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Využití digitálních platforem Mentimetr a Classroomscreen v hodinách angličtiny na střední škole

Diplomová práce

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The usage of digital platforms Mentimeter and Classroomscreen in English lessons at secondary school

Diploma Thesis

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Zadání diplomové práce

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Název diplomové práce: **Využití digitálních platforem Mentimetr a Classroom screen v hodinách angličtiny na střední škole**

Název diplomové práce AJ: The usage of digital platforms Mentimeter and Classroom screen in English lessons at secondary school

Cíl, metody, literatura, předpoklady:

Diplomová práce se zabývá využitím digitálních platforem Mentimeter a Classroom screen v hodinách anglického jazyka na střední škole. Teoretická část je zaměřena na využití multimédií a informačních technologií ve vzdělávání, výukové metody a vizuální pomůcky. Praktická část zkoumá odučené vyučovací hodiny s žáky různé jazykové úrovně ve vybrané střední škole. Hlavní cílem této práce je porovnat 20 vyučovacích hodin, z nichž polovina byla odučena s pomocí platforem Mentimeter a Classroom screen a druhá polovina bez jakékoli vizuální podpory. Zkoumané vyučovací hodiny odučené pomocí dvou odlišných výukových metod se zaměřují na stejné učivo. Dalším cílem této diplomové práce je zjistit, při které vyučovací hodině žáci dosáhli lepšího výkonu a lepších výsledků. Výsledky jsou vyhodnocovány pomocí testů, které žáci napíší na konci každé hodiny.

Atherton, Peter. 50 ways to use technology enhanced learning in the classroom: practical strategies for teaching. California: Learning Matters, 2018. ISBN 1526424150.

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Richards, Rogers. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2011. ISBN 0 521 80365 9.

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Prohlášení

Prohlašuji, že jsem diplomovou práci s názvem Využití digitálních platforem Mentimetr a Classroomscreen v hodinách angličtiny na střední škole vypracovala pod vedením vedoucího závěrečné práce samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne …… ……

Bc. Natálie Drábková

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Anotace

DRÁBKOVÁ, Natálie. Využití digitálních platforem Mentimeter a Classroomscreen v hodinách angličtiny na střední škole. Hradec Králové: Pedagogická fakulta Univerzity Hradec Králové, 2024. 234 s. Diplomová práce.

Diplomová práce se zabývá využitím digitálních platforem Mentimeter a Classroomscreen na střední škole. Teoretická část je zaměřena na využití multimédií a digitálních technologií ve vzdělávání. Dále se věnuje výukovým metodám, sumativnímu a formativnímu hodnocení a využitím učebnic v hodinách anglického jazyka. Praktická část rozebírá 20 odučených hodin, z nichž polovina je odučena pomocí multimédií a digitálních platforem a druhá polovina pomocí učebnic. Cílem této diplomové práce je zjistit, při jakém typu vyučovací hodiny žáci dosáhli lepšího výkonu, výsledků a u jakého typu žáci projevili větší zájem a více se zapojili do výuky. Výsledky jsou vyhodnocovány pomocí testů a observačních archů.

Klíčová slova: multimédia, digitální platforma, Mentimeter, Classroomscreen, hodina anglického jazyka

Abstract

DRÁBKOVÁ, Natálie. The usage of digital platforms Mentimeter and Classroomscreen in English lessons at secondary school. Hradec Králové: Faculty of Education, University of Hradec Králové, 2024. 234 pp. Diploma Thesis.

The diploma thesis deals with the use of digital platforms Mentimeter and Classroomscreen in secondary school. The theoretical part focuses on the use of multimedia and digital technologies in education. It also focuses on teaching methods, summative and formative assessment and the use of textbooks in English language classes. The practical part discusses 20 lessons taught, half of which are taught using multimedia and digital platforms and the other half using textbooks. This thesis aims to find out in which type of lesson the students achieved better performance, results and in which type of lesson the students showed more interest and engagement in the lesson. The results are evaluated using tests and observation forms.

Keywords: multimedia, digital platform, Mentimeter, Classroom screen, English lesson

Rozšířený abstrakt v českém jazyce

Práce s názvem *Využití digitálních platforem Mentimetr a Classroomscreen v hodinách angličtiny na střední škole* se zaměřuje na implementaci digitálních platforem na střední škole. Cílem je zjistit možnosti využití Mentimetru a Classroomscreen na SPŠ, SOŠ a SOU Hradební v Hradci Králové. Konkrétně rozdíly mezi dvěma odlišnými skupinami žáků, přičemž první skupina nazvaná experimentální bude vyučována s využitím multimediálních platforem a druhá bude vyučována bez využití multimédií. Hlavním cílem je zjistit, která skupina žáků dosahuje lepších výsledků, více se zapojuje v rámci vyučování a zda využití digitálních platforem vede k větší srozumitelnosti a systematičnosti výuky.

Pro dosažení cílů je práce rozdělena na teoretickou, metodologickou a praktickou část. Teoretická část se dále dělí do šesti kapitol. První dvě kapitoly podrobně zkoumají pojem média a multimédia a pronikají do oblasti multimédií, zejména v kontextu vzdělávání a výuky angličtiny jako druhého jazyka (ESL). Tato část se také zabývá jejich vlivem na jednotlivé jazykové dovednosti. Další kapitoly pak rozšiřují kritické pojmy mediální a herní gramotnosti tím, že zkoumají vliv multimédií a sociálních médií na studenty a pedagogy. Práce předkládá vyvážený pohled na přínosy a rizika spojená s jejich používáním ve vzdělávacím kontextu. Další části jsou věnovány aplikacím pro výuku jazyků se zvláštním zaměřením na Mentimeter a Classroomscreen a další aplikace, které jsou dále využívány ve výzkumu. Následně jedna kapitola pojednává o vývoji různých výukových metod s důrazem na komunikativní výuku jazyka (CLT) vzhledem k jejímu významu v rámci studie. Další část se pak zabývá využitím učebnic ve výuce a hodnotí jejich výhody a nevýhody. Nakonec je uveden rozdíl mezi sumativním a formativním hodnocením, které slouží jako důležitá součást praktické části a jedna z výzkumných otázek.

Metodologická část se zaměřuje na zásady metodologie a popisuje kvantitativní a kvalitativní metody, které budou použity v praktické části. Tato část také blíže vysvětluje výzkumné otázky a nastiňuje proces sběru dat. Nakonec je uveden popis odborné školy.

Před vysvětlením praktické části je důležité zmínit, že její realizace se od abstraktu liší z důvodu nepředvídaných problémů při realizaci. Původně bylo plánováno, že implementace výzkumu bude probíhat v různých třídách a věk a pohlaví žáků se budou lišit. Vyučující však od září vyučuje pouze ve dvou třídách, takže nebylo možné realizovat výuku v jiných třídách.

V praktické části je analyzováno dvacet vyučovacích hodin vedených s experimentální a tradiční skupinou žáků. Každá analyzovaná vyučovací hodina se skládá ze stručného shrnutí,

cílů vyučování hodiny, multimediálních a jazykových dovedností a výsledků na základě pozorování nezúčastněných a zúčastněných pozorovatelů. Výsledky formativního hodnocení jsou pro lepší přehlednost promítnuty formou grafu. Výsledky praktické části budou vycházet nejen z pozorování a sběru dat získaných z testů, ale také z reflexe provedené po každé vyučovací hodině.

Pokud jde o závěr výzkumu, ukázalo se, že skupina tradičních žáků dosáhla lepších výsledků než experimentální skupina, což bylo v rozporu s mým původním předpokladem, který předpokládal opačný výsledek. Nepřekvapilo mě však, že experimentální skupina projevila větší nadšení a zájem o aktivity zprostředkované Mentimetrem, Classroomscreenem a dalšími aplikacemi. Nakonec, instrukce promítané na obrazovce Classroomscreen neměly žádný zvláštní vliv na lepší srozumitelnost a přehlednost.

Jedno z omezení se týkalo neznalosti žáků a jejich stylů učení. Další omezení navíc souvisela se seznamem témat, která byla zadána k výuce v rámci následujících dvaceti vyučovacích hodin. Největší důraz byl kladen na rozvoj dovedností mluvení a psaní a malý na dovednosti čtení a poslechu. Nakonec nebyly uloženy některé odpovědi z reflektivních aktivit, takže je nebylo možné vyhodnotit. Nicméně uvedená omezení mohou být podnětem k dalším výzkumům a mohou sloužit jako inspirace pro další výzkumné práce.

Prohlášení

Prohlašuji, že diplomová práce je uložena v souladu s rektorským výnosem č. 13/2022 (Řád pro nakládání s bakalářskými, diplomovými, rigorózními, dizertačními a habilitačními pracemi na UHK).

Datum: …… Podpis studenta: ……

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Introduction

The thesis focuses on the implementation of digital platforms at secondary school. Namely, the thesis aims to discover the potential of the usage of Mentimeter and Classroomscreen in Vocational school secondary industrial school, college and vocational school in Hradec Králové.[1] The thesis's goal is to find out the differences between two distinct groups of learners, the first group called experimental will be taught with the usage of multimedia platforms and the second group will be taught without any multimedia usage. More specifically, the thesis aims to discover which group of learners achieve better results, get more engaged within the lesson unit and whether using digital platforms results in more comprehensible and systematic instructions.

To reach the objectives of the thesis, the thesis is divided into theoretical, methodological and practical parts. The theoretical part is further divided into six chapters. The first two chapters scrutinize the terms media and multimedia and delve into the realm of multimedia, particularly within the context of education and English as a Second Language (ESL) classes. This section also examines their effects on individual language skills. Then, other chapters extend to the critical concepts of media and game literacy, by exploring the impact of multimedia and social media on learners and educators. The thesis presents a balanced view of the benefits and risks associated with their use in educational contexts. Other chapters are dedicated to language learning applications with a special focus on Mentimeter and Classroomscreen and other applications which are further used in the research. Subsequently, one chapter is dedicated to the development of various teaching methods highlighting Communicative Language Teaching (CLT) due to its prominence within the study. Then, the next chapter concerns the usage of textbooks in the classroom, evaluating its advantages and disadvantages. Lastly, the difference between summative and formative assessment is provided which serves as an important component of the practical part and one of the research questions.

The methodological part focuses on the principles of methodology, describing quantitative and qualitative methods that will be employed in the practical part. Also, this part provides a further explanation of the research questions and outlines the data collection process. Lastly, a description of the vocational school is provided.

[1] Vocational school secondary industrial school, college and vocational school in Hradec Králové will be further stated as SPŠ, SOŠ a SOU, Hradec Králové

Before explaining the practical part, it is important to mention that the implementation of the practical part differs from the abstract due to unforeseen challenges in realization. Originally, it was planned that the implementation of the research will be conducted in different classes and the age and gender of learners will differ. The faculty teacher has been teaching only two classes since September, so it was not feasible to teach in other classes.

The practical part analyses twenty lessons conducted with both the experimental and traditional groups of learners. Each analysed lesson consists of a lesson summary, lesson objectives, multimedia and language skills and the results based on the observations by non-participant and participant observers. The results of formative assessment are projected in the form of a graph for better clarity. The results of the practical part will not only be based on the observations and the collection of data gained from tests but also on reflections done after every single lesson.

Theoretical part

1 Media

This chapter will explore the definition of the term 'media' and differentiate between old and new media. Media serve as a crucial means of communication in society. However, the concept of media has evolved over time. Chun, W. H. K., & Keenan, T., mention in the book that "according to the Oxford English Dictionary (OED), media stems from the Latin medium meaning middle, center, midst, intermediate course, intermediary (hence medium/average height and spiritual medium)." [2] However, according to Chun, W. H. K., & Keenan, T., in the 18th century, the term changed its meaning to paper and money and later in the 19th and 20th centuries the term began to resemble the contemporary usage representing newspaper and magazine.[3] Media started to be used as a way of communication and have played a vital role in facilitating communication within society since then.

Throughout history, people have been communicating via media, initially, in the form of text, sound, drawing and later in the form of photography, video and animation. According to Oxford Learner's Dictionaries, the term media can be explained as "the main ways that large numbers of people receive information and entertainment, that is television, radio, newspapers, and the Internet." [4] The aforementioned forms of communication are transmitted via these communicators called mass media and their origin dates back to the 15th century.

1.1 Development of media – old media and new media

Old media, therefore, are linked to the emergence of the printing press in the 15th century, encompassing newspapers, magazines, and the earliest forms of mass media. Likewise, Dooley asserts that the term media started to be used with the advent of printing press. [5] Subsequently, with the introduction of television and radio broadcasting, as well as the production of videotapes, films, and CDs. Chenoy states that these media all belong to the main traditional or conventional mass media communicators.[6] Old media rely on physical distribution channels, such as newsstands, bookstores, TV networks, and cinemas.

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[2] W. H. K. Chun & T. Keenan, *New Media, Old Media_ A History and Theory Reader (*UK: Routlege, 2005), 2.
[3] Ibid, p. 3.
[4] Oxford Learner's Dictionaries. Definition/American_English/Medi. [online]. [cit. 2023-12-09]. Available from: https://www.oxfordlearnersdictionaries.com/definition/american_english/media
[5] B. Dooley, *Media and History.* (UK: Elsevier, 2011), 11.
[6] Ceil Chenoy, *The Role of Old Media in New Communication Environment.* (June 4, 2011): 2.

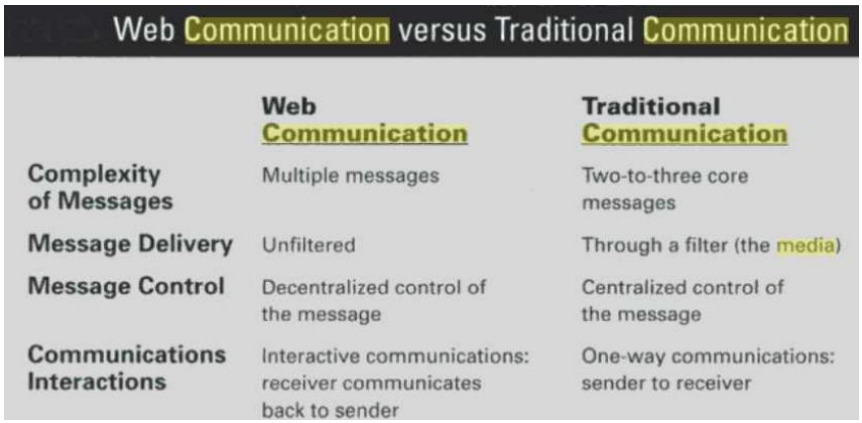

Figure 1. *Web Communication versus Traditional Communication* (Chenoy, 2011, 7)

According to this table, traditional media tend to be centralized and the message is controlled which has a huge impact on public awareness and gained information (see Figure 1). Alexander affirms that the dissemination of information used to be implemented via television, radio and newspapers at coffee shops and pubs.[7] Thus, audiences were passive consumers of media, as interaction and feedback were limited compared to modern possibilities thanks to the internet.

New media were established along with internet development and digital technologies. New media are as Vokes states connected to the 'mobile phone revolution' that began at the beginning of the 21st century. [8] In addition, it refers to digital publishing via online newspapers, magazines and e-books. Moreover, it is associated with digital audio and video, for example, podcasts, music downloads and video streaming. Consumers of new media take advantage of immediate feedback which is provided via digital platforms and social media, such as Facebook, Instagram, Twitter and so on. Immediate feedback and response can serve as a huge advantage to the public as it provides instant information that can be found in multiple sources. Information released via new media is decentralized, meaning that its content is not shortened and regulated (see Figure 1). Chenoy claims that a wide range of information on existing sources is not authentic and verified highlighting the importance of discerning sources for accurate information.[9] In other words, not all sources available provide verified information.

[7] Alexander et.al. *A pattern language. (*New York: Oxford University Press, 1977), 220.
[8] R. Vokes, *Media and Development. (*London: Routledge, 2018), 3.
[9] Ceil Chenoy, *The Role of Old Media in New Communication Environment.* (June 4, 2011): 8.

In summary, the primary distinction between these two types lies in their accessibility. New media can be accessed by anyone who has access to the internet via electronic devices, enabling users to give immediate responses and feedback. Users are also enabled to share information and react to it instantly. It closely ties up with the speed of information and responses to enquiries. Chenoy states "new media can amalgamate with old media and form better techniques in future to reach out to a larger mass but the importance of old media in our everyday lives would continue forever."[10] In other words, both old and new media continue to coexist in the modern world, with the possibility of incorporating digital platforms to reach wider audiences and engage with users. Any information can be announced in different forms, such as text, sound, image or video via various mass media. Importantly, they have a massive impact on how information is consumed, shared and understood by a wider public.

[10] Ibid, p. 18-19.

2 Development of multimedia

Having explained the term media, this chapter will closely look at the meaning of multimedia and their role and development in education. According to Collins dictionary, the term multimedia 'refers to computer programs and products which involve sound, pictures, and film, as well as text.'[11] In other words, when audio, video, text and picture are being used on computers and other devices, we are speaking about the term multimedia. Mishra, S., & Sharma, R. C mention in their book the authors Roblyer and Schwier who define multimedia as "A computer system or computer system product that incorporates text, sound, pictures/graphics, and/or audio." [12] Multimedia compared to media, therefore, include not only one type of media but more types of media on computer and digital devices.

2.1 Development of multimedia in ESL classes - Impact of the use of multimedia on language skills

After defining the term multimedia and comparing it with the term media, this chapter will provide a brief overview of the evolution of multimedia in education and ESL classes over time. It will then explore how multimedia can be utilized to enhance language skills.

