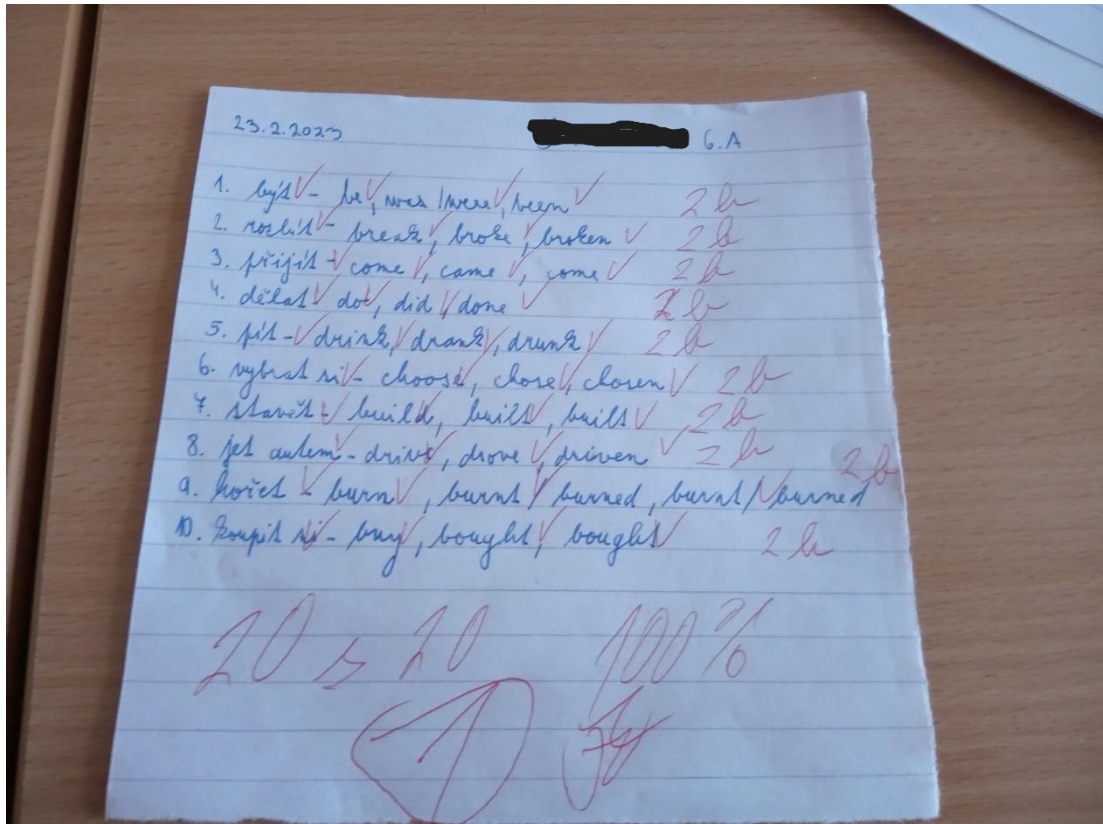
23.2   G.A   ▓▓▓▓▓▓▓

1) být ✓   be ✓   brieve ≠ been ✓   1,6 b

2) rozbít ✓   broket   broker ≠ broken ✓   1,3 b

3) přijít ✓   come ✓   came ✓   come ✓   2 b

4) dělat ✓   make ✓   maked ≠   maken ≠   1,3 b

5) pít ✓   drink ✓   drank ✓   drunk ✓   2 b

6) vybrat si ✓   choose ✓   chose ✓   chosen ✓   2 b

7) stavět ✓   build ✓   built ✓   built ✓   2 b

8) jet autem ✓   drive ✓   drove ✓   driven ✓   2 b

9) hořet ≠   blow ✓   blowed ≠   blown ✓   0,6 b

10) koupit si ✓   buy ✓   bought ✓   bought ✓   2 b

17 z 20   85%   ②

1. být - √ be √ was\were √ been √ 2b
2. rozbít - √ break √ broke √ broken √ 2b
3. přijít - √ come √ came √ come √ 2b
4. dělat √ do √ did √ done √ 2b
5. pít - √ drink √ drank √ drunk √ 2b
6. vybrat si √ choose ✗ chose √ chosen √ 1,6 b
7. stavět √ build √ built √ built √ 2b
8. jít autem √ drive √ drove √ driven √ 2b
9. hořet - √ burned ✗ burnt √ burnt √ 1,6 b
10. soupit si - √ buy √ bought √ bought √ 2b

19,3 z 20   94%

23. 2. 2023

1.) být ✓	be ✓	were / was ✓	been ✓	2 b
2.) rozbít ✓	break ✓	broke ✓	broken ✓	2 b
3.) přijít ✓	come ✓	came ✓	come ✓	2 b
4.) dělat ✓	do ✓	did ✓	done ✓	2 b
5.) pít ✓	drink ✓	drank ✓	drunk ✓	2 b
6.) vybrat ✓	choose ✓	chose ✓	chosen ✓	2 b
7.) stavět ✓	build ✓	built ✓	built ✓	2 b
8.) jet autem ✓	drive ✓	drove ✓	driven ✓	2 b
9.) hořet ✓	burn ✓	burnt ✓	burnt ✓	2 b
10.) koupit ✓	buy ✓	bought ✓	bought ✓	2 b

20 b z 20   100%

① ✓

1 byl ✓ be ✓ was/were ✓ been ✓ 2b
2 rozbil ✓ break ✓ broke ✓ broken ✗ 1,3 b
3 přijel ✓ come ✓ came ✓ come ✓ 2b
4 dělal ✓ do ✓ did ✓ done ✓ 2b
5 pil ✓ drink ✓ drank ✓ drunk ✓ 2b
6 vybral si ✓ choose ✓ chose ✓ chosen ✓ 2b
7 slavil ✗ ████ ✗ ████ ✗ ████ ✗ 0 b
8 jel autem ✓ drive ✓ drove ✓ driven ✓ 2b
9 pálil ✓ burn ✓ burnt ✓ burnt ✗ 1,6 b
10 koupil si ✓ buy ✓ bought ✓ bought ✓ 2b

17 / 20   85%

(2) ✗

1) být = be, was/were, been   2b
2) razbit = bend, bent, bent   1b
3) přijít = come, came, come   2b
4) dělat = do, did, done   2b
5) pít = drunk, drank, drunk   2b
6) vybrat si = choose, chose, chosen   2b
7) stavět = build, built, built   2b
8) jet autem = drive, drove, driven   2b
9) hořet = burn, burned, burned   2b
10) koupit si = buy, bought, bought   2b

19 z 20

95%

1) být ✓ — be ✓ was/were ✓ been ✓ 2b
2) rozbít ✓ — break ✓ broke ✓ broken ✓ 2b
3) přijít ✓ — come ✓ came ✓ come ✓ 2b
4) dělat ✓ — do ✓ did ✓ done ✓ 2b
5) pít — ✓ drink ✓ drank ✓ drunk ✓ 2b
6) vybrat si ✓ choose ✓ chose ✓ chosen ✓ 2b
7) stavět ✓ — build ✓ built ✓ built ✓ 2b
8) jet autem ✓ — drive ✓ drove ✓ driven ✓ 2b
9) hořet ✓ — burn ✓ burnt ✓ burnt ✓ 2b
10) koupit si ✓ — buy ✓ bought ✓ bought ✓ 2b

20 ÷ 20

100%

1) být ✓	be ✓	was/were ✓	been ✓	2 b
2) rozbít ✓	break ✓	broke ✓	broken ✓	2 b
3) přijít ✓	come ✓	came ✓	come ✓	2 b
4) dělat ✓	do ✓	did ✓	done ✓	2 b
5) pít ✓	drink ✓	drank ✓	drinken	1,6 b
6) vybrat si ✓	choose ✓	chose ✓	chosen ✓	2 b
7) stavět ✓	build ✓	built ✓	built ✓	2 b
8) jet autem ✓	drive ✓	drove ✓	driven ✓	2 b
9) hořet ✓	burn ✓	burnt ✓	burnt ✓	2 b
10) koupit si ✓	buy ✓	bought ✓	bought ✓	2 b

19,6 z 20

1 98%

1. být ✓   be ✓   was/were ✓ - been ✓ 2b
2. rozbít ✓   broke ✗ - brake ✓ - broken ✓ 1,6 b
3. přijít ✓ came ✓ - came ✓ - came ✗ 1,6 b
4. dělat ✓   do ✓ - did ✓ - done ✓ 2 b
5. pít ✓   drink ✓ - drank ✓ - drunk ✓ 2 b
6. vybrat si ✓ choose ✓ - chouse ✗ - chouse ✗ 1,3 b
7. stavit ✓   build ✓ - built ✓ - built ✓ 2 b
8. jet autem ✓ drive ✓ - drove ✓ - driven ✓ 2 b
9. hořet /pálit ✓ burnt ✗ - burned ✓ burned ✓ 1,6 b
10. koupit si ✓ buy ✓ - bought ✓ - bought ✓ 2 b

18,3 ≤ 20

92 %

① ✓

1) být ✓ - be ✓ was/were been ✓ 2 b
2) rozbít ✓ broke ✗, ✗ , broken ✓ 1,3 b
3) přijít - ✓ come ✓, came ✓, came ✗ 1,6 b
4) dělat ✓ do ✓, did ✓, done ✓ 2 b
5) pít ✓ - drink ✓, drank ✓, drunk ✓ 2 b
6) vybrat si ✓ - choose ✓, chose ✓, chosen ✓ 2 b
7) stavět ✓ build ✓, built ✓ ✗ 1,6 b
8) jet autem - ✓ drive ✓ drive ✗, driven ✓ 1,6 b
9) hořet ✓ burn ✓, burnt ✗, burning 1,3 b
10) koupit si ✓ - buy ✓, bought ✓, bought 2 b