Based on the previously mentioned definition of multimedia, the incorporation of text, sound, picture, video and audio into English as a second language (ESL) offers numerous benefits, including the improvement of individual language skills. Claim argues that multimedia have a big potential for enhancing the learning process.[13] There are four major language skills that are developed in the lessons. Listening and reading skills fall under the category of receptive skills, while writing and speaking skills are considered productive skills. All four language skills are noted in the table below for clarity and arrangement. The table below outlines how different types of multimedia can be used to develop each language skill.

[11] Collins dictionary. dictionary/english/multimedia. [online]. [cit. 2023-12-09]. Available from: https://www.collinsdictionary.com/dic tionary/english/multimedia

[12] S. Mishra, & R. C. Sharma, *Interactive multimedia in education and training.* (USA: IGI Global, 2005), 3.

[13] M, Zaim. "*The power of multimedia to enhance learners' language skills in multilingual class*." Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies, ed. Lesley Harbon, Michael Guest, Loh Chin Ee, JAyakaran a/I Mukundan (Indonesia: English Department FBS UNP Press, 2016), 24.

Language skills	Listening skills	Reading skills	Speaking skills	Writing skills
Types of multimedia	TV news, YouTube videos, movies, reels	Literary books, e-books, textbooks, workbooks, interactive vocabulary exercises and quizzes	Images, pictures, charts, tables, maps, videos,	Digital story-telling, narratives, peer feedback

Figure 2. *Language skills and multimedia*

Listening skills belong to the category of receptive skills. Zaim defines listening skills as the "skill to comprehend the information given orally by a speaker. "[14]He adds that "it is a receptive skill."[15] The development of audio recordings and CD-ROMs started to have an impact on listening skills. Learners could engage with authentic conversations, practicing pronunciation and intonation. However, multimedia upgraded the listening process, Zaim claims that the advent of audio-visual material enabled hearers to watch as well as listen. [16]Audio-visual material includes YouTube videos, TV news, movies, reels and others. Listeners are allowed to not only listen to an individual piece of authentic conversation but also watch the real-life scenarios.

Reading skills also belong to the category of receptive skills. Thanks to the written form, learners can improve their reading skills and practice specific grammar tenses in textbooks, workbooks and e-books. Undoubtedly, literary books and e-books have a positive impact on reading abilities and skills. Reading skills are also closely tied up with vocabulary acquisition and grammar. Being able to read requires a sufficient knowledge of grammar, vocabulary and phrases. Suman recommends taking interactive vocabulary quizzes, gamified vocabulary activities and reading short texts to practice acquired vocabulary and phrases.[17] These activities can be taken on various interactive platforms that will be discussed further in this thesis.

Productive language skills are considered to be speaking skills and writing skills. Speaking skills can be developed with the support of multimedia, such as presentations, images, charts, maps and tables which are also called visuals. Zaim also mentioned previously

[14] M. Zaim. "*The power of multimedia to enhance learners' language skills in multilingual class*." Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies, ed. Lesley Harbon, Michael Guest, Loh Chin Ee, JAyakaran a/I Mukundan (Indonesia: English Department FBS UNP Press, 2016), 25.
[15] Ibid.
[16] Ibid, p. 25.
[17] Ibid, p. 88.

mentioned types of multimedia stating that the incorporation of visuals enhances learners' perception, with increased visual stimuli correlating to higher levels of learner engagement. [18] In other words, the more visuals are included in the lesson, the better for learners' attention and engagement. He also adds that there are various kinds of support including verbal, verbal-pictorial, graphic and video presentation that positively affect the improvement of speaking skills.[19] He explains that verbal support demonstrated on slides provides learners with facts and basic information about a certain topic. [20] It serves as background information and support to learners. Another support refers to pictures and images. He describes that this particular support boosts learners' imagination and thinking process.[21] Graphic support is associated with pictures, charts and maps. Zaim claims that learners should be able to describe a certain object based on previously acquired information and knowledge. [22] The last support refers to video presentation. Zaim asserts that learners gain information about various cultural backgrounds, habits, traditions, real-life situations and stories of English-speaking nations. [23] Listening to authentic material in the lesson provide learners with the various accents and dialects.

Another productive skill is assumed to be writing skills. Writing might be improved via various literary books and e-books as well as reading skills. Suman recommends using digital storytelling, narratives and peer feedback to improve one's writing skill. [24] Even though, peer feedback might not be considered as a type of multimedia. Feedback can be given via multimedia, such as social media. If learners receive positive or negative feedback on their work, their writing skills might be improved.

Overall, teachers ought to give learners sufficient support before each activity which develops individual language skills. Thus, this will encourage learners to listen, read, speak and write if they learn some necessary information in advance.

Multimedia plays an essential role in contemporary society, facilitating communication, information sharing, and message delivery through digital platforms. Its significance extends to educational settings, where it has become an indispensable tool for both teachers and learners in achieving educational objectives. When pedagogical approaches are accompanied by

[18] Ibid, p. 25.
[19]Ibid.
[20]Ibid, p. 26.
[21] Ibid.
[22] Ibid.
[23]Ibid.
[24] Chandan Suman, "The Effective Integration of Multimedia in Foreign Language Teaching," A Peer Review Research Journal of Language and Human Development 1, no.1 (2023): 88

multimedia, teachers' work is facilitated helping to meet a certain objective. For instance, Richards and Rodgers state that Communicative Language Teaching (CLT) requires speaking activities that might be implemented by means of multimedia. [25] Thus, certain activity develops particular receptive skill which helps teachers to accomplish their goals. Moreover, individual language skills can be enhanced thanks to a certain form. Similarly, Zaim says that "multimedia can enhance the learners' ability to communicate orally and in written form with the language being learned. [26] Both forms are necessary to be developed and positive outcomes and consequences are, therefore, highly likely via multimedia. Eventually, as was previously stated, multimedia assist lesson units and their incorporation develop and improve individual receptive and productive skills.

2.2 Types of literacy – media and game literacy

After examining the impact of multimedia on individual language skills, this chapter endeavours to clarify the concept of literacy, identify its primary types, and provide comprehensive insights into the two types relevant to this thesis. Additionally, this part will look at how the media can be incorporated into the lessons and why media literacy is crucial according to some curricular documents. Moreover, this chapter will be concise as the main topic of the thesis is not about learning about media, however, via media. The final part will aim to define the relatively new term game literacy and will explain its relation to the topic.

The term literacy as Wendt asserts does no longer mean only the ability to read, it goes even beyond. [27] The ability to read is the core of the definition of literacy, however, other factors ought to be taken in mind. Carroll argues that the present-day generation of learners is daily confronted with the impact of the internet and digital technologies which must be considered by educators who play a major part in the educational process and development of literacies. [28] Thus, the literacies relate to the abilities that Wendt names, such as fluency, the comprehension and analysis of complex texts and effective social and electronic communication. [29] That,

[25] J. C. Richards & T. S. Rodgers. *Approaches and methods in language teaching* (UK: Cambridge University Press, 2001), 93.
[26] M. Zaim. "*The power of multimedia to enhance learners' language skills in multilingual class*." Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies, ed. Lesley Harbon, Michael Guest, Loh Chin Ee, JAyakaran a/I Mukundan (Indonesia: English Department FBS UNP Press, 2016), 27.
[27] Jullian L. Wendt, "Combating the Crisis in Adolescent Literacy: Exploring Literacy in the Secondary Classroom," American Secondary Education 41, no.2 (Spring 2012): 38
[28] Jann Carrol, "From encyclopaedias to search engines: Technological change and its impact on literacy learning," Literacy Learning: the Middle Years 19, no.2 (June 2011): 27
[29] Wendt, "Combating the Crisis in Adolescent Literacy," 38.

undoubtedly, leads to successful further development in the school and work environment. Wendt mentions other standards which should be incorporated into the school curriculum, for instance, critical thinking and dissemination of information. [30] These standards and skills are included in the types of literacy. Except for the following types of literacy, there is a wide range of literacy including Numerical, Financial, Health Digital literacy and many others. All literacies are closely connected with each other and every single one should be developed.

This thesis will only deal with media and game literacy. Media literacy refers to the right understanding of the different media types, such as text, image, sound, video and animation. It is also associated with evaluation, analysis and access to given information on television, newspapers, magazines, websites, social sites and digital platforms. In other words, media consumers have to be able to differentiate fact from opinion and recognize the reliability of some sources and information. According to Metodický portál RVP.cz, the main objective of media literacy is to lead learners to make use of media content effectively and under control. [31] It is also mentioned that one of the key principles of media literacy is to have an understanding of media content which is very often on the border between fiction and reality. [32] Learners during ESL classes are given an opportunity to not only utilize the new media which are incorporated in the lesson units but they are also learnt how to think critically and access only the information which is valid and relevant. To elaborate on this term more, Burn, A., & Durran, J. state that "media literacy draws attention to important connections between print literacy and the way people engage with the media."[33] More specifically, how people perceive information gained in printed newspapers and on new media, for example on social media.

Moreover, how the information is interpreted and distributed further (see Figure 3). Burn, A., & Durran, J. add that the term media literacy has a function of being critical, cultural and productive (see Figure 3).[34] According to, Burn, A., & Durran, J., "Media literacy is at a general level, in particular that it involves both a critical understanding of media texts as well

[30] Ibid, p. 40.

[31] Clanky.rvp.cz. Mediální výchova / Inspirace k realizaci. [online]. [cit. 2024-22-01] Available from: https://clanky.rvp.cz/clanek/s/Z/87/MEDIALNI-VYCHOVA---INSPIRACE-K-REALIZACI.html
[32] Clanky.rvp.cz. Mediální výchova / Inspirace k realizaci. [online]. [cit. 2024-22-01] Available from: https://clanky.rvp.cz/clanek/s/Z/87/MEDIALNI-VYCHOVA---INSPIRACE-K-REALIZACI.html
[33] Burn, A., & Durran, J. *Media Literacy in Schools Practice, Production and Progression.* London: Paul Chapman Publishing, 2007, 3.

as a creative ability to produce them."[35] Cultural means production of discourse by various authors possessing different social statuses, social roles, roots and dialects.

TABLE 1.1 Media literacy: a cultural-semiotic model

Cultural contexts	Social functions	Semiotic processes
Lived	**Cultural**	Discourse
Selective	**Creative**	Design/Production
Recorded	**Critical**	Distribution
		Interpretation

Figure 3. *Media literacy: a cultural-semiotic model* (Burn & Durran 2007, 8)

Another explanation of cultural function, according to Burn, A., & Durran, J., is associated with arts, music, drama and films, but also with the idea of multiculturalism.[36] Multiculturalism represents the notion of more cultures commonly occurring in nowadays media. People around the world produce art which is consequently brought to global media enabling people to acquire knowledge of foreign states, cultures, customs and traditions. They might also seek inspiration from different cultures, learn from them or offer support and help when needed.

What is closely associated with media literacy is game literacy. Zagal uses the following words to define what the game literacy is: "having the ability to understand meanings with respect to games. Having the ability to make games." [37] Bacalja refers to this definition stating that game literacy has a close connection with a proper understanding of social and cultural aspects of a game and the necessity to require skills to master a game. [38] Social and cultural aspects include, for instance, communication with other people. Cultural aspects might also represent the cultural and historical origin of a particular game, understanding historical events and tools being used at the time. The development of game literacy can be beneficial for learners with respect to lesson objectives. Mathe et.al. highlight that "Digital games have the potential to address a variety of pedagogical objectives across a range of subject areas in education."[39]

[35] Ibid, p. 7.
[36] J. Burn & Durran, *Media Literacy in Schools Practice,* 2001, 9.
[37] J. P. Zagal "A framework for games literacy and understanding games:" Proceedings of the 2008 Conference on Future Play: Research, Play, Share, 2008, Toronto, Ontario, Canada (November, 2008): 2

[38] Alexander Bacalja, "Digital game literacies and school learning: A sociocultural perspective," Ludic Language Pedagogy (5), (February 2023): 27
[39] Melinda Mathe et al., "Investigating Social Media Potential for Supporting Teachers' Digital Games Literacy," Academic Conferences International Ltd 16(1), (September 2022): 329

In other words, teaching through games and digital platforms can result in positive outcomes in the school environment.

Game literacy holds significant relevance for this thesis, especially considering the widespread use of gamified learning platforms in education. Many digital learning tools, to be introduced later, leverage gaming elements to engage and motivate learners. Games such as Kahoot! and Quizlet are particularly popular in ESL classrooms due to their appeal to students. These games encourage collaboration, as students often participate in group activities or play individually, fostering increased effort and motivation. Learners access these games through various devices like mobile phones, laptops, tablets, or school computers. While these games typically track individual performance and are not anonymous, teachers can monitor students' progress, evaluate their scores, and provide necessary support. This data can also serve as a foundation for further learning and practice activities.

In conclusion, in the case of media literacy Burn, A., & Durran, J. put emphasis on understanding media text and content in depth. They state that learners should know in what way is the meaning of a particular image, text, sound or video produced by the author. In addition, in what way does the layout, typeface and writing style influence both the content and the meaning.[40] Burn, A., & Durran, J. highlight that media literacy coexists with print literacy which represents the term multiliteracy. [41]Both literacies frequently occur in education. They also add that media literacy is very often mistaken for ICT in education explaining that both terms link with each other.[42] When it comes to game literacy, the proper understanding of each educational game might facilitate the learning process and lead to multiple benefits.

Burn, A., & Durran, J. claim that "To simplify the argument: as David Buckingham has often asserted, learning through the media (of which e-learning is a subset) is not the same thing as learning about the media. E-learning is not media literacy." [43]This explanation is very important for this thesis as the main focus will be learning through media rather than about the media.

[40] Burn & Durran, J., *Media Literacy in Schools Practice,* 2001, 151.
[41] Ibid, p. 121.
[42] Ibid, p., 130.
[43] Ibid, p. 171.

2.3 Multimedia and social media – benefits and risks (for learners, teachers, for the content)

While incorporating multimedia into lessons offers significant advantages for both learners and teachers, it's important to acknowledge the potential risks associated with their use. This chapter will explore both the benefits and dangers of utilizing multimedia, particularly focusing on social media and digital platforms.

On the one hand, communication via social media, such as Facebook, Instagram, Twitter and so on might be beneficial for their users. Saini and Mir emphasize that "the scope and depth of this integration have evolved significantly, ushering in a new era of education that is characterized by digital connectivity, collaboration, and information accessibility." [44]People around the world can communicate via social media regardless of distance. Both teachers and students frequently utilize social media for sharing information, providing feedback, and submitting homework. Teachers can distribute educational resources through digital platforms, providing learners with instant access. Saini and Mir define the social media as "library" explaining that it has an informative function as well as communicative.[45] All the necessary information shared on other media, such as newspapers and television is posted there. They also add that social media, compared to traditional textbooks, is provided with a vast amount of information coming from various sources.[46] It is believed that teachers who include social media and digital platforms in the school curriculum and teaching unit make the lesson more enjoyable and motivational for their learners. Moreover, social media and digital platforms can be used when working on collaborative projects, making presentations and delivering speech. Saini and Mir compare social media communication with teacher-learner communication which is typical for traditional classroom setting. Social media communication, however, enables learners to be engaged in group discussions and chats. [47]The ability to participate in conversations can be helpful for learners' future career and professional and personal development. O'Brien, Melinda L., author, et. al. claim that social media seems to be crucial for social interaction and keeping up with other peers as learners are then more likely to feel that they are part of a community and social group.[48] A sense of belonging plays a very crucial

[44] Dr. Navneet Saini1 , Sajad Ahmad Mir2," Social Media: Usage And The Impact On Education," Journal of Namibian Studies, 33 S3 (August 2023): 4671
[45] Ibid, p. 4672.
[46] Ibid.
[47] Ibid.
[48] Melinda L. O'Brien,, author, "A qualitative study exploring teacher perceptions of the impact of social media usage on middle level learners*"(PhD. Diss.* Millersville University of Pensylvania, 2020), 27.

role in growing up and becoming an adult. O'Brien, Melinda L., author, et. al. also mention that sharing information on social media can have a positive effect on health as they commonly share their feelings by using emojis, gifts and posts with their peers online giving them immediate responses and help. [49] Peers provide help, feedback and advice whenever and wherever needed.

Social media have facilitated the learning process, gaining new information, sharing materials and providing feedback. For these reasons, learning and teaching had never been easier before. While the usage of social media in education has proved to be useful and practical, some disadvantages of the utilization might occur when using social media irresponsibly.

On the other hand, social media can pose a considerable threat to its users. As previously mentioned, information can be posted and accessed by anyone with a proper internet connection. It is very common that some new information can turn into disinformation and cause fear among people. Birkle, Däwes and Schnapp also also assert that social media algorithms can tailor content to individual users' preferences, potentially manipulating their opinions on certain topics.[50] Therefore, it is crucial to educate learners, who are exposed to social media and irrelevant content daily, about discerning relevant information, thinking critically, and verifying information from various internet sources. Birkle, Däwes and Schnapp suggest teaching learners about this treat, developing their knowledge, and educating and leading them in the right direction. [51] Another potential threat that new media, especially, social media can cause is cyberbullying. Individuals might be humiliated, threatened and gossiped on social media. This can result in mental distress, in most serious cases in mental breakdown. O'Brien, Melinda L., author., et al. say in their thesis that school results tend to be lower if learners have been bullied and the same applies to school attendance which decreases if there is a sign of cyberbullying.[52] It is not only a problem for teenage learners, but also for children who frequently use social media. It has, without doubt, a negative impact on health affecting not only learners but also their families. Saini and Mir argue that "Students who fall victim to cyberbullying may experience emotional distress, anxiety, and depression, all of which can negatively impact their academic performance and overall wellbeing."[53] Not only are learners prone to mental problems, but also fail rate during examination.