17,6 b 20

88% ⟨1⟩ ff

23.2.2023   6.A

1) být ✓   be ✓ was/were ✓   been ✓   2b
2) rozbít ✓ broke≠ brought ≠ ⅔ broken ✓ 1,3b
3) přijít ✓ come ✓ came ✓   come ✓ 2b
4) dělat ✓ do ✓ did ✓   done ✓ 2b
5) pít ✓ drink ✓ drunk ≠ ⟷ drank ≠ 1,3b
6) vybrat si ✓ chose≠ chose ✓ chosen ✓ 1,6b
7) stavět ✓ build ✓ built ✓ built ✓ 2b
8) jet autem ✓ drive ✓ drove ✓ driven ✓ 2b
9) hořet ✓ burn ✓ burnt ≠ burning ≠ 1,3b
10) koupit si ✓ buy ✓ bought ✓ bought ✓ 2b

17,6 z 20

88%   ① 4
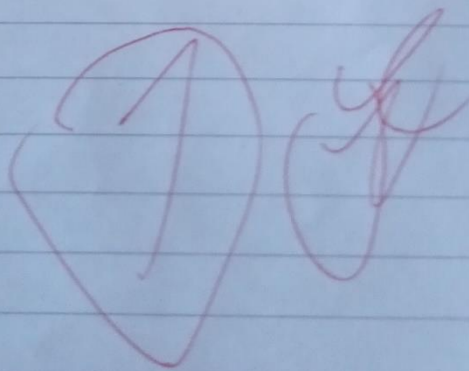
APPENDIX 8

<u>Present Perfect Test</u>

<u>Name:</u>

<u>Class:</u>

<u>Date:</u>

1. Complete the text with the correct past participle forms of suitable irregular verbs.

Grace: "Hello, Steven, how are you? Have you ever _____ a car?" **Steven:** "Yes, I have. But I do not have my driving licence with me." **Grace:** "You see, dad has _____ me a new car and I want to try it." **Steven:** "Why don't you try it then?" **Grace:** Because I haven't _____ my homework. And dad told me: 'Homework first.' But I do not want to wait!" **Steven:** "I can see that you have _____ as spoiled a brat as your sister." **Grace:** "How dare you?" **Dad:** "What is going on here?" **Grace:** "Dad, what are you doing here?" **Dad:** "I have _____ to see Steven. I need his help." **Steven:** "What do you need, sir?" **Dad:** "I need you to come with me. I have just _____ my axe, and I need it fixed ASAP." **Steven:** I can't go now. I haven't _____ the birdhouse yet. **Dad:** "It can wait, my axe can't." **Grace:** "Oh my! What time is it? Oh no, the football match has just _____! I wanted to be there!" **Steven:** "So that is why you wanted me to drive?" **Grace:** "No. I've just _____ some wine. That is why." **Dad:** "Grace Elizabeth Watson! I have never _____ so disappointed."

2. Write four sentences (at least one affirmative, one negative and one interrogative) using the present perfect tense to express: a) experience (2x), b) recent past (2x). Use the specific signal words which are typical for the two subtypes of the present perfect tense.

DO NOT USE SENTENCES FROM EXERCISES 1 AND 3. IF YOU DO, YOUR SENTENCES WILL NOT BE ACCEPTED.

3. Decide which type of the present perfect tense is used in the sentences below. Underline the signal words (if present).

E = Experiential perfect, R = Perfect of recent past, C = Continuative perfect, RE = Resultative perfect

I have just seen your father.

She has never been to the USA.

They have been married for twenty years.

I have burnt my hand, so now I have to wear a bandage.

He has not returned yet.

We have already seen this film.

APPENDIX 9

STUDENT A

Present Perfect Test

Name:

Class: 6. A

Date: 24. 2. 2023

1. Complete the text with the correct past participle forms of suitable irregular verbs.

Grace: "Hello, Steven, how are you? Have you ever _driven_ a car?" **Steven:** "Yes, I have. But I do not have my driving licence with me." **Grace:** "You see, dad has _bought_ me a new car and I want to try it." **Steven:** "Why don't you try it then?" **Grace:** Because I haven't _done_ my homework. And dad told me: 'Homework first.' But I do not want to wait!" **Steven:** "I can see that you have _been_ as spoiled a brat as your sister." **Grace:** "How dare you?" **Dad:** "What is going on here?" **Grace:** "Dad, what are you doing here?" **Dad:** "I have _come_ to see Steven. I need his help." **Steven:** "What do you need, sir?" **Dad:** "I need you to come with me. I have just _broken_ my <u>axe</u>, and I need it fixed ASAP." **Steven:** I can't go now. I haven't _built_ the birdhouse yet. **Dad:** "It can wait, my axe can't." **Grace:** "Oh my! What time is it? Oh no, the football match has just _begun_ ! I wanted to be there!" **Steven:** "So that is why you wanted me to drive?" **Grace:** "No. I've just _drunk_ some wine. That is why." **Dad:** "Grace Elizabeth Watson! I have never _been_ so disappointed.

10/10   24/28   96%

1

2. Write four sentences (at least one affirmative, one negative and one interrogative) using the present perfect tense to express: a) experience (2x), b) recent past (2x). Use the specific signal words which are typical for the two subtypes of the present perfect tense.

DO NOT USE SENTENCES FROM EXERCISES 1 AND 3. IF YOU DO, YOUR SENTENCES WILL NOT BE ACCEPTED.

a) Have you ever been to France? ✓
   She has not seen the new movie yet. ✓   4/4

b) I have just finished my homework. ✓
   I have broken my leg recently. ✓

3. Decide which type of the present perfect tense is used in the sentences below. Underline the signal words (if present).

E = Experiential perfect, R = Perfect of recent past, C = Continuative perfect, RE = Resultative perfect

I have just seen your father. R ✓

She has never been to the USA. E ✓
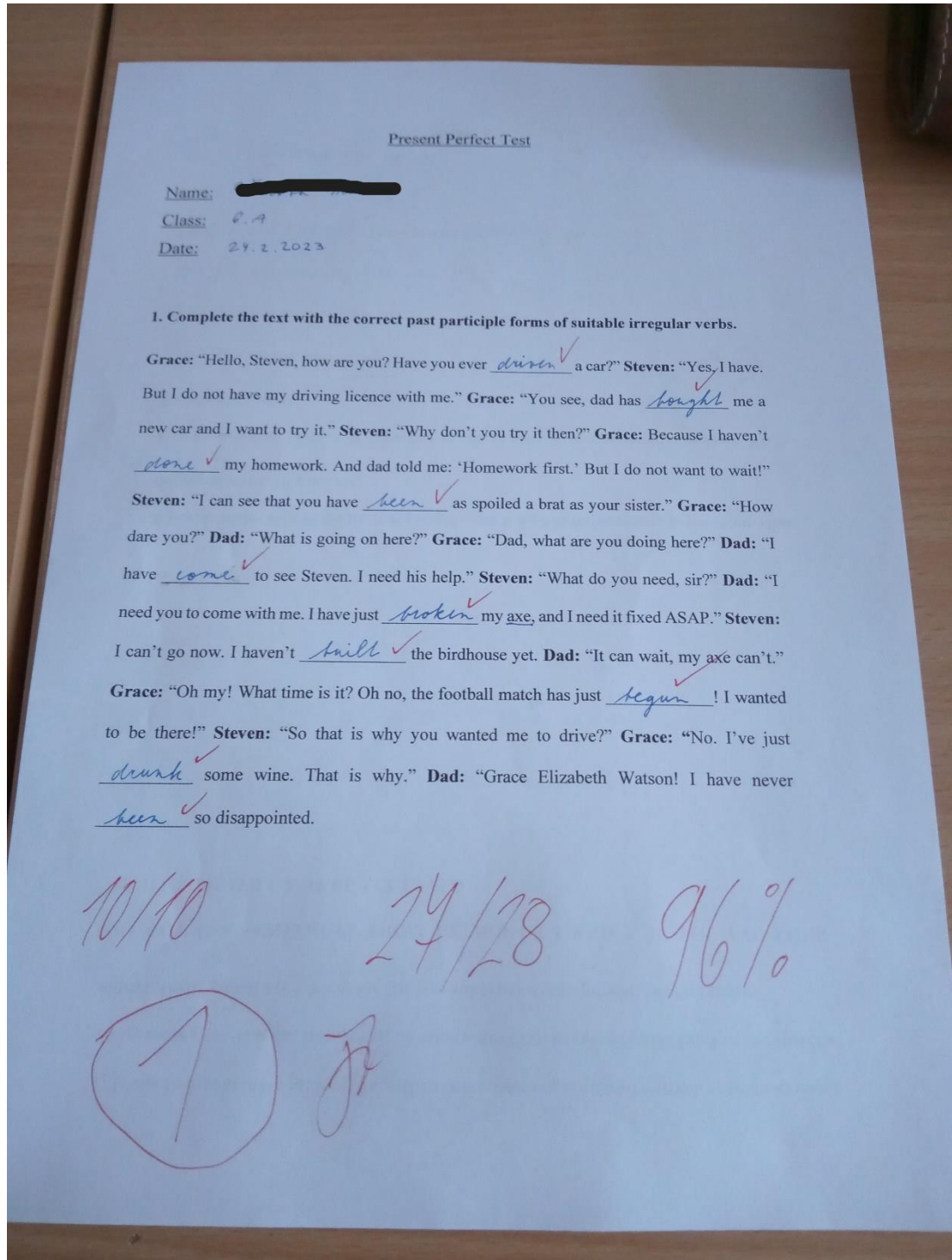
They have been married for twenty years. C ✓