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[49] Ibid, p. 29.

[50] Carmen Birkle, Birgit Däwes, Jeffrey Schnapp. „Amerikastudien / American Studies, "Vol. 64, No. 1, *New Technologies in American Studies* (2019), 116. https://www.jstor.org/stable/45390464

[51] Ibid, p. 117.

[52] Melinda L. O'Brien,, author, "A qualitative study exploring teacher perceptions of the impact of social media usage on middle level learners*"(PhD. Diss.* Millersville University of Pensylvania, 2020), 32.

[53] Mir2, Saini1," Social Media," 4674

Privacy concerns also arise from social media use, as information shared on these platforms can be accessed by anyone. Posting inappropriate content about schools or employers can pose a threat to individuals' reputations. Another very serious issue concerns mental problems and addiction. O'Brien, Melinda L., author., et al. state that regular users of social media are much more likely to suffer from mental illnesses.[54] It is claimed that learners who make use of social media more often are much more susceptible to addiction and related problems. The reason for addiction might as Saini and Mir state stem from the idea of missing something. [55] This addiction may stem from the fear of missing out and the pressure to keep up with peers, leading to detrimental effects on learners' well-being and academic performance. As was mentioned before, social media accounts for numerous threats, risks and traps when not being used with forethought. Mainly teachers and parents play a vital role in teaching children how to use social media safely and how to react when being negatively affected by it. If all precautions are taken, users are unlikely to fall into a trap and be badly influenced by social media.

Having presented one of the most frequent benefits and risks of multimedia and social media usage by learners and teachers, this part will concentrate on the most significant benefits and risks of multimedia content. Multimedia content plays a crucial role in the present-day teaching environment. ESL classes are more varied and liven up by videos, images and scenes from English-speaking countries that can conduce to motivation and interest in learning English. A combination of picture, sound and video contribute to a positive income. Learners can watch various real-life situations presented by native speakers, they improve listening skills and learn new vocabulary connected with certain topics. Moreover, thanks to multimedia, learners are enabled to experience various cultures, regional dialects, slang or idioms commonly used in certain communities. Kamila Barbara Grzeszczyk argues that "textbooks cannot compete with real-life language materials which attract student's attention." [56]When traditional learning styles via textbooks are compared with learning via multimedia, multimedia offer a greater variety of sources than learning via textbooks. Another benefit of multimedia is associated with interactive exercises and quizzes where learners can practise a certain grammar issue, vocabulary or topic at their own pace. Multimedia in ESL classes allow learners to interact with the language in ways that textbooks are unable to provide.

Having outlined some of the advantages of multimedia in ESL classes, this paragraph will list its disadvantages. The most serious issue that very frequently occurs in the classroom

[54] O'Brien, "A qualitative study exploring teacher perceptions," 32.
[55] Mir2, Saini1," Social Media," 4673
[56] Kamila Barbara Grzeszczyk, "Using multimedia in the English language classroom" (MA diss. Higher School of Strange Languages name of Samuela Bogumila, 2016), 129.

environment is the overuse of multimedia. Kamila Barbara Grzeszczyk states that sometimes teachers rely too much on the use of multimedia and consequently, teachers become passive observers rather than active participants in the lesson unit. [57] In other words, she adds that multimedia "serve as an assisting instrument to effective teaching and learning rather than a target, and under no circumstance should not dominate the class."[58] Additionally, technical issues can pose challenges, as certain multimedia content or files may not function properly on school computers, potentially disrupting the lesson flow. Finally, the selection of multimedia content must be carefully considered for relevance. Videos, for instance, should align with specific topics and teaching objectives to ensure they contribute meaningfully to the learning experience.

The chapter explored the role of multimedia, particularly in ESL (English as a Second Language) education, discussing both its advantages and drawbacks. It emphasizes the benefits of multimedia, such as its ability to diversify learning materials, engage students through interactive exercises, and provide exposure to real-life language situations. However, it also cautions against overreliance on multimedia, noting that it should complement rather than dominate the teaching process. Technical issues and the need for relevant content selection are highlighted as potential challenges. Importantly, if those drawbacks are limited, the ESL lesson with the use of multimedia is likely to be entertaining, motivating and engaging for a vast majority of learners.

[57] Grzeszczyk, "Using multimedia in the English language classroom," 130.
[58] Ibid.

3 Technology-enhanced language learning (TELL)– language learning applications

The chapter will explore both the benefits and challenges associated with technology-enhanced learning, along with a list of various applications in this field. The integration of technology into ESL classes has introduced numerous digital platforms and applications designed to enhance language skills, facilitate collaborative work, and incorporate gamification elements. Some applications leverage gaming experiences to motivate learners and foster healthy competition among peers. The term 'enhanced' explains Akbari stating that "it is often referred to as promoting or complementing the teaching and learning, using technology to motivate students, to provide more authentic experiences for language use, to assist learning or to increase engagement through fun activities."[59] Digital platforms and applications have recently been brought to education replacing and upgrading traditional teaching approaches and methods. Shoecraft declares that technology-enhanced language learning (TELL) has recently increased in popularity during the COVID-19 pandemic. [60] Learners can be taught via electronic devices, such as computers, laptops, smartphones and other digital tools and technologies. It has enhanced modern education providing learners with multiple benefits as well as drawbacks.

Flexibility and accessibility stand out as significant advantages of these applications. They can be accessed from anywhere with an internet connection, a crucial aspect that both learners and teachers relied on during the pandemic. Additionally, users have the freedom to learn at their own pace, fitting their schedule and preferences. Another advantage is the personalized nature of the learning experience. Learners can choose their preferred difficulty level when practicing online and tailor the language content to meet their individual needs. Furthermore, many learning applications are cost-free, eliminating the need for printed materials like worksheets and workbooks, thus reducing expenses.

Technology-enhanced learning using language learning applications in ESL classes has also had its disadvantages. Even though some of the learning apps can be accessed for free, they usually provide only limited access. When it comes to the motivation while gaming, the motivation is likely to sustain only a short period. Very frequently, learners are unable to enjoy a certain game for a longer period which forces teachers to frequently replace or modify the games. One of the drawbacks of learning applications is their individuality. Although some of

[59] Akbari et al. *Student engagement and foreign language learning through online social networks.* Asian-Pacific Journal of Second and Foreign Language Education 1:4. (2016): 10.
[60] Kelly Shoecraft, "Teaching with Technology: Putting the 'enhanced' into Technology Enhanced Language Learning (and Teaching)" TESOL in Context, Volume 31, No.2 (August 2023): 69-70

these learning apps offer free access, their functionality is often limited. Additionally, the motivation derived from gaming experiences tends to be short-lived, leading to the need for frequent game replacements or modifications by teachers. Another disadvantage is the individualistic nature of these applications. While some provide learners with gamified experiences, they lack the social interaction and face-to-face contact with peers that typically occur in classroom settings when learners use them at home.

The integration of language learning applications into ESL classes has brought both advantages and disadvantages. On the positive side, these applications offer flexibility and accessibility, allowing learners to study at their own pace and customize their learning experience to their individual needs. They also eliminate the need for printed materials, potentially reducing costs. However, there are drawbacks to consider. While some apps offer free access, they often have limited functionality. Additionally, the motivation derived from gaming experiences tends to be short-lived, and the individualistic nature of these applications can lead to a lack of social interaction among learners outside of the classroom environment. Having outlined some of the advantages and disadvantages of English learning applications in general, the next chapter will introduce some of the learning applications that will be later utilized in the practical part.

Mentimeter

Mentimeter is a versatile application utilized for creating engaging presentations, live polls, quizzes, surveys, and open-ended questions, among other interactive features. Its primary function is to facilitate immediate feedback from the audience, with responses being anonymous to encourage participation without inhibition. Similarly, Madiseh et.al. highlight that Mentimeter has had many benefits ranging from anonymity to overcoming a lack of confidence. [61] The participation is, therefore, enhanced and the feelings of being judged by someone resulting from a bad response can be avoided. Madiseh et.al. further mention that Mentimeter is highly effective for those who struggle with ideas as the responses are posted on the big screen and less creative learners can benefit from them. [62] Thus, learners are provided with the right answers and can learn from their peers. Moreover, Mentimeter serves as a

[61] Madiseh et.al., "Integrating Mentimeter to Boost Students' Motivation, Autonomy, and Achievement," Computer-Assisted Language Learning Electronic Journal 24. no.3 (December 2023): 233.
[62] Ibid, p. 255

reflective tool for educators, enabling them to assess students' understanding and evaluate the effectiveness of teaching materials and methods. Likewise, based on the research done on Mentimeter, Madiseh et al, proves that "this tool is not only beneficial to teachers for assessing students' understanding, but also for gauging their own teaching materials and teaching methods."[63] This means that the feedback functions as a way of verifying the materials used in the lesson and whether the materials are relevant and appropriate. The materials should lead to the fulfilment of lesson aims and objectives. In other words, Mentimeter can be also used as a tool for assessing lesson objectives, if they were fulfilled or if any adjustments ought to be made. This can be called a form of formative assessment that will be introduced further. Koch and Dangin state that some tools provided on Mentimeter can check the understanding of the overall lesson and therefore provide formative assessment. [64] Formative assessment is very necessary during learning and teaching process as the learners get familiar with their progress and teachers can plan the following lessons based on the results gained from formative assessment.

As was previously stated, Mentimeter provides teachers and learners with several benefits. It is particularly beneficial for receiving immediate feedback from learners who can answer without being afraid of wrong answers thanks to anonymous responses. Furthermore, this application will be used as the main application to meet the objectives of the thesis. Also, it will be used during lessons with multimedia usage.

Classroomscreen

Classroomscreen is an application that allows teachers to create digital dashboards based on lesson content and objectives. It helps teachers with time management and organization of the entire lesson. Teachers can add multiple widgets, such as timer, clock, QR codes, random name picker, text tool and many other useful tools. The application facilitates the teaching and learning process as learners can see what is expected from them in individual lesson (see Figure 4). Teachers can add instructions and timer for individual activities and do not have to take control of timing on their own (see Figure 4).

[63] Ibid, p. 245
[64] Koch and Dangin, „Lived Experience on Mentimeter as Students Response Systems (SRS) in ELT Classroom: A Swot Analysis," International Journal of Social Science And Human Research 6 no.7 (July 2023): 4611

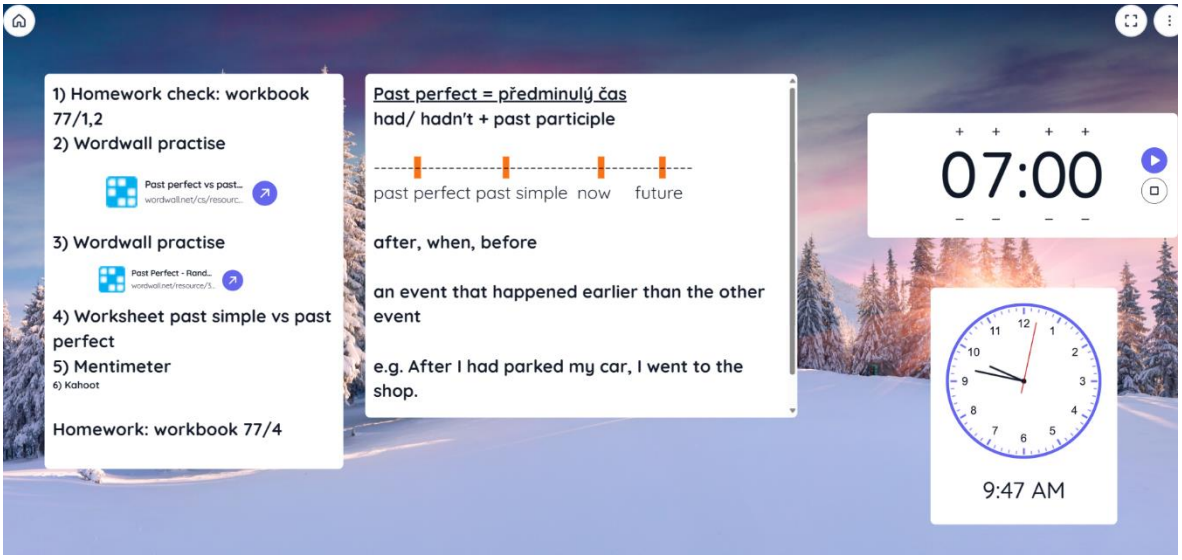

Figure 4. *Classroomscreen dashboard*

Classroom screen therefore serves as a guide for teachers as well as learners. Bakar proves that Classroomscreen enables teachers to add all sources used in the lesson, thus managing the lesson effectively by projecting all important information and instructions for each activity. [65] This application will be used as a digital dashboard projecting links to other applications, QR codes, tasks and other useful widgets to monitor the lessons.

Classroomscreen provides teachers and learners with better navigation during the learning and teaching process. A lot of widgets can be employed to improve lessons and meet the objectives of the thesis. Equally to Mentimeter, this application will be used as the main application in lessons with multimedia usage.

3.1 Game-based learning and gamification

Game-based learning via learning applications allows learners in the classroom to compete with peers and compare and evaluate results. Christopoulos and Mystakidis define the term gamification stating that "gamification, or gameful design, refers to the strategic application of game design principles, mechanics, and elements into non-game environments."[66] According to Putu Chris Susanto et.al., "Using game mechanics improves

[65] Ali, Bakar et.al., „Empowering Teaching with E-Learning Technologies: The Case of Using Classroom Screen, Padlet, and Kahoot! Applications," in Proceedings of the Inspirational Scholar Symposium (ISS) 2019, ed. Bakar, Nordin, Shaharanee, Ishak, Yamin (Malaysia: Universiti Utara Malaysia, 2019): 281.
[66] Athanasios Christopoulos and Stylianos Mystakidis, "Gamification in Education," Encyclopedia 3(4) (October 2023) :1223-1243

motivation and learning in formal and informal conditions."[67] It is believed that gamification in education has a positive effect on the motivation of learners. However, to sustain motivation and engagement, applications need to be regularly updated. While numerous game-based learning applications are available for English language learning, only a select few will be highlighted in this section for practical implementation.

Kahoot!

Kahoot is a widely used game-based learning application that caters not only to language learning but also other subjects. Its versatility extends across all age groups, making it a popular choice for social gatherings and sports events. Moreover, it can be used by all age groups as it is commonly used in social and sports events. According to Kahoot! website, "Today, Kahoot! is used by approximately over 8 million teachers globally, hundreds of millions of students and families."[68] Educators have the option to assess vocabulary or grammar using Kahoot. This platform can be particularly effective within the TTT approach (test-teach-test), where a specific quiz serves as an initial test to gauge learners' understanding. Putu Chris Susanto mentions in his article author Lime who claims that "Kahoot! can also be interpreted as an interactive learning medium because it can be used in teaching and learning activities such as holding pre-tests, post-tests, question exercises, material reinforcement, remedial, enrichment and others. "[69]Holding pre-tests and post-tests will be further utilized in the practical part. To accomplish a learning goal and objective, Putu Chris Susanto highlights that every game has to follow certain criteria: Multiple performances, Multiple paths, Feasibility, and Increasing difficulty level.[70]

In terms of multiple performances, learners should have the opportunity to access the test multiple times after their initial attempt, allowing them to practice and acquire new information. Secondly, multiple paths refer to the exploration of different strategies for acquiring new knowledge, thereby stimulating cognitive development. Thirdly, each test should be designed based on the learners' existing knowledge and skills to ensure feasibility. Lastly,

[67] Fajar Maulana Hidayat et al., „THE APPLICATION OF KAHOOT! IN QUIZ AS A LEARNING MEDIA FOR ENGLISH LITERATURE SEMIOTIC MATERIAL FOR GAME-BASED TESTS," Conference: Seminar Ilmiah Nasional Teknologi, Sains, dan Sosial Humaniora (SINTESA)At: Universitas Dhyana Pura - Bali, IndonesiaVolume:3 (November 2020): 2

[68]Kahoot.com/Company/About us. [online]. [cit. 2023-12-10]. Available from: https://kahoot.com/company/

[69] Fajar Maulana Hidayat et al., „THE APPLICATION OF KAHOOT! IN QUIZ AS A LEARNING MEDIA FOR ENGLISH LITERATURE SEMIOTIC MATERIAL FOR GAME-BASED TESTS," Conference: Seminar Ilmiah Nasional Teknologi, Sains, dan Sosial Humaniora (SINTESA)At: Universitas Dhyana Pura - Bali, IndonesiaVolume:3 (November 2020): 2

[70] Ibid, p.3.

the level of difficulty should progressively increase by elevating the complexity of tasks and challenges.

Kahoot! allows teachers to test learners' vocabulary and grammar, making it suitable for the test-teach-test method. Additionally, the application supports interactive learning activities such as pre-tests, post-tests, and material reinforcement. Furthermore, the effectiveness of Kahoot! in achieving learning goals is highlighted through criteria such as multiple performances, multiple paths for learning, feasibility based on learners' existing knowledge, and the gradual increase in difficulty level.

Quizlet

Another testing platform that will be incorporated into the lessons with multimedia is Quizlet. This application has been mainly used for testing vocabulary in the lessons. However, learners can practice vocabulary individually and at their own pace at home. Quizlet was founded by Andrew Sutherland in 2005. Since then, it has been used by approximately 50 million learners worldwide. Similar to the previously mentioned Kahoot!, Quizlet has not only been implemented in ESL classes but also in other subjects. Quizlet has many options for how to practice vocabulary. Similarly to Kahoot!, teachers have to create their own profiles and create a set of words or phrases to be learned and practised by their learners. Learners do not have to create a profile, they get access to a certain set which is provided by a teacher via code or QR code. They can either practise on their own and then generate a test. Quizlet has recently added new functions called Quizlet Live and Checkpoint. In the case of Quizlet Live, learners work either in groups or individually. They are assigned to teams and their members are expected to cooperate with each other as every individual gets a different order of questions on the phone. In the case of Checkpoint, learners shall work individually completing a quiz provided by a teacher.

Checkpoint serves as a form of formative assessment enabling teachers to get immediate feedback about learners' performance. Learners are given a test at the beginning of the lesson to check their existing knowledge, potential mistakes and gaps which lead to further practise. Alternatively, learners are given a test at the end of the lesson which serves as a form of reflection to find out if all learners learnt what they were supposed to learn and how many mistakes. According to research done by Erlia Novitasari and V Luluk Prijambodo, they discovered that a majority of respondents found Quizlet usage easy and simple, entertaining

and helpful. [71] They also explored that learners have positive attitudes towards Quizlet, it motivates learners and increases learners' performance and engagement. [72]

Quizlet is among the most commonly utilized applications for vocabulary practice. Moreover, it assists learners ton acquire new vocabulary, all while being user-friendly.

Wordwall

Wordwall is an online platform that provides tools for creating interactive and engaging learning activities, primarily focused on vocabulary building and language learning. It offers a variety of customizable templates for teachers to create games, quizzes, and interactive exercises with ease. Wordwall enables teachers to create the following games and activities: Interactive games, Quizzes, Crossword puzzles, Bingo, Matching games, Survey and Polls and many others. Mazelin et.al. highlight that Wordwall is an effective platform for learners as well as teachers. They researched the utilization of this platform in the classroom and discovered that Wordwall has a positive impact on learners' performance, engagement and motivation while learning. [73] Based on the general belief, this application is considered to be one of the most frequently used among teachers teaching not only English and other languages but also other subjects. Mazelin et.al. conclude that this application provides learners with immediate feedback as the right answers are shown instantly. In addition, it provides leaderboards at the end of each activity to show results and encourage learners to replay a certain activity. [74] As was stated before, Wordwall includes many activities learners can be engaged in. Mazelin et.al. declare that the most popular types of activities among learners are quizzes. [75] The quizzes will be, therefore, utilized in the practical part the most.

Finally, all the previously mentioned applications and platforms for improving English language will be used and combined during teaching practise and analyzed in the practical part. Those platforms are one of the most favourite, effective and entertaining platforms used among teachers in Czech schools.

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[71] Erlia Novitasari, V Luluk Prijambodo, STUDENTS' ATTITUDES TOWARDS QUIZLET IN ENGLISH VOCABULARY LEARNING**,** Magister Scientiae 50(2):150-167 (October 2022): 157
[72] Ibid, p. 165.
[73] Nussrah Mazelin et.al., "USING WORDWALL TO IMPROVE STUDENTS' ENGAGEMENT IN ESL CLASSROOM ," *International Journal of Asian Social Science* 12 no.8 (August 2022): 277
[74] Ibid, p. 278.
[75] Ibid, p. 279.

4 Selected teaching methods and ESL methods

4.1 A brief history of teaching methods – pros and cons

Having scrutinized the usage of digital platforms in education, this chapter will outline a brief history of teaching method analyzing the advantages and disadvantages. English teaching methods have been developing throughout the centuries. They were formed based on teaching styles and preferences at a certain time in history. Each teaching method reacts to the following one explaining its lacks and weaknesses. One of the oldest methods is considered to be the grammar-translation method derived from classical teaching of Latin and Greek which was based on detailed explanations of the complex text. Babayev emphasizes that the grammar-translation method is focused on explaining grammar rules using mother tongue.[76] He further mentions that only three language skills are developed apart from listening skills.[77] Celce-Murcia reacts to this method stating that whereas the grammar-translation method solely uses the native language of learners, the direct method exclusively uses the target language within the lesson.[78] Which is considered to be a disadvantage by many teachers and learners.

In other words, learners and teachers do not actively use the target language in the lesson following the grammar-translation method compared to the direct method. Babayev also refers to the direct method stating that language is taught without the use of mother-tongue. [79] He also argues that only listening and speaking skills are developed. There is no emphasis on the development of writing and reading skills as mother tongue is needed. [80]Celce-Murcia states that the direct method promotes teaching by native speakers and compares the direct method with the reading approach which does not require almost any speaking skills since the only skills needed are reading skill and reading comprehension. [81] However, some disagreement with this approach occurred. Celce-Murcia mentions another method called Audiolingualism that strongly disagrees with the previously stated method which does not consider the development of other language skills, such as speaking, listening and writing.[82] In the meantime, other methods developed that had some lacks. Celce-Murcia adds that they primarily focused on

[76] Javid Sabir Babayev, "Traditional methods versus communicative language teaching method," The scientific heritage No 123 (October 2023): 44.
[77]Ibid, p. 44.
[78] Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (USA: Heinle & Heinle,2017), 6
[79] Javid Sabir Babayev, "Traditional methods versus communicative language teaching method," The scientific heritage No 123 (October 2023): 43.
[80] Ibid, p. 44.
[81] Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (USA: Heinle & Heinle,2017), 6-7
[82] Ibid, p. 7.

linguistic structures and not on the social functions of the text. [83]The last method is called the Communicative approach considered to be one of the most effective methods. The emphasis is, according to Celce-Murcia, on communication using authentic materials to present cultural awareness.[84] The role of communication is very crucial in recently developed methods and those which have been commonly used in the lessons.

4.2 Communicative Language Teaching (CLT)

Communicative language teaching is believed to be a modern, innovative, effective and entertaining teaching method based on communication. Babayev also affirms its effectiveness in terms of the development of all language skills and its entertaining purpose.[85] Celce-Murcia says that there has always been a focus on using language to communicate.[86] He further states that all four language skills should be included in teaching language.[87] For this reason, learners are then more likely to comprehend the language in various contexts and forms. Babayev stresses that this particular approach is considered to be the "leading method in educational institutions", in addition, all four language skills are developed and improved.[88] He also mentions that this approach leads learners to negotiate the understanding of text by communicating with other learners and the teacher. [89] They should also be encouraged to speak freely and confidently without the fear of making mistakes. Celce-Murcia emphasizes the need to incorporate four various competencies into language teaching to achieve communicative competence: sociocultural, strategic, discourse and grammatical.[90] The competencies are further explained and displayed in the table below.

[83] Ibid, p. 8.
[84] Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (USA: Heinle & Heinle,2017), 8
[85] Javid Sabir Babayev, "Traditional methods versus communicative language teaching method," The scientific heritage No 123 (October 2023): 45
[86] Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (USA: Heinle & Heinle,2017), 18
[87] Ibid, p. 14-15.
[88] Babayev, "Traditional methods vs communicative," 44.
[89] Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (USA: Heinle & Heinle,2017), 16
[90] Ibid, p. 17.

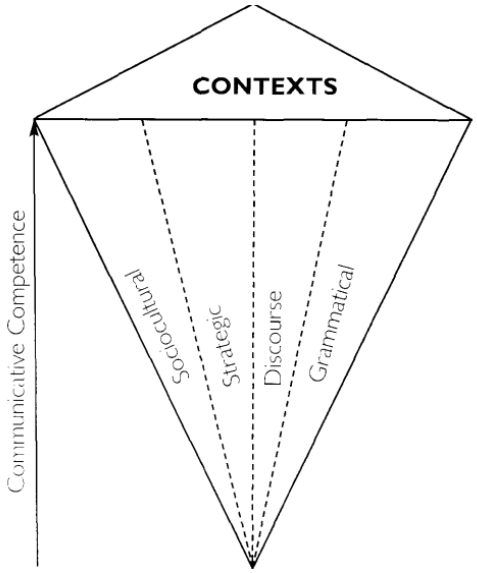

Figure 1. Components of Communicative Competence

Figure 5. *Components of Communicative Competence* (Celce-Murcia 2017, 17)

Grammatical competence is based on applying grammar rules when forming sentences and other linguistic elements. Celce-Murcia points out that this context is "the ability to recognize the lexical, morphological, syntactic, and phonological feature of a language and to make use of these features to interpret and form words and sentences."[91] Grammatical competence is crucial for interpreting and producing sentences in standard English.

The second context is a discourse that as Celce-Murcia states concentrates on the overall understanding of given text, coherency and cohesion of text and he also mentions top-down and bottom-up processing. [92] Coherency means that the text given or produced must make sense and cohesion means that individual information must be logically connected. He explains the top-down processing and bottom-up processing stating that bottom-up means "Identification of isolated sounds or words contribute to interpretation of the overall meaning of the text."[93] In comparison, top-down means "understanding of the theme or purpose of the text helps in the interpretation of isolated sounds or words."[94]In other words, when bottom-up process is applied individual words must be defined to understand the text as a whole. Unlike this process, top-down process draws on the overall understanding to understand particular words and phrases.

[91] Ibid.
[92] Ibid.
[93] Ibid.
[94] Ibid.

Socio-cultural competence is associated with as Celce-Murcia highlights cultural awareness stating that language users must be aware of cultural differences concerning different ways of communicating, negotiating and different meanings of non-verbal communication. [95] In case of non-verbal communication, facial expressions and gestures can differ in countries worldwide. Celce-Murcia adds that "Sociocultural competence therefore includes a willingness to engage in the active negotiation of meaning along with a willingness to suspend judgement and take into consideration the possibility of cultural differences in convention or use."[96] For example, some moral principles and good manners of English-speaking countries might differ.

Lastly, strategic competence as Celce-Murcia mentions refers to "the coping strategies that we use in unfamiliar contexts, with constraints due to imperfect knowledge of rules or limiting factors in the application such as fatigue or distraction."[97] Strategic competence stands for dealing with unfamiliar topics and vocabulary and finding other ways to negotiate the meaning and transfer information (see Figure 5).

All the competencies contribute to the overall communicative competence that is necessary and leads to the effective use of the language. When it comes to the level of satisfaction with this approach, there are certainly two different opinions. According to Celce-Murcia, some teachers tend to be rather frustrated due to the reason that the communicative approach does not have any universal criteria for the assessment of individual learners. [98] The second group of teachers has a positive attitude towards this approach thanks to a wide range of opportunities to create their own materials with a communicative focus. [99] Communication competence is the leading competence in contemporary educational institutions and there will be a major focus on it in the practical part.

[95] Ibid, p. 18.
[96] Ibid.
[97] Ibid.
[98] Ibid, p. 19.
[99] Ibid.

5 Teaching and learning with textbooks and other sources

The first part of the practical part will deal with teaching using multimedia and the other half with textbooks and other additional materials, such as worksheets and so on. The previous chapters have already explained the role and usage of multimedia in ESL lessons. Therefore, this chapter will aim to clarify the role of textbooks and other materials in the classroom.

5.1 The role of textbooks in the classroom – pros and cons

Textbooks still play a very important component in contemporary ESL lessons, they are used by teachers and learners daily. Gak argues that a textbook "represents a useful resource for both teachers as course designers and learners as persons who are acquiring the English language."[100] There are considerable benefits to its usage. A textbook serves as a guide to both teachers and learners. Hutchinson and Torres claim that a textbook undoubtedly provides the outline for the whole school year. [101]What must be noted, however, is as Lee and Bathmaker state "it is argued that the textbook cannot dictate the role of the teacher. Rather the teacher, guided by his/her theoretical beliefs, decides the material which suits the needs of the learners." [102]Teachers follow the syllabus of textbooks throughout the year which must match the school curriculum and learners are provided with lots of valuable information about an area they are struggling with.

Individual exercises in units help learners to achieve their objectives. Gak also claims that a textbook provides support for teachers and learners. [103] Learners get familiar with the content of the entire book, what is required from them and what will follow one by one. Hutchinson and Torres state that even parents get involved in teaching and learning process as they can control what is being taught in the lesson and check the understanding with their children. [104]A textbook might also as Gak states simplify teachers' preparation. [105] It might appear as a huge advantage on the one hand, but on the other hand, Gak warns about the overuse of textbooks and overreliance on them without making some modifications. [106] Teachers do not

[100] Dragana M. Gak, "Textbook – an important element in the teaching process," Hatchaba Journal, 2011: 78
[101] Hutchinson, E Torres, „The textbook as agent of change," Oxford University Press, 1994: 317
[102] Rachel N. F. Lee and Ann-Marie Bathmaker, "The Use of English Textbooks for Teaching English to 'Vocational' Students in Singapore Secondary Schools: A Survey of Teachers' Beliefs, " 38 no.3 (December 2007): 351
[103] Dragana M. Gak, "Textbook – an important element in the teaching process," Hatchaba Journal, 2011: 78
[104] Hutchinson, E Torres, „The textbook as agent of change," Oxford University Press, 1994: 320
[105] Dragana M. Gak, "Textbook – an important element in the teaching process," Hatchaba Journal, 2011: 79
[106] Ibid.

have to prepare other materials before lessons which might be time-consuming. Hutchinson and Torres refer to that stating that a textbook saves a lot of time for teachers. [107]However, if teachers rely solely on one source, learners can be deprived of information coming from outside. Gak adds that "for the learners the textbook is one of the most important sources of contact they have with the language." [108] Gak therefore advises that it is the learners who should be given the chance to get involved in modifying textbooks to fulfil their needs.[109] In other words, ESL lessons should not be taught solely with textbooks, but rather with other additional materials. Gak further states that textbooks might not be relevant for a target group and therefore learners' needs cannot be met. [110] It means that some exercises can be too difficult or too simple for the target group. Moreover, Gak states other disadvantages, such as "too much or not enough focus on aspects of language and unrealistic timetable for completing the textbook." [111]In another way, not all language skills are equally practised and the activities in the textbooks are not likely to be done within a certain period. Therefore, every teacher ought to select exercises that help to achieve goals and objectives. The study done by Lee and Bathmaker shows that it is recommended by many teachers to make or find other materials, such as worksheets to fulfil learners' needs because they should be the first priority. [112] If teachers select an adequate range of exercises and activities which are manageable and timebound, the learners are then more likely to achieve objectives.

Usually, all four language skills are mentioned, and their practice is included in each unit. Grammar and topic vocabulary are probably the areas which interest a teacher the most. Each unit concentrates on different vocabulary and grammar which correspond with the overall topic. Each unit contains various types of activities. Gak divides them into four groups of activities: warm-up, presentation, practice and consolidation activities. [113] He explains that warm-up activities usually serve as a repetition of the previous unit or topic, presentation activities as presenting the new topic, practice activities as a way of practising newly acquired knowledge and information and consolidation activities help to memorize and implement the

[107] Hutchinson, E Torres, „The textbook as agent of change," Oxford University Press, 1994: 318
[108] Dragana M. Gak, "Textbook – an important element in the teaching process," Hatchaba Journal, 2011: 79
[109] Ibid.
[110] Ibid.
[111] Ibid, p. 80.
[112] Rachel N. F. Lee and Ann-Marie Bathmaker, "The Use of English Textbooks for Teaching English to 'Vocational' Students in Singapore Secondary Schools: A Survey of Teachers' Beliefs, "38 no.3 (December 2007): 364-365
[113] Dragana M. Gak, "Textbook – an important element in the teaching process," Hatchaba Journal, 2011: 81.

knowledge.[114] In this way, the lesson is usually implemented. So, it, undoubtedly, helps teachers to manage lessons effectively.

Certainly, if it is necessary to devote some extra time to activities, the entire lesson can be, for instance, only focused on practising vocabulary and grammar. Gak refers to that by stating that teachers should "give extra practice to items that are frequently used or which require extra time to learn."[115] Lee and Bathmaker did research based on the usage of textbooks that showed that there was a lack of time devoted to speaking and pronunciation. [116] Generally, speaking and pronunciation are considered to be the least practised skills in ESL lesson and thus, there should be given attention to them as well. It might be one of the reasons why the recently implemented method called Communicative language teaching primarily focused on communication skills.

Any textbook contains a syllabus which means what will be taught in each unit. In other words, the content of the entire course or a school year that will be followed in the classroom setting. There is not only one syllabus, however, there are more syllabi which can be distinguished from one another, but they might also share some similarities. Basim et.al. list six different types of syllabi: structural, notional/functional, situational, skilled, task-based and content.[117] Structural syllabus as the name signifies consists of structures. Textbooks are usually divided into parts of speech, such as verbs, nouns, adjectives etc. Basim et.al. states that this type belongs to the most frequently used types of syllabi in contemporary textbooks. [118] Another type of syllabus is notional/ functional that is based on functions of the language. Learners learn how to express themselves according to their needs. Basim et.al. mentions some of the examples, such as approval, apologizing, request and so on. [119] Situational syllabus is based on teaching English through situations. Basim et.al defines the situational syllabus as "The content of language taught is a collection of real or imaginative scenarios where language occurs or is used."[120] Skilled syllabus is based on four language skills incorporated into textbooks. Basim et.al states that "The main aim of skill-based education is to master language skills."[121] Another type of syllabus is called content-based syllabus. Basim et al. clarifies that

[114] Ibid.
[115] Gak, "Textbook – an important element," 81
[116] Lee and Bathmaker, "The Use of English Textbooks for Teaching English," 361
[117] Basim et.al "Syllabus Concepts, Approaches and Types: A Theoretical Account," College Of Basic Education Research Journal 18, no.4 (December 2022): 10-16
[118] Ibid, p.11.
[119] Ibid, p. 12.
[120] Ibid.
[121] Ibid, p.13.

various activities are performed using a second language and its primary function is to develop language skills.[122] It is focused on a particular content that is used to acquire language, some examples might include literature, history, geography and many others. Basim et.al. affirms that the purpose of English is only as a means of communication. [123] Content syllabus uses English only as a way of communication because the content is more important than the language.