I have burnt my hand, so now I have to wear a bandage. R̶ RE

He has not returned yet. C ✓

We have already seen this film. E ✓   10/11

STUDENT B

Present Perfect Test

Name: ▬▬▬▬▬▬
Class: 6.A
Date: 24.8.2023

1. Complete the text with the correct past participle forms of suitable irregular verbs.

Grace: "Hello, Steven, how are you? Have you ever _driven_ a car?" Steven: "Yes, I have, but I do not have my driving licence with me." Grace: "You see, dad has _bought_ ✓ me a new car and I want to try it." Steven: "Why don't you try it then?" Grace: Because I haven't _done_ ✓ my homework. And dad told me: 'Homework first.' But I do not want to wait!" Steven: "I can see that you have _been_ ✓ as spoiled a brat as your sister." Grace: "How dare you?" Dad: "What is going on here?" Grace: "Dad, what are you doing here?" Dad: "I have _would_ ✗ to see Steven. I need his help." Steven: "What do you need, sir?" Dad: "I need you to come with me. I have just _broken_ ✓ my axe, and I need it fixed ASAP." Steven: "I can't go now. I haven't _built_ ✓ the birdhouse yet. Dad: "It can wait, my axe can't." Grace: "Oh my! What time is it? Oh no, the football match has just _begun_ ✓! I wanted to be there!" Steven: "So that is why you wanted me to drive?" Grace: "No, I've just _drunk_ ✓ some wine. That is why," Dad: "Grace Elizabeth Watson! I have never _been_ ✓ so disappointed.

9/10   24.5/28   88%

①

2. Write four sentences (at least one affirmative, one negative and one interrogative) using the present perfect tense to express a) experience (2x), b) recent past (2x). Use the specific signal words which are typical for the two subtypes of the present perfect tense.

DO NOT USE SENTENCES FROM EXERCISES 1 AND 3. IF YOU DO, YOUR SENTENCES WILL NOT BE ACCEPTED.

a) He has. never been to Italy ✓
   I haven't seen Avatar yet. ✓

6.5/7

b) Where have you been? ✓
   I have just bought a new Top. ✓

3. Decide which type of the present perfect tense is used in the sentences below. Underline the signal words (if present).

E = Experiential perfect, R = Perfect of recent past, C = Continuative perfect, RE = Resultative perfect

I have just seen your father. R ✓

She has never been to the USA. E ✓

They have been married for twenty years. C ✓

I have burnt my hand, so now I have to wear a bandage. RE

He has not returned yet. RE. C

We have already seen this film. E ✓

9/11

STUDENT C
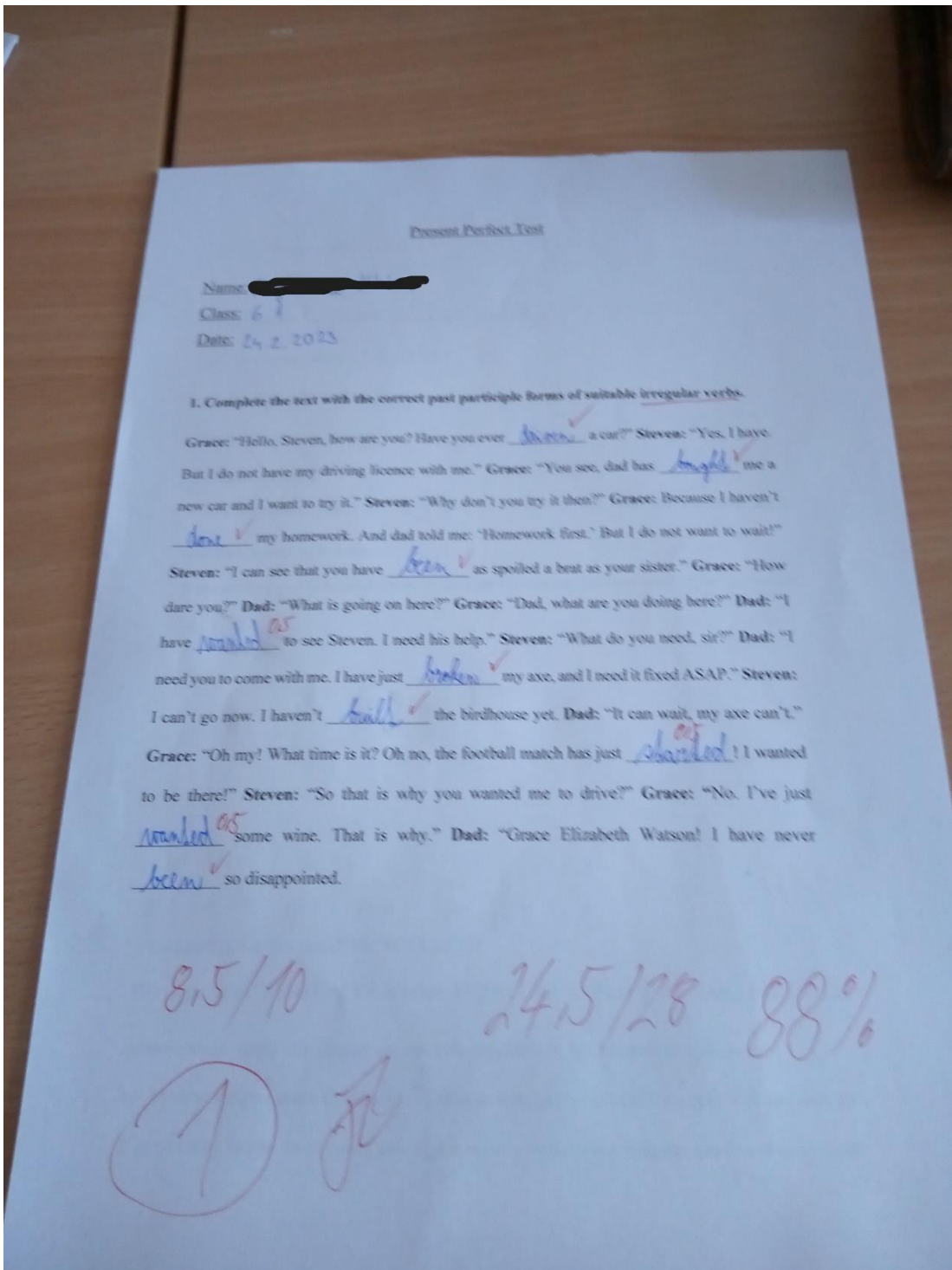
Present Perfect Test

Name: ~~██████████~~
Class: 6
Date: 24. 2. 2023

1. Complete the text with the correct past participle forms of suitable irregular verbs.

Grace: "Hello, Steven, how are you? Have you ever _driven_ ✓ a car?" Steven: "Yes, I have. But I do not have my driving licence with me." Grace: "You see, dad has _bought_ ✓ me a new car and I want to try it." Steven: "Why don't you try it then?" Grace: Because I haven't _done_ ✓ my homework. And dad told me: 'Homework first.' But I do not want to wait!"

Steven: "I can see that you have _been_ ✓ as spoiled a brat as your sister." Grace: "How dare you?" Dad: "What is going on here?" Grace: "Dad, what are you doing here?" Dad: "I have _wanted_ ⁱⁿᵍ to see Steven. I need his help." Steven: "What do you need, sir?" Dad: "I need you to come with me. I have just _broken_ ✓ my axe, and I need it fixed ASAP." Steven: I can't go now. I haven't _built_ ✓ the birdhouse yet. Dad: "It can wait, my axe can't."

Grace: "Oh my! What time is it? Oh no, the football match has just _started_ ⁱⁿᵍ! I wanted to be there!" Steven: "So that is why you wanted me to drive?" Grace: "No. I've just _wanted_ ⁱⁿᵍ some wine. That is why." Dad: "Grace Elizabeth Watson! I have never _been_ ✓ so disappointed.

8,5 / 10   24,5 / 28   88%

① ✗

2. Write four sentences (at least one affirmative, one negative and one interrogative) using the present perfect tense to express: a) experience (2x), b) recent past (2x). Use the specific signal words which are typical for the two subtypes of the present perfect tense.

DO NOT USE SENTENCES FROM EXERCISES 1 AND 3. IF YOU DO, YOUR SENTENCES WILL NOT BE ACCEPTED.

a) Have you ever been in Paris? ✓
I have never driven a car. ✓   4/4

b) I have just drunk a glass of water. ✓
Have you seen Tenka? ✓

3. Decide which type of the present perfect tense is used in the sentences below. Underline the signal words (if present).