In conclusion, textbooks provide a wide range of benefits as well as drawbacks for teachers, learners and parents. Teachers are given content to follow which requires a minimum preparation. Parents are enabled to explain to their children a particular aspect of language in case of potential misunderstanding. However, selecting textbooks that correspond with syllabi and learner needs can pose challenges for teachers. Also, if a textbook is the only source used in the lessons, learners might be deprived of a broader view that authentic materials provide. Traditionally, every lesson is implemented starting with warm-up activities to motivate the learners, presentation activities that introduce a given topic and practice activities that control whether learners understand a given topic and assess the lesson.

[122] Ibid, p.14.
[123] Ibid, p. 15

6 Formative and Summative assessment

The last chapter will explain the difference between formative and summative assessment, the major focus will be on formative assessment and types of formative assessments based on evaluating language skills.

Two major types of assessment dominate in contemporary education: formative and summative assessment. Formative assessment is used to monitor the progress of learners continuously and usually does not grade learners, while summative assessment does grade learners and examine knowledge gained after a longer period. Dixson and Worrel explain that "formative assessment involves gathering data for improving student learning, whereas summative assessment uses data to assess about how much a student knows or has retained at the completion of a learning sequence."[124] Formative assessment aims to find out to what extent learners understand a given topic and what areas still need some practice. Dixson and Worrel add that formative assessment provides an ongoing source of information to teachers about current student understanding." [125] The summative assessment also provides teachers and learners with feedback which is not immediate though. For example, each unit is usually finalized by summative assessment. However, during teaching practice, learners will be primarily tested by formative assessment which will be the main source of feedback needed for assessing performance and goals of the thesis.

6.1 Formative assessment

As was mentioned before, formative assessment is mainly used for assessing and evaluating learners' understanding and performance during lessons. Dixson and Worrel highlight that "even though formative assessments can be sometimes graded (e.g. quizzes), the grades are not noted; they only serve as feedback for both learners and teachers." [126] They further divide the formative assessment into two groups: spontaneous and planned. Spontaneous can be recorded during a lesson in a form of teacher-learner interaction, for example when asking questions regarding a certain topic. Planned assessment can be either carried out in the form of quizzes, homework etc. [127] Spontaneous assessments are usually

[124] Dixson and Worrel, "Formative and Summative Assessment in the Classroom." *Psychological Science at Work in Schools and Education* 55, no.2 (March 2006): 153.
[125] Ibid, p. 154.
[126] Ibid, p. 155.
[127] Ibid.

carried out in the form of observations by the teachers. Planned assessment is recorded on a piece of paper and brought to the following class. Cornelius adds another form of assessment called exit ticket which is in the form of a question and must be submitted in a written form to a teacher at the end of the lesson.[128] Based on that, the teacher creates the lesson plan for the following lesson and adjusts the lesson to areas which should be practised. The practical part will take into account all three types of assessment and based on that, the goals will be evaluated. Wiliam & Thompson list three questions that shall be answered by a teacher after receiving results and feedback: "What is working," "What needs to be improved," and "How can it be improved?"[129] In another way, teachers should assess learners' strengths and weaknesses in a given topic and decide what ways will lead to improvement. Types of assessment vary and depend on a practised skill, such as listening, reading, speaking and writing.

6.2 Types of formative assessment – language skills

This part will list types of formative assessment based on language skills. The first language skill that will be looked at is speaking. Speaking activities that might be implemented in the classroom include discussions, interviews, presentations, role plays and many others. Pacheco states that teachers can assess how confidently, fluently and accurately their learners speak. [130] It is important to assess speaking and inform learners about areas they are good and bad at. He lists four different strategies for assessing speaking: intensive, responsive, interactive and extensive. [131] Intensive listening as Pacheco mentions can encompass reading dialogues with a partner or reading any piece of text aloud. Subsequently, teachers asses the ability to pronounce individual sounds, focusing on intonation, stress and pronunciation. [132] This type of assessment, however, rarely occurs in secondary schools. The teacher concentrates on the content of speech, accuracy and fluency. However, when it comes to accuracy and errors made by a learner, teachers, according to Burnet, "should be supervisors for students, not editors." This quote means that a teacher should only focus on areas that are in advance selected because

[128] Cornelius, K. E. "Formative assessment made easy: Templates for collecting daily data in Dixon and Worrell Formative and Summative Assessment in inclusive classrooms." Formative Assessment Made Easy: Templates for Collecting Daily Data in Inclusive Classrooms 45, no.2 (May 2013): 16
[129] Dylan Wiliam and Marnie Thompson. *Integrating Assessment with Learning: What Will It Take to Make It Work?* (Routlege: UK, 2008), 64.
[130] Allen Quesada Pacheco. *Assessment of Young English-Language Learners: Formative and Summative Strategies.* (Costa Rica, 2002), 7.
[131] Ibid, p. 8-9.
[132] Ibid, p. 7.

otherwise it can be demotivating for learners. [133]The second type of speaking is responsive speaking. Pacheco claims that responsive speaking includes interviews between learner and teacher. So, the teacher asks spontaneous questions and the learner is supposed to react quickly, spontaneously and without any preparation. [134] Thus, teachers evaluate if learners can come up with ideas and opinions without preparation if the thoughts make sense. So, a teacher focuses on fluency which is a key when assessing speaking. Burnet highlights that learners should be encouraged to speak without interruption and a teacher should always correct mistakes at the end the speech because otherwise the fluency would not be smooth and confident.[135] The next type of speaking is interactive speaking which as Pacheco mentions does not only include teacher-learner interaction, but also other learners. This type of speaking includes as the term stands for interaction in pairs or in groups, more extensive talks, discussions and roleplays. The teacher then examines if learners can keep the conversation going, state, defend and reach opinions. This type is very frequently used in the classroom as it boosts cooperation, negotiation of meaning and opinion and overall develops learners' communication skills.

The last one is called extensive speaking. He claims that during this type of speaking learners are supposed to present something, tell a story or deliver an extended speech in front of the class. The teacher then mainly assesses the logical order of thoughts, pronunciation and accuracy.[136] Probably, one of the most frequent activities is the presentation during which learners not only develop communication skills but also presenting skills. Learners also have to overcome the fear of presenting in front of the audience which helps them to become confident and fearless speakers in the future.

The last skill which will be mentioned is writing. The aim of assessing writing is to provide feedback to learners to find out what to improve. Burnet emphasizes the feedback as it helps the learners improve a certain area and boosts motivation.[137] Types of reading activities consist of imitative, intensive, responsive and extensive as Pacheco mentions. [138] Imitative writing is more commonly used in primary school than in secondary. Pacheco argues that it

[133]Tony Burnet, „ Formative assessment in English" *in Teaching and learning English* 2020, 8.
[134] Allen Quesada Pacheco. *Assessment of Young English-Language Learners: Formative and Summative Strategies.* (Costa Rica, 2002), 8.
[135] Ibid, p. 11.
[136] Allen Quesada Pacheco. *Assessment of Young English-Language Learners: Formative and Summative Strategies.* (Costa Rica, 2002), 9.
[137] Tony Burnet, „ Formative assessment in English" *in Teaching and learning English* 2020, 7.
[138] Allen Quesada Pacheco. *Assessment of Young English-Language Learners: Formative and Summative Strategies.* (Costa Rica, 2002), 11.

encompasses dictation of words and sentences and spelling activities. [139] However, some tests, especially Cambridge tests include exercises to check the ability to note down individual letters after they are spelled by a speaker. Imitative writing as Pacheco states stands for the ability to produce sentences, using adequate grammatical forms, vocabulary, collocations, and idioms relevant to a topic. [140] Teachers then check whether the learners can form sentences correctly providing them with other alternatives and how to form other sentences so that the meaning is the same. The third type is called responsive or sometimes called guided writing. Pacheco affirms that this type is focused on a summary of some reports, descriptions, and interpretations of charts and graphs, leading learners to express themselves in their own words. [141] This might be useful for writing a summary of any complex text or a speech. The last type is called extensive writing. This involves writing an extensive piece of text. Pacheco mentions theses, essays, or reports in which learners defend their opinions, express thoughts and support them with some evidence.[142] Teachers subsequently check the logical connectivity of the text, if it is coherent and if the evidence is relevant to a given topic. However, Burnet again states that a teacher should not be too fastidious when it comes to correcting mistakes as it might have a negative effect on learners' motivation. [143]This type of reading is beneficial for their further studies.

When it comes to listening skills, Faizal claims that the listeners should be given a chance to discuss a particular topic before the actual listening to get to know the topic. Also, they should be encouraged to listen to as much as possible to improve their listening skills, which very often has a long duration. [144]Pacheco mentions four types of listening: intensive, responsive, selective and extensive.[145] Intensive listening as Pacheco states examines morphological elements, such as minimal pairs, stressed and unstressed syllables and learners are subsequently supposed to distinguish them.[146] This type of assessment is probably the only way how to differentiate phonemes, stress and other morphological and phonological elements. In this case, the beginners should be presented with the correct pronunciation and other

[139] Allen Quesada Pacheco. *Assessment of Young English-Language Learners: Formative and Summative Strategies.* (Costa Rica, 2002), 11.
[140] Ibid.
[141] Ibid.
[142] Allen Quesada Pacheco. *Assessment of Young English-Language Learners: Formative and Summative Strategies.* (Costa Rica, 2002), 12.
[143] Tony Burnet, „ Formative assessment in English" *in Teaching and learning English* 2020, 9.
[144] Muhammad Faizal, S.Pd, *Teaching Receptive Skills Listening and Reading,* 5.
[145] Allen Quesada Pacheco. *Assessment of Young English-Language Learners: Formative and Summative Strategies.* (Costa Rica, 2002), 6.
[146] Allen Quesada Pacheco. *Assessment of Young English-Language Learners: Formative and Summative Strategies.* (Costa Rica, 2002), 6.

phonological elements. Afterwards, they can practise on more demanding texts and analyze them in more detail. [147] The second type is responsive listening which is as Pacheco argues more authentic and can occur in the classroom or outside it, such as asking for direction. It can be assessed by open-ended questions which are evaluated based on the accuracy of responses.[148] This type of listening has more practical usage than the previous one and assesses learners' abilities to respond spontaneously and accurately at the same time. The third type is called selective listening. Pacheco mentions that one of the most popular types of assessments is the cloze-test. Learners listen to a particular piece of information, dialogue or conversation and are supposed to fill in missing information. [149] What is the most challenging is that individual words and sentences stated by a speaker are only similar to text given and learners have to select which kind of information is missing. The last type of listening is extensive listening. Pacheco affirms that this type of listening is rather aimed at intermediate or advanced learners as it requires very good listening skills. Learners are supposed to listen to dialogue or lectures to understand the main idea.[150] This is usually assessed in the form of multiple-choice tests.

Regarding reading skills, there are also strategies on how to assess the skill. Pacheco mentions four different strategies: perceptive, selective, interactive, and extensive reading.[151] All kinds of reading types encompass the necessity of being able to scan and skim the tesxt. Faizal draws a special attention to these skills. He explains both terms stating that scanning means looking for a specific information whereas skimming means understanding of the overall gist of a text.[152] Perceptive reading is, according to Pacheco, connected with linguistics and phonetics. Learners are supposed to read individual words, phrases or sentences aloud and determine some phonetic symbols or sentence elements. The type of assessment is either by multiple-choice exercises or reading aloud.[153] This kind of strategy is the least used in secondary schools. The second strategy is called selective reading. As Pacheco mentions this strategy is primarily focused on grammatical and lexical aspects of the language. [154] Teachers assess grammar and vocabulary by filling in gaps or multiple-choice. The next strategy is interactive reading which is very frequently used in contemporary classroom settings. Pacheco explains

[147] Faizal, Muhammad. S.Pd, *Teaching Receptive Skills Listening and Reading,* 7.
[148] Allen Quesada Pacheco. *Assessment of Young English-Language Learners: Formative and Summative Strategies.* (Costa Rica, 2002), 6.
[149] Ibid.
[150] Ibid, p.7.
[151] Ibid.
[152] Muhammad Faizal, S.Pd, *Teaching Receptive Skills Listening and Reading,* 17.
[153] Allen Quesada Pacheco. *Assessment of Young English-Language Learners: Formative and Summative Strategies.* (Costa Rica, 2002), 7.
[154] Ibid, p. 10.

that interactive reading usually draws on learners' previous knowledge and understanding of a given topic and keywords. [155] This can serve as a pre-reading activity when learners look for information about a certain topic usually before class because then they are more likely to be engaged in discussion. Pacheco lists some types of assessment, such as multiple-choice, cloze tasks, editing, ordering tasks and scanning. [156] One of the most common types of assessment is multiple-choice which occurs in many textbooks. The last strategy to be mentioned is extensive reading. He explains that this strategy is used when reading more complex text, such as articles and essays focusing on global themes requiring global knowledge necessary for the overall understanding. [157] This type of reading uses authentic materials, special terminology, and technical vocabulary. Therefore, as Pacheco states, the learners are led to understand a given text from a wider perspective, being able to summarize the text in their own words. The types of assessment include text summary, short answers or ordering. [158] Learners then assess how accurately their learners can express themselves and provide a summary of a longer piece of text.

This chapter outlined various types of formative assessment based on language skills, particularly focusing on speaking, writing, listening, and reading. Speaking assessment involves activities such as discussions, interviews, presentations, and role plays, evaluating learners' confidence, fluency, and accuracy. Speaking assessment strategies include intensive, responsive, interactive, and extensive approaches, each emphasizing different aspects of communication. Writing assessment aims to provide feedback for improvement, focusing on imitative, responsive, and extensive writing tasks to enhance learners' expression and coherence. Listening assessment includes intensive, responsive, selective, and extensive listening tasks, evaluating learners' ability to distinguish phonological elements, respond accurately, and comprehend main ideas. Reading assessment strategies encompass perceptive, selective, interactive, and extensive reading, focusing on linguistic analysis, grammar and vocabulary comprehension, prior knowledge integration, and global understanding of texts. Overall, these assessment strategies aim to support language development and provide learners with valuable feedback for improvement.

[155] Ibid.
[156] Ibid.
[157] Ibid.
[158] Ibid.

7 Methodological part

7.1 Principles of methodology

The methodology is a descriptive case study that involves a detailed analysis of two groups of learners (traditional and experimental groups). The research method that will be implemented is a quantitative approach that relies on the collection of numerical data, more specifically, results of tests in grades. Research questions will be answered through participant and non-participant observations. Observation is a qualitative research method which which systematically observes and records behaviours in school setting them.[159] It can be determined from this paragraph that both qualitative and quantitative methods will be used and implemented in the practical part of the thesis.

The reasons for implementing both methods are based on the assumptions claimed by the following authors. Stausberg and Engler advise combining qualitative and quantitative methods to meet the objectives of the research.[160] Therefore, both types of methods will be combined. Qaddo explains that "research frequently draws upon data collected directly from psycho-social interactions with the target population."[161] The observation and its results tend to be biased. Qaddo states that the procedure and process of observation are very often subjective which can have a huge impact on the final outcomes.[162] Therefore, the research will be conducted through participant and non-participant observations. The author of the thesis will conduct participant observation, while the faculty teacher will be engaged in non-participant observation to ensure unbiased results.

To collect the data from observations, observation protocols will be filled by the participant observer and the non-participant observer. Stausberg and Engler explain that this type of observation (in which observation protocols are filled) is called structured, it is planned and takes place in natural setting.[163] Participant and non-participant observers will fill in structured observation forms which will be evaluated in the practical part. The observation forms are included in the Appendices of the thesis.

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[159] Myasar Qaddo, „Participant Observation as Research Methodology: Assessing the Validity of Qualitative Observational Data as Research Tools," (July 2019): 2.
[160] Stausberg and Engler, THE ROUTLEDGE HANDBOOK OF RESEARCH METHODS IN THE STUDY OF RELIGION (London, New York: Routledge, 2011), p. 6
[161] Myasar Qaddo, „Participant Observation as Research Methodology: Assessing the Validity of Qualitative Observational Data as Research Tools," (July 2019): 3.
[162] Stausberg and Engler, THE ROUTLEDGE HANDBOOK OF RESEARCH METHODS IN THE STUDY OF RELIGION (London, New York: Routledge, 2011), p.2
[163] Ibid. p. 382

7.2 Description of the methodology used in this thesis

Based on the theoretical part, multimedia have enhanced the learning and teaching process bringing many benefits. At the same time, learning and teaching without any technology and multimedia have still been implemented in many schools and yet a lot of learners achieve good results when working solely with textbooks and copied worksheets. I have discovered that no research has been done on whether the incorporation of both Mentimeter and Classroomscreen results in the achievement of better results.

The research will be carried out in two classes and 20 lessons in total. Half of the lessons will be conducted in a traditional manner, while the other half will follow an experimental approach. Traditional lessons will be taught using textbooks, workbooks and worksheets without any addition of technology. Experimental lessons will be taught with the implementation of platforms Mentimeter, Classroomscreen and other platforms previously described in the theoretical part. These two types of lessons will be compared and evaluated according to the results of short tests taken at the beginning or at the end of the lessons and according to observation forms. The types of questions used in tests will vary (multiple-choice questions, gap-filling, open-ended…) and the types of questions in observation forms will not be changed.

7.3 Research objectives and questions

The research will be carried out to find out which kind of lesson contributes to better results, learners' engagement and the organisation of lessons and more systematic instructions provided to learners. Based on that, three research questions were formulated:

Q1: Which kind of lesson (traditional or experimental) contributes to better results?

The answer to this question will be found out according to test results in grades or percentages.

Q2: During which kind of lesson are learners more engaged?

The answer to this question will be found out according to observations during each lesson. It will be observed whether learners get more engaged and are more active during lessons with the use of multimedia or without any multimedia. The results will be compared and evaluated according to observation forms.

The main objective of the observation method in each class will be whether learners pay attention and get interested in individual activities and how it is demonstrated and exhibited by learners. Namely, we can mention that it will be observed if learners are interested in participating in games and activities with multimedia support by showing enthusiasm or if learners are more interested in engaging in games and activities without multimedia support.

Q3: Do platforms Mentimeter and Classroomscreen help to structure and organise lessons and do they provide more systematic instructions to learners?

The platforms provide features that help teachers to structure and plan the lesson. Some features enable teachers to create the content of the lesson and give instructions that are visible and available during the whole lesson. Based on that feature, it will be examined whether these instructions help learners to easily navigate in individual activities and whether the instructions given allow to manage and monitor lessons in a better way.

7.4 Description of the Vocational school secondary industrial school, college and vocational school in Hradec Králové

The teaching practice and the implementation of the practical part took place in the school SPŠ, SOŠ a SOU, Hradec Králové. The school has a long tradition dating back to the 1950s. Originally, the school was solely an engineering vocational school. However, gradually, the school became a modern secondary school providing professional education in the academic fields of engineering and electrical engineering, but also in Information technologies, Information Services and Industrial Ecology - renewable resources energy. [164]

Students in all fields of education have been prepared according to their own school educational programs that are regularly updated and that enable the preparation of pupils according to the current needs of the labor market using the modern technologies and school equipment. [165]

[164] Hradebni cz. Historie-a-soucasnost-skoly. [online]. [cit. 2024-08-02]. Available from: https://www.hradebni.cz/historie-a-soucasnost-skoly
[165] Ibid.

Aims of the school for the school year 2023/2024

Regarding the technical goals, the school aims to replace outdated PCs with modern PCs and new technologies. Furthermore, the school puts effort into saving the school's operating resources as much as possible and uses them mainly for the identified priorities. Another goal is to ensure subsidies for education and leisure activities of children and youth.[166]

When it comes to educational goals, the school strives for continuous updates of the school educational program so that individual fields of the school are in full compliance with the framework education program. Another goal is to adapt teaching methods and forms as well as teaching technologies and approaches as much as possible.[167]

[166] Ibid.
[167] Ibid.

8 Practical part - introduction

The practical part will be divided into 2 main parts. The first part will analyze the experimental group and the second part the traditional group. Each part will describe individual activities used in every lesson, its objectives and classroom management. Further, the results of tests and the comparison of observation forms filled by participant and non-participant observers will be commented on. The comments and the findings will be not only based on the observation forms and their records but also on reflection done after every lesson. In the case of the tests, it was not possible to conduct a test at the beginning and end of each lesson. However, each lesson was finished by a reflective activity which served as a form of formative assessment that was conducted based on the given topic, lesson objectives and language skills. Lastly, at the end of every analysis, three goals of the thesis will be evaluated.

8.1 Experimental group

The learners of the experimental group attend class 2F and study the field called mechanical and electrical engineering. The class consists of 16 male learners. Based on the pre-teaching observations, it is clear that most learners are actively involved in class. Thus, providing a diverse range of activities during the lesson is crucial to keep them engaged. There is one learner who needs additional support from the teacher and frequently asks for simplification and clarification of the instructions. However, he is not diagnosed with any specific disorders, such as dyslexia. Nevertheless, one learner is diagnosed with dyslexia and also needs additional support from the teacher. In the case of any written assignments and tests, the conditions have to be adjusted to his individual needs. Despite this aspect, the overall research was not affected by that.

The group is called experimental since I implemented the usage of multimedia. Primarily, I used the combination of Mentimeter and Classroomscreen and other applications described in the theoretical part. The goal of the analysis is to ascertain whether the experimental group of learners was more engaged in activities, got better results and was provided with more systematic and comprehensible instructions than the traditional group of learners.

Textbook: Maturita Solutions Pre-intermediate (3rd edition)

The textbook that was used in the experimental group was Maturita Solutions Pre-Intermediate designed for pre-intermediate learners who are preparing for a school-leaving exam known as "maturita" in the Czech Republic.[168] The textbook covers 9 topics ranging from travel, technology, education and many others. The textbook integrates skills practice in listening, speaking, reading, and writing throughout each unit. It also includes access to digital resources, such as e-books and audio recordings. The textbook further provides support for teachers in the form of a teacher's guide and answer key that might serve as supplementary materials for lesson planning and assessment.

The textbook solely concentrated on the development of four language skills. Therefore, the syllabus of the textbook can be considered a skill-based syllabus. In addition, the textbook contains the functional syllabus which prioritizes the teaching of functional language, including language for everyday interactions, social situations, and specific communicative purposes. Students learn how to express themselves effectively in various contexts, such as making requests, giving opinions, describing experiences, and more.

Lesson 1

Topic: Planning a holiday (Unit 6)
Number of learners: 8
Methods: Task-based, communicative language learning, critical thinking, direct method
Grouping: Individual work / whole class / pair work
Materials: Textbook, Mentimeter, Classroomscreen
Lesson objectives[169]
Remember: Learners recall new phrases for making suggestion, accepting / declining a suggestion / expressing no preference
Learners recall new vocabulary connected to places, events and tourist attractions
Apply: Learners implement the usage of new phrases and vocabulary into speaking activities

[168] FALLA, Tim; DAVIES, Paul A.; PAULEROVÁ, Eva; DE LA MARE, Christina; STANNETT, Katherine et al. *Solutions: pre-intermediate*. Third edition (Oxford: Oxford University Press, 2017).

[169] All lesson objectives were defined according to Bloom's taxonomy:
post/30 bloom's taxonomy examples of learning objectives for teachers [online]. [cit. 2024-20-02]. Available from: https://educationise.com/post/30-bloom-s-taxonomy-examples-of-learning-objectives-for-teachers/

Language skills	Speaking skills	Writing skills
Types of multimedia	Mentimeter – word cloud	Mentimeter–word cloud

Figure 6 *Multimedia and language skills – lesson 1 (experimental group)*

Summary of Lesson 1:

The lesson started with two brainstorming activities on Mentimeter in which learners were supposed to answer two questions regarding holiday planning and tourist attractions. Their responses were subsequently projected on the screen in the form of a word cloud on Mentimeter and evaluated. The second activity was focused on learning new words and phrases connected with planning a holiday. The learners were working with textbooks and completed one listening task. Subsequently, the learners learnt phrases for making, declining and accepting suggestions and practised the usage in the following exercises in the textbook. The final task was role play in which learners practised new phrases and vocabulary (see Lesson plan 1).

Evaluation of lesson objectives:

The objectives of the lesson were fulfilled. I was observing the learners doing the tasks and learners recalled the new phases and vocabulary in writing and speaking activities. After each activity, I used a random name picker which picked an individual learner who was supposed to either fill a missing information into the text or answer any question.

Results

Formative assessment

Since it was the first class taught in this lesson, no formative test was used for the evaluation of the entire lesson. The formative assessment was conducted in the form of observation during individual activities and final checking after each activity.

Observation form:

This part will comment on the observation forms filled in during the lessons. The objectives will be assessed based on the findings noted in the observation forms and reflection done after the lesson.

Observation form: non – participant observer

According to the non-participant observation form, a vast majority of learners demonstrated enthusiasm and interest in activities by completing activities very quickly. They finished earlier than was expected, however, it did not affect the timing of the entire lesson and activities continued smoothly.

In terms of the classroom atmosphere, it was relaxed so almost anyone felt stressed or nervous during individual activities which would have a negative impact on the learning process. However, one student got confused and lost in activities. In other words, he did not know what to focus on and asked his classmates for help instead of the teacher. The teacher did not notice that until the last activity.

Regarding the instructions and their comprehensibility, the teacher did not always explain the instructions clearly so some learners were struggling with understanding and had to ask other classmates who understood them and knew what was expected from them. If the teacher had explained the instructions more thoroughly, she would not have spent some time checking if everyone understood them well. Also, the understanding of the instructions should have been checked by asking individual learners to explain the instructions to the rest of the class (see observation forms lesson 1).

Observation form: participant observer

The learners got interested in activities, especially the brainstorming activity on Mentimeter. They were not familiar with the usage of the application, but they were working with it without any difficulties. The internet connection was quite fast, so we did not have to wait for other learners. The screen was not shown to them immediately which evoked curiosity in them. Once the answers were projected on the screen, they were surprised at how many learners came up with the same, similar, or rather opposite answers.

The classroom atmosphere was friendly and relaxed which caused positive reactions. Except for one learner, who had difficulty understanding individual instructions. Not much attention was paid by the teacher which resulted in a misunderstanding. I am aware of the fact that I was more focused on the computer and the content of activities than on the learner which was a mistake.

Speaking about the instructions, they were not explained clearly and comprehensibly based on the learner's feedback and response. Although the instructions were provided on Classroomscreen, a vast majority of learners did not pay attention to them. The application can be helpful and can simplify the teacher's preparation. Therefore, the instructions should be included there and specified so that all learners understand them (see observation forms lesson 1).

Comparison of observation forms:

When it comes to the engagement in the classroom. Both observation forms claim that learners were interested in the lesson and its activities.

The classroom atmosphere was calm and relaxed which means that there were favorable conditions for learning and teaching.

The instructions were not explained properly which escalated into misunderstanding and confusion while doing the activities. Even though some basic instructions were projected on Classroomscreen, the majority of learners did not pay attention to them (see observation forms lesson).

Lesson 2

Topic: Making suggestions, accepting and declining phrases
Number of learners: 8
Methods: communicative language learning, direct method
Grouping: Individual work/ whole class/ pair work
Materials: Workbook, Mentimeter, Classroomscreen, Wordwall
Lesson objectives:
Understand: Learners classify which phrases belong to making a suggestion, accepting a suggestion, refusing a suggestion and expressing no preference
Analyze: Learners select phrases for making a suggestion, accepting, refusing a suggestion and expressing no preference
Apply: Learners implement the usage of new phrases in a role-play
Evaluate: Learners agree on places of visit when performing a role-play

Language skills	**Speaking skills**	**Writing skills**
Types of multimedia	**Wordwall – multiple choice, conversation wheel**	**Mentimeter–multiple choice**

Figure 7 *Multimedia and language skills – lesson 2 (experimental group)*

Summary of Lesson 2:

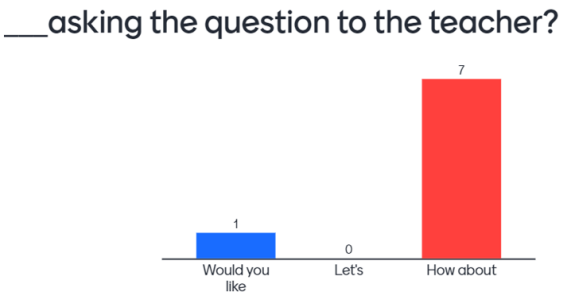
At the beginning of the lesson, the learners were introduced to the content of the lesson projected on Classroomscreen where individual activities were included and contained links. Subsequently, the learners revised the phrases learnt in the previous lesson on Mentimeter. It was a form of formative assessment which will be evaluated in the form of a graph further. The next activity which followed was a further practice on Wordwall. Learners were supposed to opt for the right answer based on the statement – if a statement signifies decline, acceptance, or a suggestion. In the next exercise in the workbook, learners matched the right phrases to individual columns. Then, the learners got engaged in a speaking activity on Wordwall in which learners were given a question and were supposed to answer positively, negatively, or neutrally. The last activity was a role play in which learners were supposed to perform a role play with their neighbours using phrases for making, accepting, declining suggestions and expressing no preference (see Lesson plan 2).

Evaluation of lesson objectives:

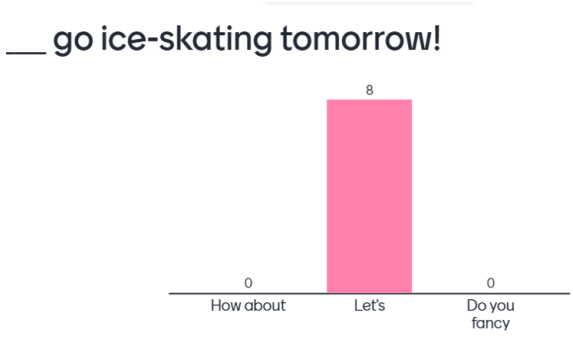
The objectives of the lesson were fulfilled. Initially, learners were supposed to fill in the right answer into a sentence and a vast majority of learners answered correctly (see graph 1 below). I was observing the learners doing the tasks and learners recalled the new phases in writing and speaking activities. During each activity, I used a random name picker which picked an individual learner who was supposed to either fill a missing information into the text or answer any question. Since only 8 learners attended the lesson, I was able to observe each learner doing a specific task, assess his understanding and provide further explanation if needed.

Results

Formative assessment



Graph 1 *Mentimeter- lesson 2 (experimental group)*



Graph 2 *Mentimeter- lesson 2 (experimental group)*

The formative assessment was given at the beginning of the lesson. The learners were projected two questions and were supposed to answer them correctly. According to the chart 1

listed above, 87,5% of learners answered correctly and 12,5 % of learners incorrectly. According to the chart 2, 100% of learners answered correctly (see graph 1,2).

Observation form: non-participant observer

Learners showed enthusiasm in individual activities, they actively participated in activities with the use of multimedia and digital technologies, such as Mentimeter and Wordwall. Furthermore, they were curious to find out what the activities are going to be about. They especially enjoyed the activities on Wordwall in which they called on their classmates and asked them some questions. When it comes to the role play, it was not sufficiently checked as there was no time for watching a pair performing their role play. It would serve as a reflective activity and a summary of the entire lesson.

The classroom atmosphere was again relaxed and friendly, therefore, the learners did not have to worry about anything and did not feel any uncertainty or pressure before the activities. In the case of role-play, the teacher was observing them during their conversations. Still, the learners were not shy to talk to their neighbours knowing that the teacher was observing and listening to them.

The instructions provided before every activity were clear and thorough. If learners did not understand the instruction, they raised their hands and asked for explanation and simplification. Otherwise, they asked their neighbours. Based on the previous lesson and the reflection, the teacher chose a learner and asked him for the explanation of the instruction to his peers (see observation forms lesson 2).

Observation form: participant observer

The learners enjoyed the choice of activities which was diverse. They were not bored at all due to this fact. Particularly, they enjoyed it when they chose a classmate and asked him a question projected on Wordwall.

The atmosphere was friendly and happy so the learners evoked enthusiasm in individual activities. They were not afraid to ask any questions regarding the instructions or vocabulary they did not know.

The instructions were projected on Classroom screen which I brought some special attention to it. So, learners did not have to ask for clarification as often as during the previous lesson. So, I noted down some progress in it. Still, some learners asked them to make sure they understood them correctly.

Comparison of observation forms:

According to participant and non-participant observers, the learners got engaged in the lesson, actively cooperated with the teacher and were interested in individual activities.

The classroom atmosphere was friendly, happy, and relaxed which means that there were favourable conditions for learning and teaching.

The instructions were comprehensible for the learners. Both observation forms state that in case of any misunderstanding, the learners asked for clarification and simplification of the instructions (see observation forms lesson 2).

Lesson 3

Topic: Money – currencies, prices, shops and services and phrasal verbs
Number of learners: 11
Methods: communicative language learning, direct method, critical thinking, brainstorming
Grouping: Individual work / whole class / group work
Materials: Workbook,Textbook, Mentimeter, Classroomscreen, Quizlet
Lesson objectives:
Remember: Learners recall phrases for making suggestion, accepting and declining suggestion Learners recall phrasal verbs connected to the topic Money
Understand: Learners classify individual currencies Learners explain individual shops and services by their own words
Apply: Learners implement the usage of phrasal verbs into speaking activity
Create: Learners produce sentences using phrasal verbs

Language skills	Speaking skills	Writing skills
Types of multimedia	**Quizlet - flashcards**	**Mentimeter – word cloud**

Figure 8 *Multimedia and language skills – lesson 3 (experimental group)*

Summary of Lesson 3:

The lesson was initiated with the quick revision of the previous lessons which took place before Christmas break. Two reflective activities on Mentimeter were projected on the screen. The first activity was based on forming any suggestion which came to mind. Rather, learners came up with the phrases and not the whole sentences. If they did not write the whole sentences, they were asked to finish the sentences. The second activity was based on accepting or declining suggestions. Learners wrote down phrases for accepting and declining suggestions that we revised in the previous lessons. Subsequently, we started a new topic which was dealing with money, currencies, shops and services. Learners matched the currencies with individual items based on the recording. They were also asked to read the currencies out loud to check if they understood the currencies and their symbols. The next activity was on Quizlet. The learners were shown individual shops and services and were asked to describe them using their own words. Then, learners were assigned to groups randomly and played against each other through Quizlet Live, they matched vocabulary with the correct definitions. The game was repeated one more time to practice the vocabulary. The lesson was finished with an activity on Wordwall in which learners matched the prepositions with the correct verbs. There was no time for the final activity based on the phrasal verbs and their practice (see Lesson plan 3).