E = Experiential perfect, R = Perfect of recent past, C = Continuative perfect, RE = Resultative perfect

I have just seen your father. R ✓

She has never been to the USA. E ✓

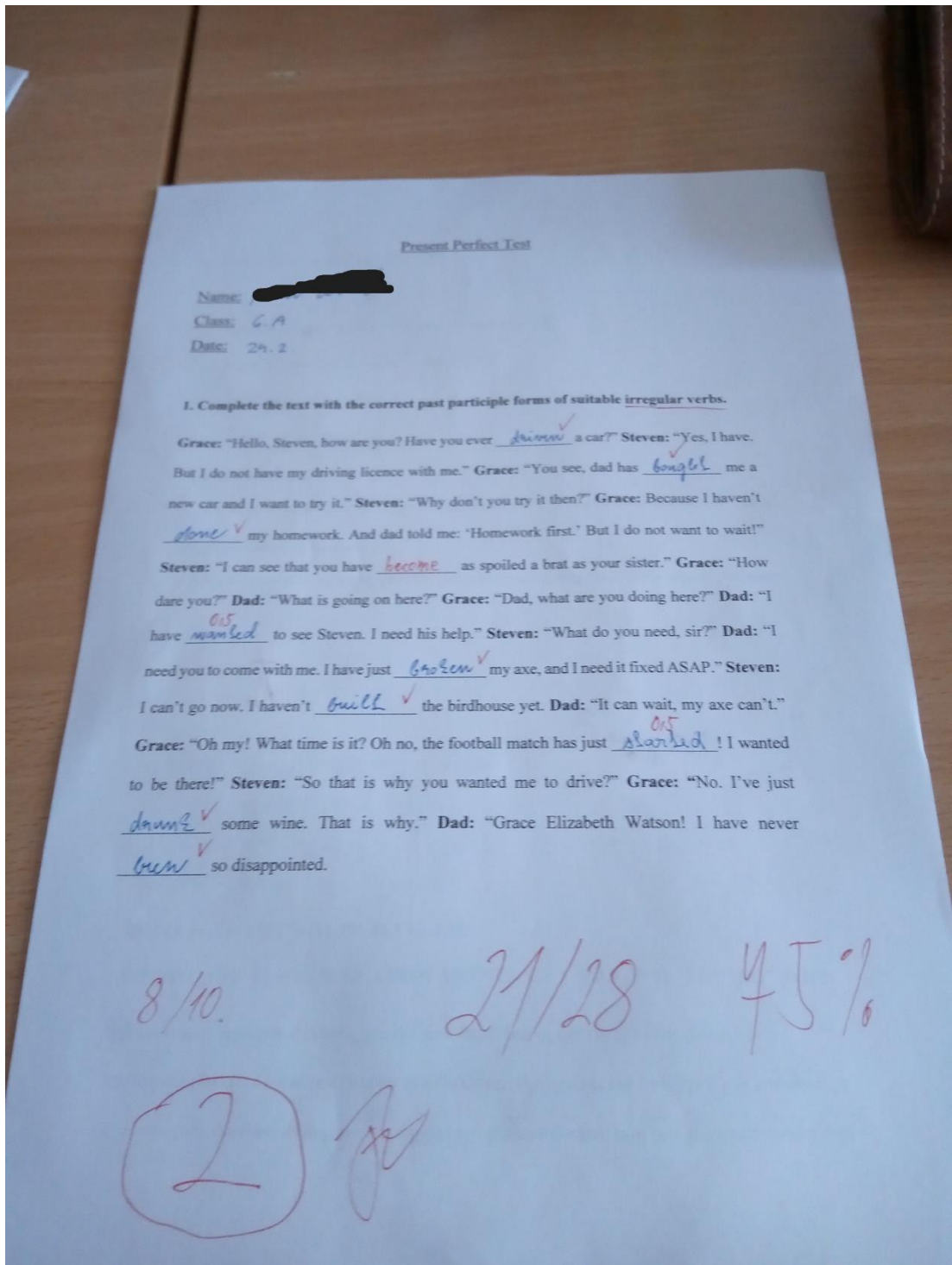They have been married for twenty years. C ✓

I have burnt my hand, so now I have to wear a bandage. RE

He has not returned yet, RE C

We have already seen this film. E ✓   9/11

STUDENT D

Present Perfect Test

Name: ⬛⬛⬛⬛
Class: 6. A
Date: 24. 2

1. Complete the text with the correct past participle forms of suitable irregular verbs.

Grace: "Hello, Steven, how are you? Have you ever ___driven___ ✓ a car?" Steven: "Yes, I have. But I do not have my driving licence with me." Grace: "You see, dad has ___bought___ ✓ me a new car and I want to try it." Steven: "Why don't you try it then?" Grace: Because I haven't ___done___ ✓ my homework. And dad told me: 'Homework first.' But I do not want to wait!"

Steven: "I can see that you have ___become___ as spoiled a brat as your sister." Grace: "How dare you?" Dad: "What is going on here?" Grace: "Dad, what are you doing here?" Dad: "I have ___wanted___ to see Steven. I need his help." Steven: "What do you need, sir?" Dad: "I need you to come with me. I have just ___broken___ ✓ my axe, and I need it fixed ASAP." Steven: I can't go now. I haven't ___built___ ✓ the birdhouse yet. Dad: "It can wait, my axe can't."

Grace: "Oh my! What time is it? Oh no, the football match has just ___started___ ! I wanted to be there!" Steven: "So that is why you wanted me to drive?" Grace: "No. I've just ___drunk___ ✓ some wine. That is why." Dad: "Grace Elizabeth Watson! I have never ___been___ ✓ so disappointed.

8/10.   21/28   75%

②

2. Write four sentences (at least one affirmative, one negative and one interrogative) using the present perfect tense to express: a) experience (2x), b) recent past (2x). Use the specific signal words which are typical for the two subtypes of the present perfect tense.

DO NOT USE SENTENCES FROM EXERCISES 1 AND 3. IF YOU DO, YOUR SENTENCES WILL NOT BE ACCEPTED.

I have been to France. ✓
I haven't played football for 2 years. ✓
I have lost my phone. ✓
I have just drunk juice. ✓

4/4

3. Decide which type of the present perfect tense is used in the sentences below. Underline the signal words (if present).

E = Experiential perfect, R = Perfect of recent past, C = Continuative perfect, RE = Resultative perfect

I have just seen your father. R ✓

She has never been to the USA. E ✓

They have been married for twenty years. C ✓

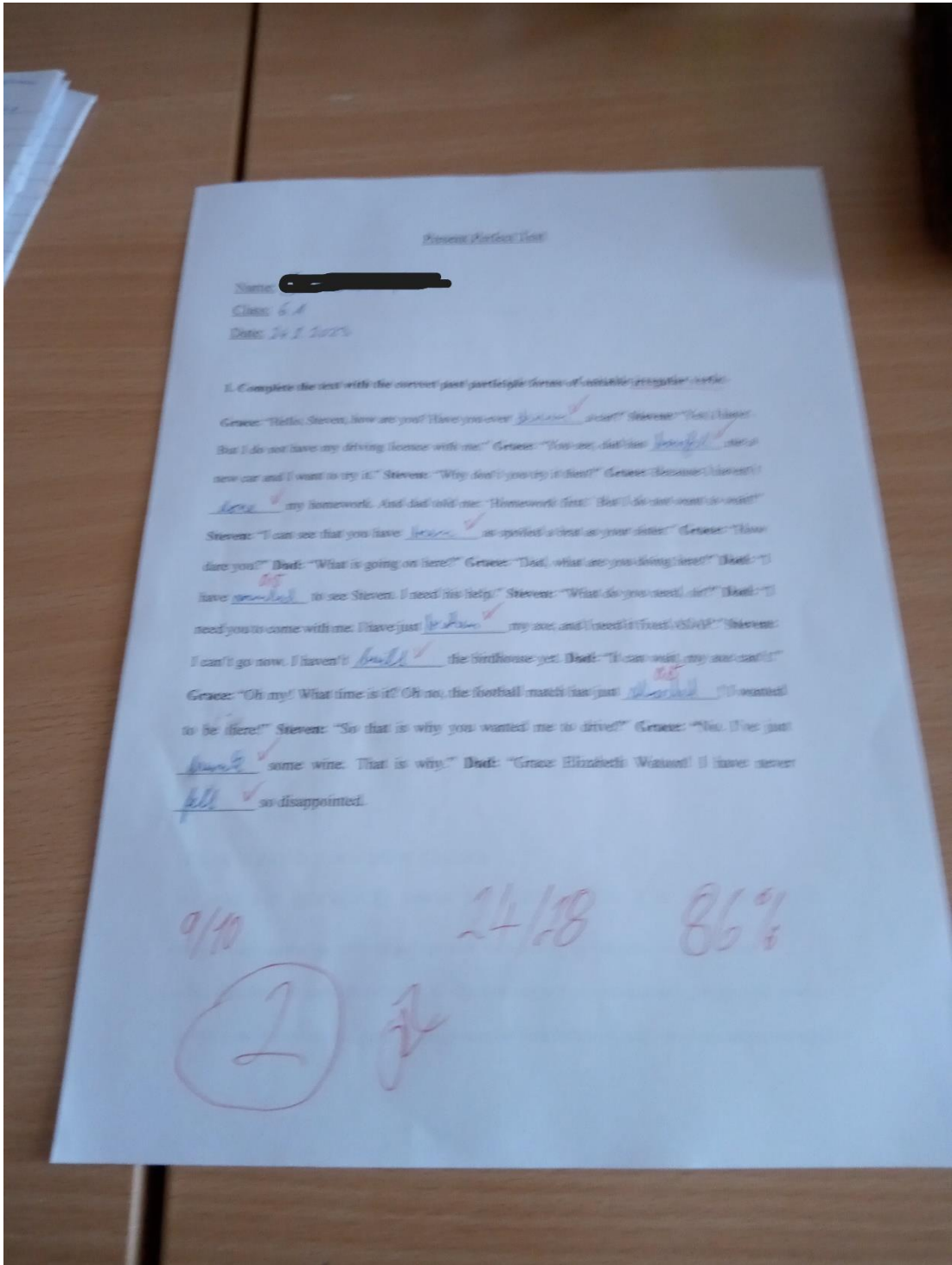I have burnt my hand, so now I have to wear a bandage. ✗ RE

He has not returned yet. R C

We have already seen this film. E ✓

9/11

STUDENT E

2. Write four sentences (at least one affirmative, one negative and one interrogative) using the present perfect tense to express: a) experience (2x), b) recent past (2x). Use the specific signal words which are typical for the two subtypes of the present perfect tense.