Evaluation of lesson objectives:

The objectives regarding the phrases and new vocabulary were achieved and assessed through observations. Still, it would have been better if I had checked the knowledge of phrases and vocabulary on Mentimeter to acquire feedback and make sure everyone used the vocabulary in context.

Results

Formative assessment

The formative assessment listed below was again done on Mentimeter. It served as a revision of the previous lesson which took place before Christmas so it was necessary to revise the phrases. Overall, the majority of the learners came up with the right responses, so the objective was fulfilled. There were some minor mistakes in the spelling which did not affect the overall meaning and purpose of the activity (see figures 9,10).

Figure 9 *Mentimeter word cloud – lesson 3 (experimental group)*

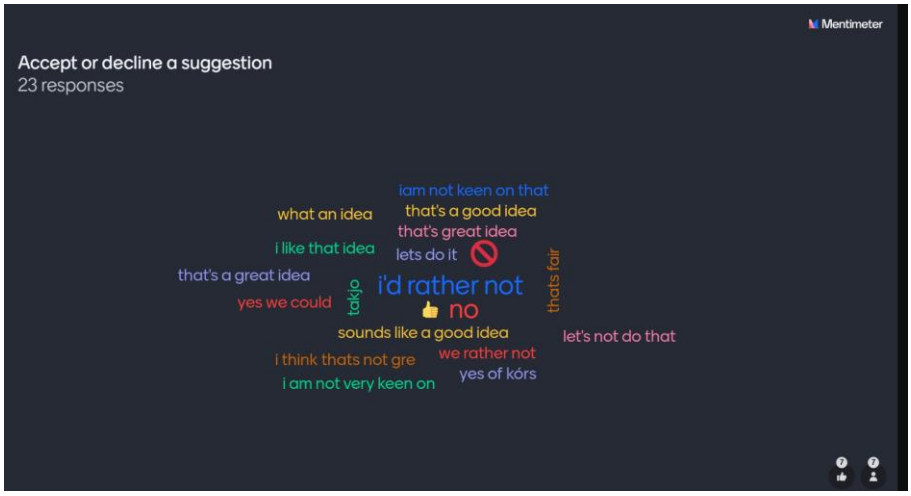


Figure 10 *Mentimeter word cloud – lesson 3 (experimental group)*

Observation form: non-participant observer

In the case of Mentimeter and the introductory activities seemed to be entertaining for the learners. They used the feature 'like' to highlight the enjoyment. When it comes to the listening activity, they did not enjoy it so much. The emotions evoked were neutral, there was no sign of enjoyment. The activity on Quizlet was considered to be entertaining for the learners as they showed signs of excitement since they could replay the game and have more chances of winning the game. Overall, the applications used in the lesson proved to be more interesting for the learners than working solely with the textbook.

According to non-participant observer, the atmosphere was considered to be too relaxed and so disrespectful towards the teacher, especially during the game on Quizlet Live. The learners were too loud during the game as they were supposed to cooperate with each other. Although it can be obvious during activities and games like that, still the teacher has to be able to keep respect in the class.

The instructions were not specified on Classroomscreen and the teacher relied on the oral instructions rather than on the written ones or the combination of both. Again, the combination of both types of instructions would help to keep the activities going without the interruption caused by overexplaining them. For instance, when playing the Quizlet Live, the learners became familiar with the game while playing it. They did not catch the instructions at the beginning.

Observation form: participant observer

Regarding the interest in activities, it was noted that the learners got interested in the activities on Mentimeter. One of the reasons was that they could see the prompts posted by their peers, and they could use their mobile phones to give likes to individual slides. Quizlet Live was an interactive and cooperative game during which the learners enjoyed playing with each other and using mobile phones. They did not find the activities in the textbook and workbook interesting as they are familiar with the activities and they might find the tasks mundane and repetitive.

When it comes to the atmosphere, the learners talked loudly and were very noisy during the game on Quizlet Live which I think did not have a big impact on the achievement of lesson

objectives. However, the game took too much time and should have been shorter as there was no time for any reflective activity at the end of the lesson.

The instructions were clear except for the instructions given before Quizlet Live as the learners had not played any game on Quizlet Live before. I should have relied on the Classroom screen and inserted the instructions. During the game, the learners had to ask me or their classmates for further explanation. In my opinion, I believe that understanding the game improves while playing, so it wasn't much of a mistake.

Comparison of observation forms:

Both observation forms state that the learners tend to be more interested in digital applications with the possibility of using their mobile phones. The activities in the textbook and workbook seem to be tedious for this group of learners.

The atmosphere was too relaxed which escalated into the noise in the classroom but only during the game on Quizlet Live.

The instructions were not always comprehensible for the learners, especially before the game on Quizlet Live which was new for the learners (see observation forms lesson 3).

Lesson 4

Topic: Second conditional
Number of learners: 12
Methods: communicative language learning, direct method, audio-lingual,
Grouping: Individual work / whole class / pair work
Materials: Workbook,Textbook, Mentimeter, Classroomscreen, Wordwall
Lesson objectives:
Remember: Learners recall rules for the second conditional
Analyze: Learners differentiate the meaning of the verbs lend and borrow
Apply: Learners implement the usage of the second conditional into writing activity and speaking activity
Create: Learners produce and form sentences using the second conditional Learners form sentences using verbs lend and borrow

Language skills	Writing skills
Types of multimedia	Mentimeter

Figure 11 *Multimedia and language skills – lesson 10 (experimental group)*

Summary of lesson 4:

At the beginning of the lesson, the learners revised the difference between borrow and lend learnt at the end of the previous lesson. They formed sentences on Mentimeter. Then, they worked with the textbook, listened to the recording and answered the questions related to the dialogue. Then, they were introduced to the second conditional and its rules and completed the box with the rules. Subsequently, they practised forming sentences with the use of the second conditional in the textbook and on Wordwall. The lesson was finished with the reflective activity in which learners were supposed to make sentences using the second conditional on Mentimeter. At the end of the lesson, the learners were assigned homework based on the second conditional practice (see Lesson plan 4).

Evaluation of lesson objectives:

The lesson was based on the revision of borrow vs lend and the introduction of the new grammar topic related to the second conditional. The objectives of the lessons were fulfilled as the learners formed the sentences in which they differentiated the meaning of the verbs lend and borrow. They were also able to come up with their own sentences using the second conditional which was subsequently recorded and checked on Mentimeter.

Results

Formative assessment

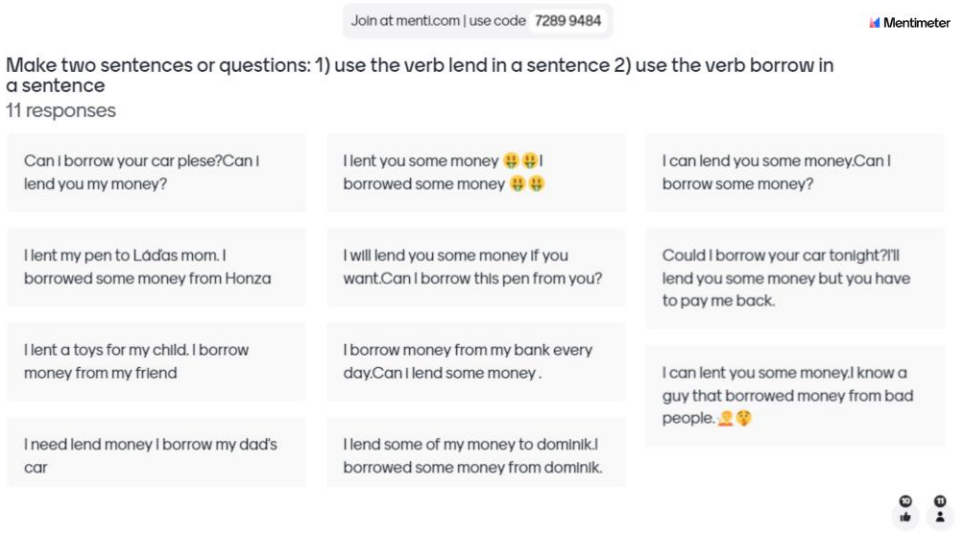


Figure 12 *Mentimeter formative assessment – lesson 4 (experimental group)*

The previous lesson was taught by the faculty teacher and as an introductory activity, I included an activity to make sure the learners understand the difference between lend and borrow. Some responses included mistakes, so we had to go through them and correct them. Even though all learners claimed that they understood the difference between the verbs lend and borrow at the beginning of the lesson, it was not obvious from the activity (see figure 12).

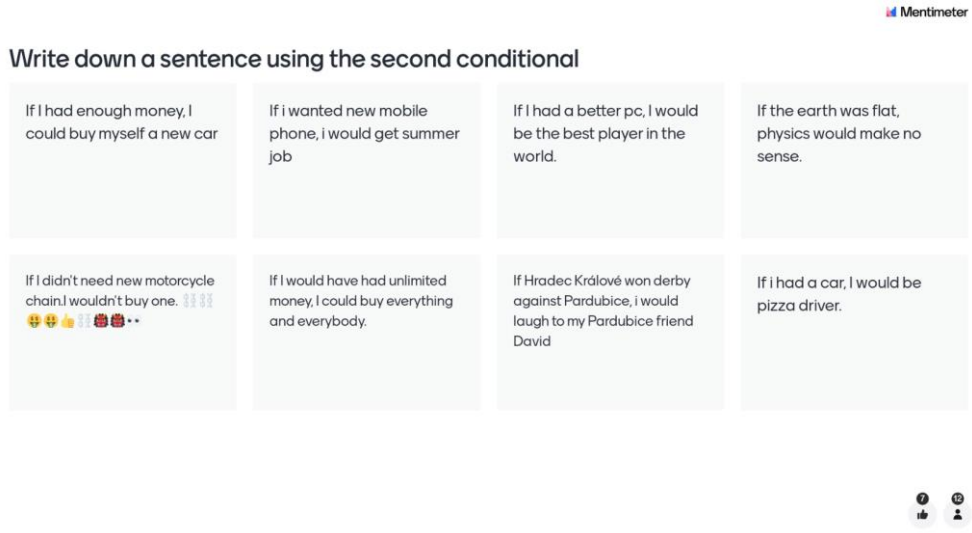


Figure 13 *Mentimeter formative assessment – lesson 4 (experimental group)*

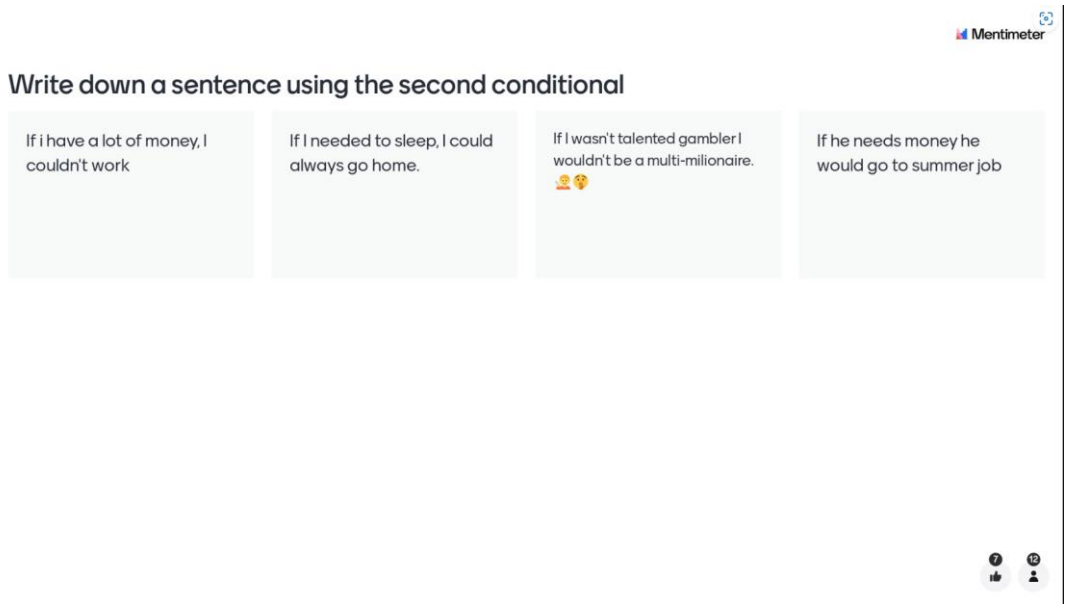


Figure 14 *Mentimeter formative assessment – lesson 4 (experimental group)*

The formative assessment served as a reflective activity to make sure everyone could formulate a sentence using the second conditional on their own. From the pictures above is obvious that 75% of learners answered correctly and their sentences did not include any grammar mistakes. 25% of learners made mistakes in the second conditional and used other verb forms than was needed (see figures 13,14).

Observation form: non-participant observer

The learners showed enthusiasm, particularly during activities on Mentimeter, both at the beginning and at the end of the lesson. They mainly enjoyed reading their classmates' sentences and the originality of their responses. The interest could be also demonstrated by the positive feedback (using thumbs-up) in the activity.

The lesson was again relaxed. There was a positive atmosphere and interaction between the teacher and the learners. It was demonstrated by the learners showing enthusiasm and being engaged in activities. Also, by the fact when they repeatedly asked some questions concerning grammar and vocabulary when the teacher was going around the class and observing the learners doing the work.

The learners mostly understood the instructions. There was a significant improvement in explaining the instructions and drawing attention to the board on Classroomscreen.

Observation form: participant observer

Based on my observation form, the learners got interested in activities on Mentimeter as they could use their smartphones and comment on the responses written by their peers. When they were working with the textbook, they were curious to understand the new grammar topic, so they got involved in completing the activities in the textbook as well.

As for the classroom atmosphere, it was evident that learners were not afraid to ask any questions regarding potential misunderstanding or confusion. So, the atmosphere was calm and relaxed.

Regarding the instructions, the learners started immediately working on the activities, therefore, it was obvious that the instructions were explained clearly. Before some exercises, I chose some learners to explain the instructions according to the written instructions in the textbook to their classmates as simply as possible.

Comparison of observation forms:

The observation forms match each other in most cases. In terms of engagement and interest, they both claim that learners got engaged while doing the activities on Mentimeter. However, only one claims that when the learners learn a new topic, they are also interested in activities in the textbook and workbook.

The classroom atmosphere was again stable, which means relaxed and calm. Learners were not shy to ask some questions.

Instructions were explained more comprehensibly than in the previous lessons which was a huge improvement compared to the lessons before. The teacher started calling on the learners and made them explain the instruction to the rest of the class (see observation forms lesson 4).

Lesson 5

Topic: Second conditional
Number of learners: 15
Methods: communicative language learning, direct method
Grouping: Individual work / whole class / pair work
Materials: Workbook,Textbook, Mentimeter, Classroomscreen, Wordwall
Lesson objectives:
Remember: Learners recall rules for the second conditional
Apply: Learners implement the usage of the second conditional into writing activity and speaking activity
Create: Learners produce and form sentences using the second conditional

Language skills	**Speaking skills**	**Writing skills**
Types of multimedia	**Wordwall, pictures**	**Mentimeter**

Figure 15 *Multimedia and language skills – lesson 5 (experimental group)*

Summary of lesson 5:

The learners were provided with the revision of the second conditional and its rules using Classroomscreen. Then, the learners practised forming sentences in the second conditional on Wordwall. There was one activity focused on the practice which was originally planned in the lesson plan. In the end, this type of activity was not implemented in the lesson. Then, the learners practised the usage of the second conditional during the speaking activity on Wordwall. They were supposed to form a question and ask any classmate. Subsequently, the learners formed sentences according to the pictures projected on Classroomscreen and used the structure "If I were you, I would…" The last activity was a reflective activity on Mentimeter focused on the new topic concerning the structure 'If I were you, I would…" The learners were making sentences using the structure (see Lesson plan 5).

Evaluation of the lesson objectives:

The objectives of the lesson were achieved. It was discovered through the reflective activities at the end of the lesson. The learners formed sentences using the second conditional.

Results

Formative assessment

The formative assessment assessed if learners can form sentences and questions in the second conditional. The results shown below show that 85% of learners did not make any mistakes and 15% of learners wrote their sentences incorrectly (see figures 16,17).