DO NOT USE SENTENCES FROM EXERCISES 1 AND 3. IF YOU DO, YOUR SENTENCES WILL NOT BE ACCEPTED.

1. Have you ever been to Italy? ✓
2. He has seen Harry Potter at the cinema. ✓
3. I have lost my phone. ✓
4. She has just broken her leg. ✓

6/4

3. Decide which type of the present perfect tense is used in the sentences below. Underline the signal words (if present).

E = Experiential perfect, R = Perfect of recent past, C = Continuative perfect, RE = Resultative perfect

I have just seen your father. R ✓

She has never been to the USA. E ✓
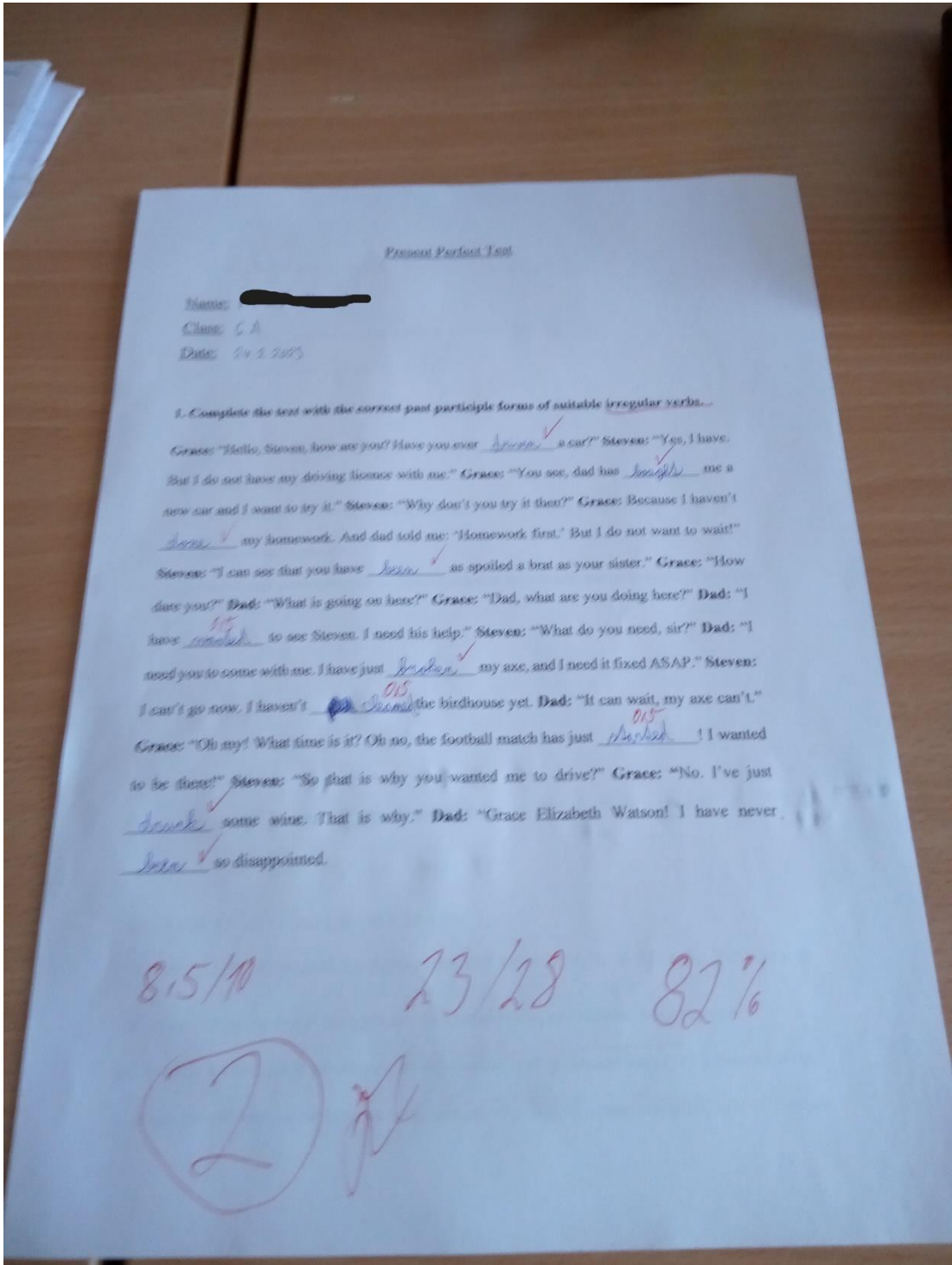
They have been married for twenty years. C ✓

I have burnt my hand, so now I have to wear a bandage. ✗ RE

He has not returned yet. RE C

We have already seen this film. E ✓

9/11

lxiii

STUDENT F

Present Perfect Test

Name: _____
Class: 6.A
Date: 24.2.2023

1. Complete the text with the correct past participle forms of suitable irregular verbs.

Grace: "Hello, Steven, how are you? Have you ever _driven_ ✓ a car?" Steven: "Yes, I have. But I do not have my driving licence with me." Grace: "You see, dad has _bought_ me a new car and I want to try it." Steven: "Why don't you try it then?" Grace: Because I haven't _done_ ✓ my homework. And dad told me: 'Homework first.' But I do not want to wait!" Steven: "I can see that you have _been_ ✓ as spoiled a brat as your sister." Grace: "How dare you?" Dad: "What is going on here?" Grace: "Dad, what are you doing here?" Dad: "I have _needed_ to see Steven. I need his help." Steven: "What do you need, sir?" Dad: "I need you to come with me. I have just _broken_ ✓ my axe, and I need it fixed ASAP." Steven: I can't go now. I haven't _cleaned_ the birdhouse yet. Dad: "It can wait, my axe can't." Grace: "Oh my! What time is it? Oh no, the football match has just _started_ ! I wanted to be there!" Steven: "So that is why you wanted me to drive?" Grace: "No. I've just _drunk_ ✓ some wine. That is why." Dad: "Grace Elizabeth Watson! I have never _been_ ✓ so disappointed.

8,5/10   23/28   82%

②

2. Write four sentences (at least one affirmative, one negative and one interrogative) using the present perfect tense to express: a) experience (2x), b) recent past (2x). Use the specific signal words which are typical for the two subtypes of the present perfect tense.

DO NOT USE SENTENCES FROM EXERCISES 1 AND 3. IF YOU DO, YOUR SENTENCES WILL NOT BE ACCEPTED.

I have seen all Harry Potter films. ✓

I have ~~......~~ ~~......~~ ~~......~~ I have caught this piece of paper. ~~......~~

He hasn't ~~......~~ done his ~~......~~ work yet.

I have just seen Stefan. ✓

My cat has just bitten me. ✓

5, 5/7

3. Decide which type of the present perfect tense is used in the sentences below. Underline the signal words (if present).

E = Experiential perfect, R = Perfect of recent past, C = Continuative perfect, RE = Resultative perfect

I have just seen your father. R ✓

She has never been to the USA. E ✓
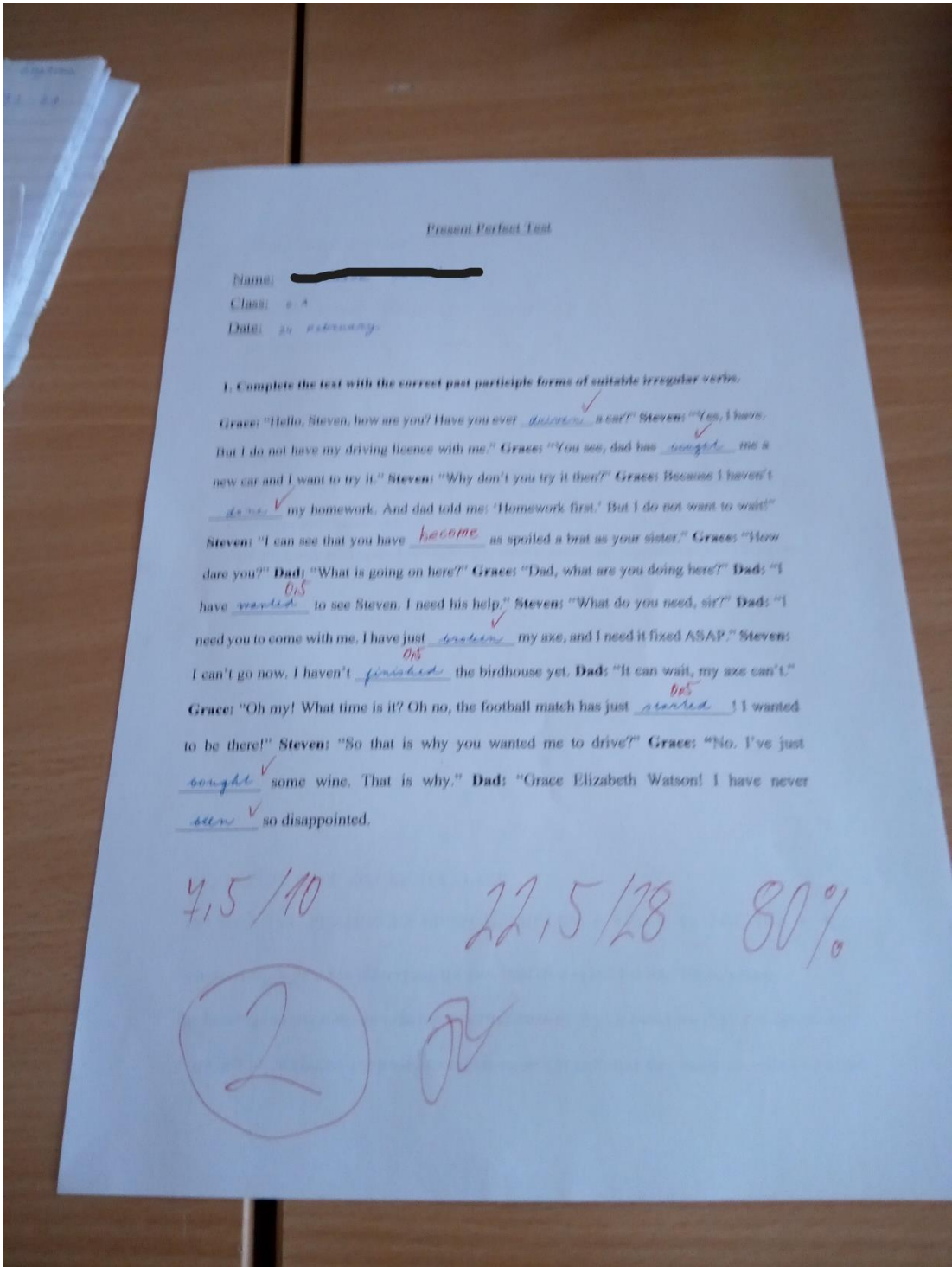
They have been married for twenty years. C ✓

I have burnt my hand, so now I have to wear a bandage. RE ✓

He has not returned yet. C ✓

We have already seen this film. E ✓   9/11

STUDENT G

Present Perfect Test

Name: ⎯⎯⎯⎯⎯⎯⎯⎯⎯

Class: 8 A

Date: 24 February.

1. Complete the text with the correct past participle forms of suitable irregular verbs.

Grace: "Hello, Steven, how are you? Have you ever _driven_ ✓ a car?" **Steven:** "Yes, I have. But I do not have my driving licence with me." **Grace:** "You see, dad has _bought_ ✓ me a new car and I want to try it." **Steven:** "Why don't you try it then?" **Grace:** Because I haven't _done_ ✓ my homework. And dad told me: 'Homework first.' But I do not want to wait!" **Steven:** "I can see that you have _become_ as spoiled a brat as your sister." **Grace:** "How dare you?" **Dad:** "What is going on here?" **Grace:** "Dad, what are you doing here?" **Dad:** "I have _wanted_ ⁰ʳˢ to see Steven. I need his help." **Steven:** "What do you need, sir?" **Dad:** "I need you to come with me. I have just _broken_ ✓ my axe, and I need it fixed ASAP." **Steven:** I can't go now. I haven't _finished_ ⁰ʳˢ the birdhouse yet. **Dad:** "It can wait, my axe can't." **Grace:** "Oh my! What time is it? Oh no, the football match has just _started_ ⁰ʳˢ ! I wanted to be there!" **Steven:** "So that is why you wanted me to drive?" **Grace:** "No. I've just _bought_ ✓ some wine. That is why." **Dad:** "Grace Elizabeth Watson! I have never _seen_ ✓ so disappointed.

7,5 / 10   22,5 / 28   80%

② ✓

2. Write four sentences (at least one affirmative, one negative and one interrogative) using the present perfect tense to express: a) experience (2x), b) recent past (2x). Use the specific signal words which are typical for the two subtypes of the present perfect tense.

DO NOT USE SENTENCES FROM EXERCISES 1 AND 3. IF YOU DO, YOUR SENTENCES WILL NOT BE ACCEPTED.

Have you ever been to Italy? ✓

I have never eaten tomato. ✓

I haven't just finden my bag. ✗

He has just watched a football match. ✓

6/7

3. Decide which type of the present perfect tense is used in the sentences below. Underline the signal words (if present).

E = Experiential perfect, R = Perfect of recent past, C = Continuative perfect, RE = Resultative perfect

I have just seen your father. R ✓

She has never been to the USA. E ✓
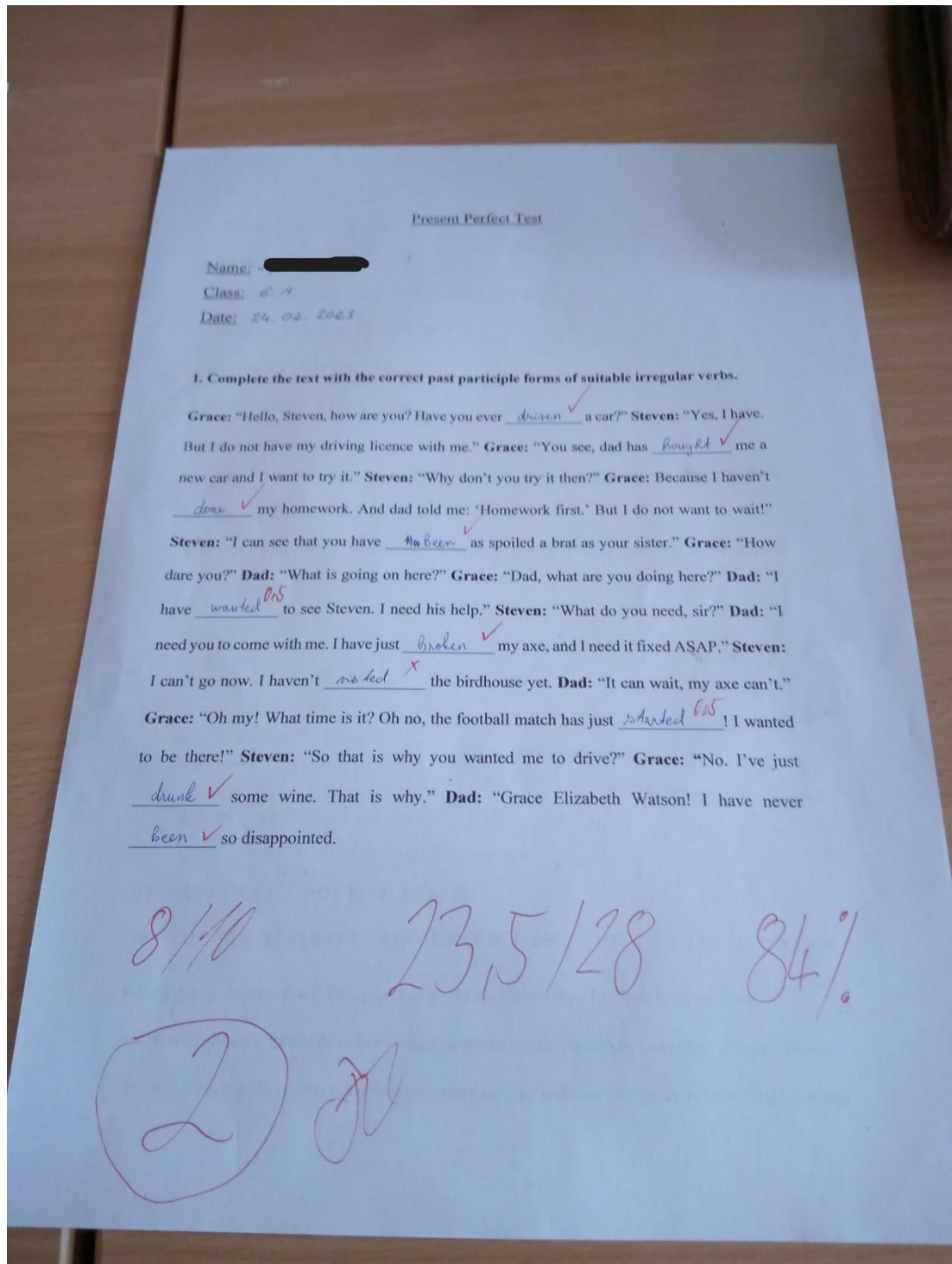
They have been married for twenty years. C ✓

I have burnt my hand, so now I have to wear a bandage. a RE

He has not returned yet. R C

We have already seen this film. E ✓

9/11

STUDENT H

Present Perfect Test

Name: ▆▆▆▆▆▆▆
Class: 6. A
Date: 24. 02. 2023

1. Complete the text with the correct past participle forms of suitable irregular verbs.

Grace: "Hello, Steven, how are you? Have you ever _driven_ ✓ a car?" **Steven:** "Yes, I have. But I do not have my driving licence with me." **Grace:** "You see, dad has _bought_ ✓ me a new car and I want to try it." **Steven:** "Why don't you try it then?" **Grace:** Because I haven't _done_ ✓ my homework. And dad told me: 'Homework first.' But I do not want to wait!" **Steven:** "I can see that you have _Ha been_ ✓ as spoiled a brat as your sister." **Grace:** "How dare you?" **Dad:** "What is going on here?" **Grace:** "Dad, what are you doing here?" **Dad:** "I have _wanted_ ⁰ᵘˢ to see Steven. I need his help." **Steven:** "What do you need, sir?" **Dad:** "I need you to come with me. I have just _broken_ ✓ my axe, and I need it fixed ASAP." **Steven:** I can't go now. I haven't _mended_ ✗ the birdhouse yet. **Dad:** "It can wait, my axe can't." **Grace:** "Oh my! What time is it? Oh no, the football match has just _started_ ⁰ᵘˢ ! I wanted to be there!" **Steven:** "So that is why you wanted me to drive?" **Grace:** "No. I've just _drunk_ ✓ some wine. That is why." **Dad:** "Grace Elizabeth Watson! I have never _been_ ✓ so disappointed.

8/10   23,5/28   84%

② ℋ

2. Write four sentences (at least one affirmative, one negative and one interrogative) using the present perfect tense to express: a) experience (2x), b) recent past (2x). Use the specific signal words which are typical for the two subtypes of the present perfect tense.

DO NOT USE SENTENCES FROM EXERCISES 1 AND 3. IF YOU DO, YOUR SENTENCES WILL NOT BE ACCEPTED.

a) ~~I~~ She has ~~never~~ studied ~~an expression~~ biology. ✓
~~I have~~ Have you ever seen Harry Potter? ✓

b) ~~Have you seen him yet?~~ I have just spoken with my brother. ✓
I haven't driven this car ~~before a while~~ yet. ✓

6,5 / 7

3. Decide which type of the present perfect tense is used in the sentences below. Underline the signal words (if present).

E = Experiential perfect, R = Perfect of recent past, C = Continuative perfect, RE = Resultative perfect

I have just seen your father. R ✓

She has never been to the USA. E ✓

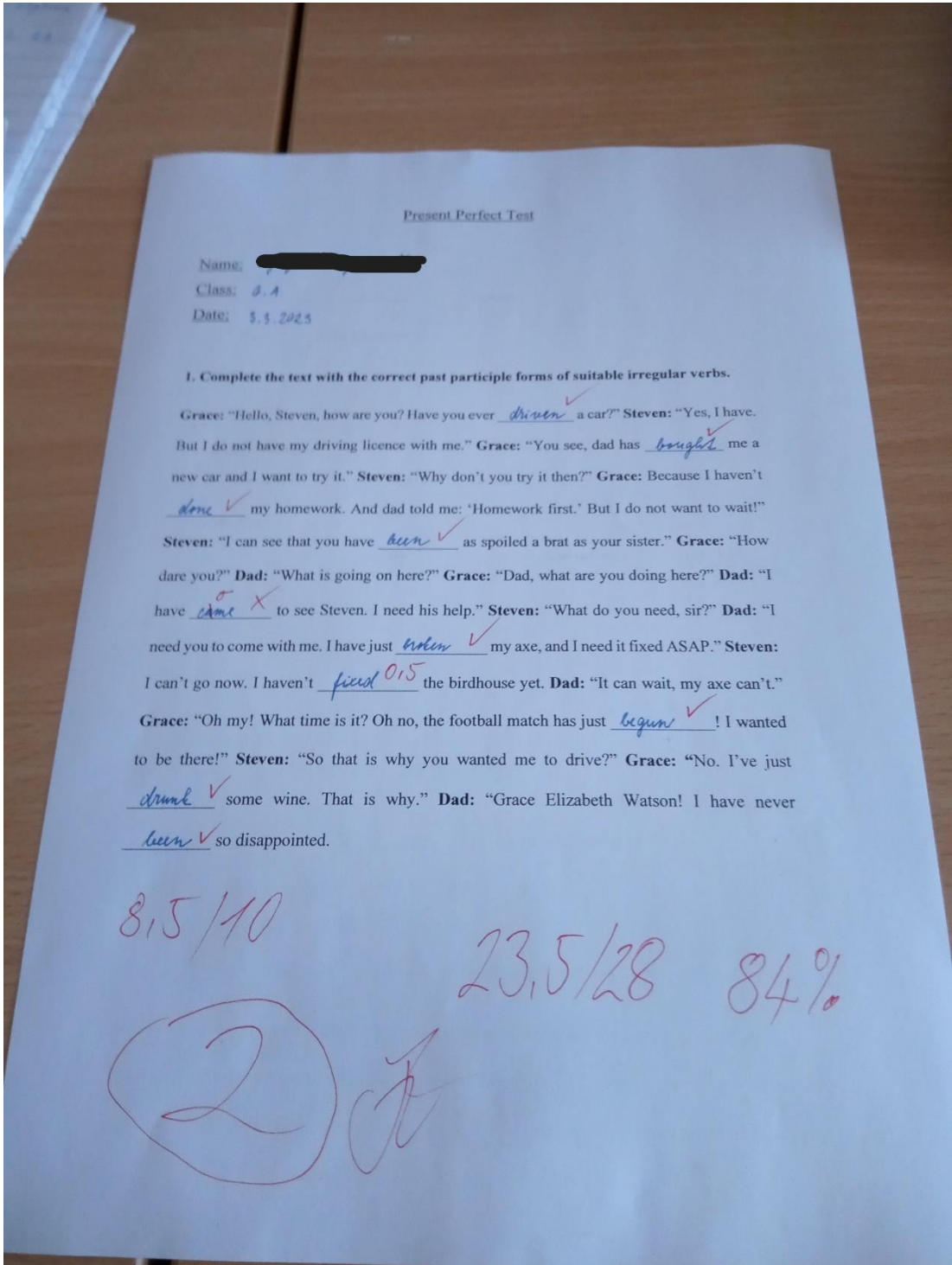They have been married for twenty years. C ✓

I have burnt my hand, so now I have to wear a bandage. ~~&~~ RE

He has not returned yet. ~~&~~ C

We have already seen this film. E ✓

9/11

STUDENT I

Present Perfect Test

Name: ███████████
Class: 3. A
Date: 8.5.2023

1. Complete the text with the correct past participle forms of suitable irregular verbs.

Grace: "Hello, Steven, how are you? Have you ever _driven_ ✓ a car?" Steven: "Yes, I have. But I do not have my driving licence with me." Grace: "You see, dad has _bought_ ✓ me a new car and I want to try it." Steven: "Why don't you try it then?" Grace: Because I haven't _done_ ✓ my homework. And dad told me: 'Homework first.' But I do not want to wait!" Steven: "I can see that you have _been_ ✓ as spoiled a brat as your sister." Grace: "How dare you?" Dad: "What is going on here?" Grace: "Dad, what are you doing here?" Dad: "I have _came_ ✗ to see Steven. I need his help." Steven: "What do you need, sir?" Dad: "I need you to come with me. I have just _broken_ ✓ my axe, and I need it fixed ASAP." Steven: I can't go now. I haven't _fixed_ 0,5 the birdhouse yet. Dad: "It can wait, my axe can't." Grace: "Oh my! What time is it? Oh no, the football match has just _begun_ ✓ ! I wanted to be there!" Steven: "So that is why you wanted me to drive?" Grace: "No. I've just _drunk_ ✓ some wine. That is why." Dad: "Grace Elizabeth Watson! I have never _been_ ✓ so disappointed.

8,5/10

23,5/28   84%

② ✓

2. Write four sentences (at least one affirmative, one negative and one interrogative) using the present perfect tense to express: a) experience (2x), b) recent past (2x). Use the specific signal words which are typical for the two subtypes of the present perfect tense.

DO NOT USE SENTENCES FROM EXERCISES 1 AND 3. IF YOU DO, YOUR SENTENCES WILL NOT BE ACCEPTED.

a) I have not been to Spain. ✓
Have you seen the new Avatar movie? ✓

4/4

b) I have just eaten my breakfast. ✓
I have just done my homework. ✓

3. Decide which type of the present perfect tense is used in the sentences below. Underline the signal words (if present).

E = Experiential perfect, R = Perfect of recent past, C = Continuative perfect, RE = Resultative perfect

I have just seen your father. R ✓

She has never been to the USA. E ✓

They have been married for twenty years. C ✓

I have burnt my hand, so now I have to wear a bandage. R RE

He has not returned yet. C ✓

We have already seen this film. E ✓

8/11

lxxi

STUDENT J

Name:

Class: 6A

Date: 24. 2. 2023

1. Complete the text with the correct past participle forms of suitable irregular verbs.

Grace: "Hello, Steven, how are you? Have you ever __driven__ ✓ a car?" Steven: "Yes, I have. But I do not have my driving licence with me." Grace: "You see, dad has __bought__ ✓ me a new car and I want to try it." Steven: "Why don't you try it then?" Grace: Because I haven't __done__ ✓ my homework. And dad told me: 'Homework first.' But I do not want to wait!" Steven: "I can see that you have __become__ as spoiled a brat as your sister." Grace: "How dare you?" Dad: "What is going on here?" Grace: "Dad, what are you doing here?" Dad: "I have __come__ ✓ ~~becagna~~ to see Steven. I need his help." Steven: "What do you need, sir?" Dad: "I need you to come with me. I have just __broken__ ✓ my axe, and I need it fixed ASAP." Steven: I can't go now. I haven't __built__ ✓ the birdhouse yet. Dad: "It can wait, my axe can't." Grace: "Oh my! What time is it? Oh no, the football match has just __done__ ✗! I wanted to be there!" Steven: "So that is why you wanted me to drive?" Grace: "No. I've just __drunk__ ✓ some wine. That is why." Dad: "Grace Elizabeth Watson! I have never __been__ ✓ so disappointed.

8/10   19,5/28   40%

③   ✓

2. Write four sentences (at least one affirmative, one negative and one interrogative) using the present perfect tense to express: a) experience (2x), b) recent past (2x). Use the specific signal words which are typical for the two subtypes of the present perfect tense.

DO NOT USE SENTENCES FROM EXERCISES 1 AND 3. IF YOU DO, YOUR SENTENCES WILL NOT BE ACCEPTED.

a) I have never been to Italy. ✓

~~He has ever been~~ ✓

He has already ~~been~~ seen the Avatar. ✓

5,5/7

b) ~~Have you ever been to Italy~~

I have just driven to Home. ✓

She has not ~~done~~ done Homework. yet. ✓

3. Decide which type of the present perfect tense is used in the sentences below. Underline the signal words (if present).

E = Experiential perfect, R = Perfect of recent past, C = Continuative perfect, RE = Resultative perfect

I have just seen your father. R ✗ ✓

She has never been to the USA. E ✗ ✓

They have been married for twenty years. C ✗ ✓

I have burnt my hand, so now I have to wear a bandage. RE ✓

He has not returned yet. C ✗ ✓

We have already seen this film. E ✗ ✓

6/11

STUDENT K

Name:

Class: 6 A

Date: 24. 2.

1. Complete the text with the correct past participle forms of suitable irregular verbs.

Grace: "Hello, Steven, how are you? Have you ever _driven_ X a car?" **Steven:** "Yes, I have. But I do not have my driving licence with me." **Grace:** "You see, dad has _bought_ ✓ me a new car and I want to try it." **Steven:** "Why don't you try it then?" **Grace:** Because I haven't _done_ ✓ my homework. And dad told me: 'Homework first.' But I do not want to wait!" **Steven:** "I can see that you have _become_ as spoiled a brat as your sister." **Grace:** "How dare you?" **Dad:** "What is going on here?" **Grace:** "Dad, what are you doing here?" **Dad:** "I have _came_ X to see Steven. I need his help." **Steven:** "What do you need, sir?" **Dad:** "I need you to come with me. I have just _broken_ ✓ my axe, and I need it fixed ASAP." **Steven:** I can't go now. I haven't _built_ ✓ the birdhouse yet. **Dad:** "It can wait, my axe can't." **Grace:** "Oh my! What time is it? Oh no, the football match has just _started_ ! I wanted to be there!" **Steven:** "So that is why you wanted me to drive?" **Grace:** "No. I've just _drunk_ ✓ some wine. That is why." **Dad:** "Grace Elizabeth Watson! I have never _seen_ ✓ so disappointed.

6.5/10

18.5/28   66%

③ 𝕏

2. Write four sentences (at least one affirmative, one negative and one interrogative) using the present perfect tense to express: a) experience (2x), b) recent past (2x). Use the specific signal words which are typical for the two subtypes of the present perfect tense.

DO NOT USE SENTENCES FROM EXERCISES 1 AND 3. IF YOU DO, YOUR SENTENCES WILL NOT BE ACCEPTED.

I have never been to Scotland. ✓   4/4

~~I have ever her in the kitchen.~~

Have you ever been so mad ? ✓

I have just seen her in the kitchen. ✓

~~I have just~~ ✓✗✗

I have just burnt my hand. ✓

3. Decide which type of the present perfect tense is used in the sentences below. Underline the signal words (if present).

E = Experiential perfect, R = Perfect of recent past, C = Continuative perfect, RE = Resultative perfect

I have just seen your father. R ✓

She has never been to the USA. E ✓

They have been married for twenty years. C ✓

I have burnt my hand, so now I have to wear a bandage. RE ✓

He has not returned yet. R̶ C

We have already seen this film. E ✓   5/11

STUDENT L

Present Perfect Test

Name: ▬▬▬▬▬
Class: 6 A
Date: 3. 3. 2023

1. Complete the text with the correct past participle forms of suitable irregular verbs.

Grace: "Hello, Steven, how are you? Have you ever _driven_ ✓ a car?" **Steven:** "Yes, I have. But I do not have my driving licence with me." **Grace:** "You see, dad has _given_ ✓ me a new car and I want to try it." **Steven:** "Why don't you try it then?" **Grace:** Because I haven't _done_ ✓ my homework. And dad told me: 'Homework first.' But I do not want to wait!" **Steven:** "I can see that you have _become_ ✗ as spoiled a brat as your sister." **Grace:** "How dare you?" **Dad:** "What is going on here?" **Grace:** "Dad, what are you doing here?" **Dad:** "I have _come_ ✓ to see Steven. I need his help." **Steven:** "What do you need, sir?" **Dad:** "I need you to come with me. I have just _broken_ ✓ my axe, and I need it fixed ASAP." **Steven:** I can't go now. I haven't _built_ ✗ the birdhouse yet. **Dad:** "It can wait, my axe can't." **Grace:** "Oh my! What time is it? Oh no, the football match has just _started_ (on5) ! I wanted to be there!" **Steven:** "So that is why you wanted me to drive?" **Grace:** "No. I've just _drank_ ✗ some wine. That is why." **Dad:** "Grace Elizabeth Watson! I have never _been_ ✓ so disappointed.

6,5 / 10

15 / 28   54%

④ 3√

2. Write four sentences (at least one affirmative, one negative and one interrogative) using the present perfect tense to express: a) experience (2x), b) recent past (2x). Use the specific signal words which are typical for the two subtypes of the present perfect tense.

DO NOT USE SENTENCES FROM EXERCISES 1 AND 3. IF YOU DO, YOUR SENTENCES WILL NOT BE ACCEPTED.

I have always wanted a cat ✓
I have never been ~~in~~ Italy. ✓
Have you drank ~~to~~ juice yesterday? ✗
I have seen your brother two days ago ✗

2,5 / 4

3. Decide which type of the present perfect tense is used in the sentences below. Underline the signal words (if present).

E = Experiential perfect, R = Perfect of recent past, C = Continuative perfect, RE = Resultative perfect

I have just seen your father. R ✓

She has never been to the USA. E ✓

They have been married for twenty years. C ✓

I have burnt my hand, so now I have to wear a bandage. RE ✓

He has not returned yet. C ✓

We have already seen this film. E ✓

6/11

STUDENT M

Name: ~~_____~~

Class: 6 A

Date: 24 2 2023

1. Complete the text with the correct past participle forms of suitable irregular verbs.

Grace: "Hello, Steven, how are you? Have you ever _seen_ ✓ a car?" **Steven:** "Yes, I have. But I do not have my driving licence with me." **Grace:** "You see, dad has _bought_ ✓ me a new car and I want to try it." **Steven:** "Why don't you try it then?" **Grace:** Because I haven't _done_ ✓ my homework. And dad told me: 'Homework first.' But I do not want to wait!" **Steven:** "I can see that you have _become_ as spoiled a brat as your sister." **Grace:** "How dare you?" **Dad:** "What is going on here?" **Grace:** "Dad, what are you doing here?" **Dad:** "I have _been_ ✗ to see Steven. I need his help." **Steven:** "What do you need, sir?" **Dad:** "I need you to come with me. I have just _broken_ my axe, and I need it fixed ASAP." **Steven:** I can't go now. I haven't _built_ ✓ the birdhouse yet. **Dad:** "It can wait, my axe can't." **Grace:** "Oh my! What time is it? Oh no, the football match has just _begun_ ! I wanted to be there!" **Steven:** "So that is why you wanted me to drive?" **Grace:** "No. I've just _drunk_ ✓ some wine. That is why." **Dad:** "Grace Elizabeth Watson! I have never _been_ ✓ so disappointed.

6/10   13/28   46%

④ ✓

2. Write four sentences (at least one affirmative, one negative and one interrogative) using the present perfect tense to express: a) experience (2x), b) recent past (2x). Use the specific signal words which are typical for the two subtypes of the present perfect tense.

DO NOT USE SENTENCES FROM EXERCISES 1 AND 3. IF YOU DO, YOUR SENTENCES WILL NOT BE ACCEPTED.

I have been to Italy. ✓
He has been to India ✓
I have eaten my snack. ✓
She has written test. ✓

4 / 4

3. Decide which type of the present perfect tense is used in the sentences below. Underline the signal words (if present).

E = Experiential perfect, R = Perfect of recent past, C = Continuative perfect, RE = Resultative perfect

I have just seen your father. R ✓

She has never been to the USA. E ✓

They have been married for twenty years. C ✓

I have burnt my hand, so now I have to wear a bandage. RE

He has not returned yet. RE C

We have already seen this film. E

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APPENDIX 10

1. When teaching grammar, do you teach explicitly/implicitly?

2. What kind of teaching do you use more often?

3. What kind of teaching is dominant when you teach the present perfect tense?

4. Do you use deductive/inductive approach? When do you use them? Which do you use when teaching the present perfect tense?

5. Do you compare the Czech and the English grammatical systems in your lessons?

6. What teaching materials do you use in your lessons? Do you use your own materials? What teaching materials dominate in your lessons?

7. How do you test your students' knowledge? Do you make your own tests? Do you use tests which can be found online?

8. What teaching methods do you use during your lessons? Do you use grammar-translation method?

9. Do you use authentic materials in your lessons? Which authentic materials do you use?