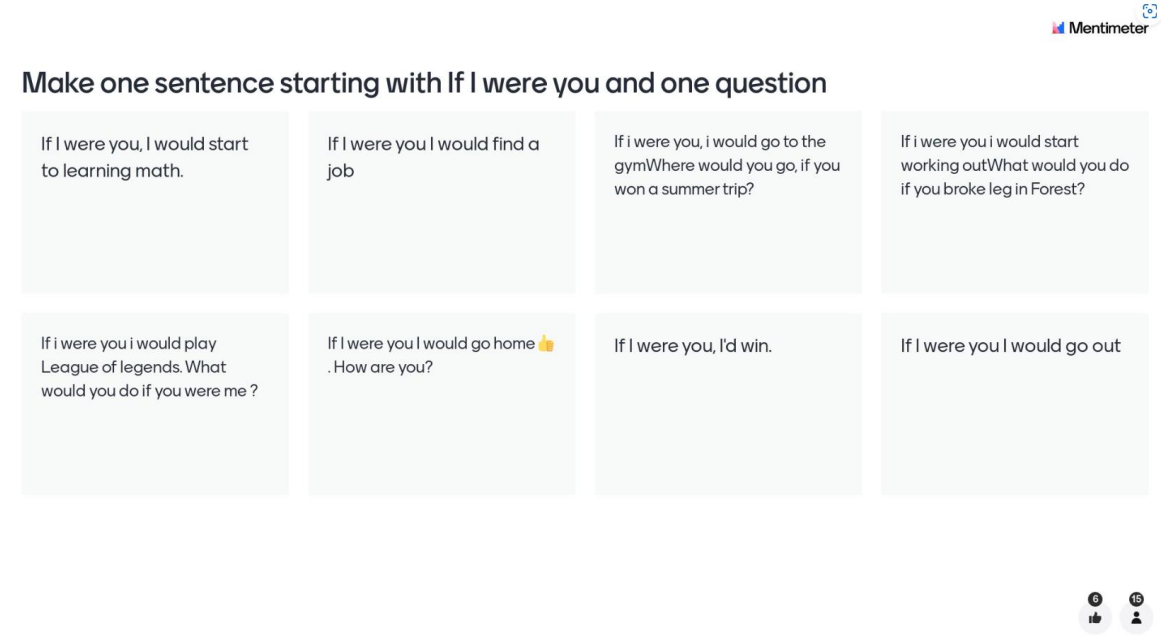


Figure 16 *Mentimeter formative assessment – lesson 5 (experimental group)*

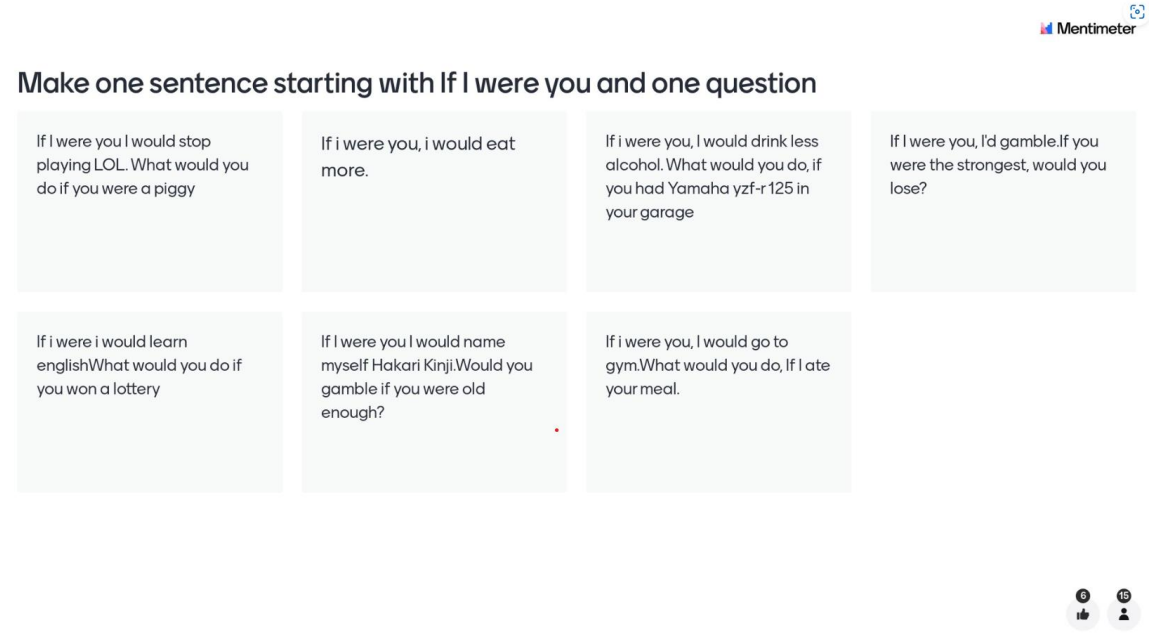


Figure 17 *Mentimeter formative assessment – lesson 5 (experimental group)*

Observation form: non – participant observer

In terms of interest in the activities, the majority of learners enjoyed the interactive activities, especially the speaking on Wordwall and the activity on Mentimeter. They particularly enjoyed listening to their classmates creating the questions as they were paying attention to them.

The classroom atmosphere was calm and relaxed. The learners had sufficient conditions for learning and concentration.

The teacher repeated the instructions in case anyone did not understand. In other cases, the learners asked for clarification and repetition. The teacher also made the classmates come up with the right explanation of the instructions and chose a learner to explain them to the class.

Observation form: participant observer

The learners seemed to enjoy the activity on Wordwall in which they had to form a question and choose any classmate they wanted to. The rate of interest, however, decreased when I considered the number of thumbs-ups. I am aware of the fact that this type of reflective activity might be rather repetitive as it is repeated every following lesson. This should be replaced by a different type of activity another time.

I found the classroom atmosphere relaxed. There were favourable conditions for learning and teaching.

The instructions were again given and projected on the Classroomscreen. In case of any misunderstanding the learners raised their hands and asked for clarification of the instructions.

Comparison of observation forms:

Both observation forms state that the learners got involved in the speaking activity on Wordwall mostly. The Mentimeter might seem to be mundane and repetitive as the type of activity does not vary.

The classroom atmosphere was calm and relaxed which guaranteed appropriate conditions for the learning and concentration.

The instructions were repeated by the students and if anyone did not understand, they raised their hands and asked for further explanation (see observation forms lesson 5).

Lesson 6

Topic: Second conditional / First conditional
Number of learners: 16
Methods: communicative language learning, direct method, grammar translation
Grouping: whole class / pair work
Materials: Workbook,Textbook, Mentimeter, Classroomscreen, Wordwall, Board game
Lesson objectives:
Remember: Learners recall rules for the second conditional and first conditional
Apply: Learners implement the usage of the second conditional and first conditional into writing activity and speaking activity
Create: Learners produce and form sentences using the first and second conditional

Language skills	**Speaking skills**	**Writing skills**
Types of multimedia	**Wordwall**	**Mentimeter**

Figure 18 *Multimedia and language skills – lesson 6 (experimental group)*

Summary of lesson 6:

The lesson was initiated with the homework checking. Then, the rules of the first and the second conditional were explained and both conditionals were compared with each other using the platform Classroomscreen. Then, the learners practiced the contrast between the first and second conditional on Wordwall. They were supposed to choose the right form of the verbs. Another activity based on the practice was a board game in which learners asked their neighbours questions in both conditionals and created responses to them. The lesson was finished by the reflective activity on Mentimeter where learners were supposed to create sentences using the first and second conditionals (see Lesson plan 6).

Evaluation of the lesson objectives:

The lesson objectives were checked and evaluated according to the observation during the individual activities. I observed learners while playing the board game and checked whether they formed questions and responses correctly. In the case of uncertainty and confusion, I supported them and provided help when needed. The learners understood the difference between the first and the second conditional by the end of the lesson. The last activity examined whether the learners could create sentences on their own. The lesson objectives were achieved.

Results

Formative assessment

The reflective activity for the entire lesson was again implemented on Mentimeter. The first activity was multiple choice in which the learners were asked to choose the correct option. 100% of learners answered correctly (see graph 3).

Graph 3 *Mentimeter – lesson 6 (experimental group)*

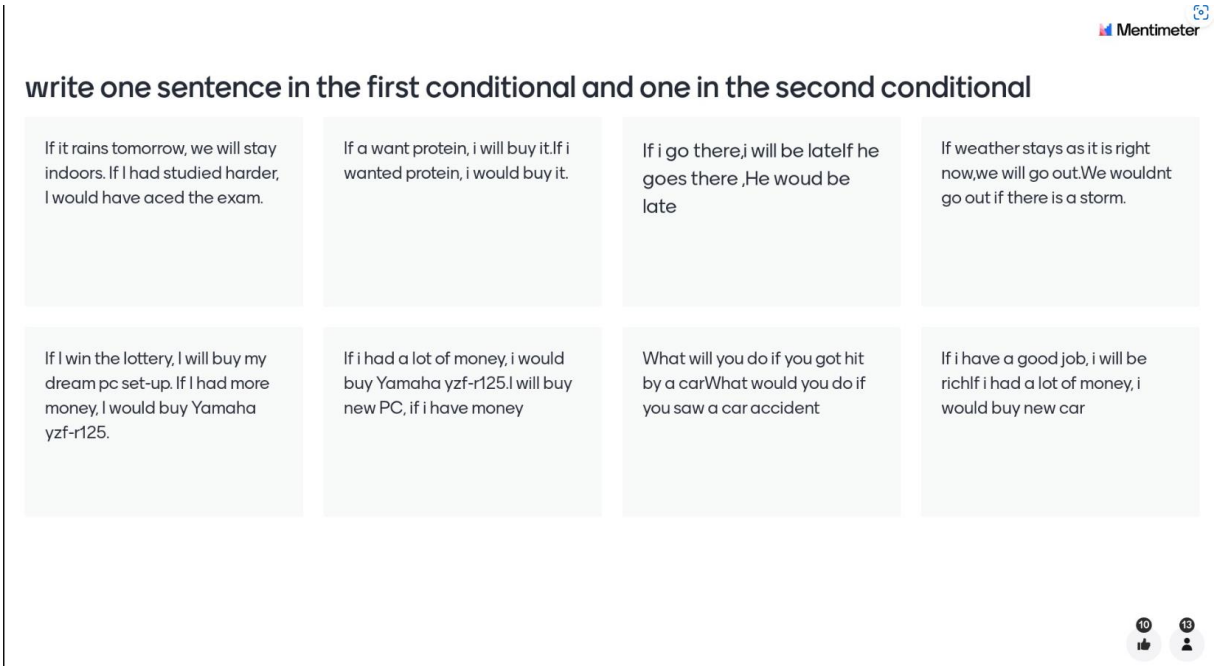


Figure 19 *Mentimeter formative assessment – lesson 6 (experimental group)*

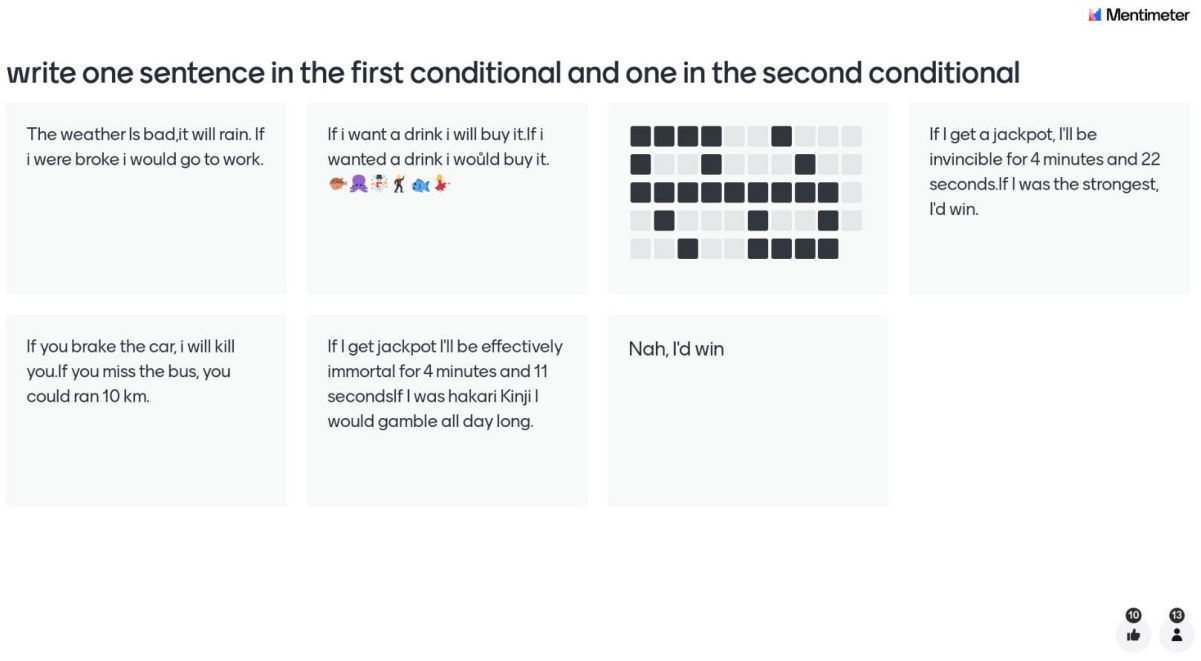


Figure 20 *Mentimeter formative assessment – lesson 6 (experimental group)*

Another type of formative assessment was in the form of sentences. 70% of learners had all questions grammatically correct. 30% of learners made mistakes in grammar (see figures 19,20).

Observation form: non-participant observer

The learners got interested mainly in activities on Wordwall, Mentimeter and the board game. In the case of Mentimeter, they were curious to learn and practice the difference between the first and the second conditional. They helped to understand the rules using the Czech language to translate and contrast the sentences. They liked the activity on Mentimeter as they could see other classmates' responses and comment on them when checking. Even though there was not any digital application used for this activity, learners enjoyed the board game as it was something different compared to the previous lessons. They enjoyed speaking English throughout the lesson.

The overall atmosphere was calm. Only, during the board game, the class was noisy which might have interrupted some of the learners.

The instructions were clear for everyone and if anyone did not understand, he asked for repetition and detailed explanation. It only happened in one case.

Observation form: participant observer

The most entertaining activity seemed to be the board game which learners have not learnt for a long time during English lessons as they said. I pointed out that the learners tend to get interested in original, new and updated activities and if they are repeated regularly, they start to get bored and they find them uninteresting. I also noticed that the second activity on Mentimeter was given 10 likes compared to the first activity, which was new for learners, which was given 15 likes. Also, the board game was a good choice as they are not used to playing it so often.

The atmosphere was relaxed and friendly. In case of any misunderstanding or problem, I provided the learners with help and support.

The instructions were understood clearly as almost no learners needed further explanation except for one learner who asked for the repetition.

Comparison of observation forms:

The learners showed the biggest enthusiasm in activities which were new and so attractive and interesting for them. It concerns the multiple choice on Mentimeter and the board game.

The atmosphere was calm, relaxed and friendly. The learners were not afraid to ask about anything and the teacher was very supportive during the activities.

The instructions were intelligible and understandable for all learners (see observation forms lesson 6).

Lesson 7

Topic: Unit 5-7 revision
Number of learners: 15
Methods: communicative language learning, direct method, grammar translation, instruction-based
Grouping: whole class / pair work / individual work
Materials: Workbook, Textbook, worksheet, Classroomscreen
Lesson objectives:
Remember: Learners recall the rules of the first and second conditional
Understand: Learners explain the difference between the first and the second conditional
Evaluate: Learners check the understanding of the grammar from units 5-7 according to the mock test and its results
Create: Learners produce sentences explaining various vocabulary from units 5-7 Learners produce sentences using the grammar from units 5-7

Summary of lesson 7

At the beginning of the lesson, the class checked the homework with the teacher. The teacher provided an explanation if needed and asked for the reason of their choice. Then, the learners worked with the worksheet aimed at revising units 5-7. Further, the learners worked in pairs and explained various vocabulary using their own words to their classmates. They also asked them questions including vocabulary and grammar from units 5-7. Learners used their textbooks and workbooks to check the vocabulary definitions. Then, the learners were supposed to write a mock text concerning vocabulary in use and grammar. The teacher then provided them the answer key on Classroomscreen. At the end of the lesson, the learners swapped the

tests with the learners sitting next to them and corrected the tests mutually. In the end, they graded the tests (see Lesson plan 7).

Evaluation of the lesson objectives

The comprehension of the conditionals was checked when we were correcting the worksheet which was assigned as homework. Then, the learners were working in pairs and individually. In the meantime, I was observing the learners doing the activities and checked if their oral and written responses are correct. They were a lot of problems concerning the vocabulary knowledge which resulted in average results of the mock test. In the case of grammar, a vast majority of learners answered correctly.

Results

Formative assessment – mock test

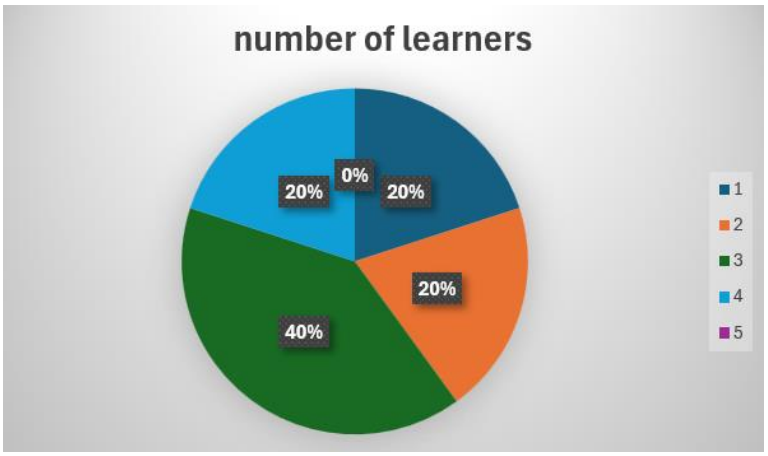
The results shown below show that 20% of learners would get a mark 1, 20% of learners mark 2, 40% of learners mark 3, 20% of learners mark 4 and 0% of learners mark 5. To sum up, a vast majority of learners would get a mark 3, which is an average grade (see figure 21, graph 4).

Assessment table:

The assessment table was used for assessing the mock test.

20–17	**1**
16–14	**2**
13–11	**3**
10–8	**4**
8–0	**5**

Figure 21 *Score table – lesson 7 (experimental group)*



Graph 4 *Formative assessment – lesson 7 (experimental group)*

The graph shows a number of learners and the grades.

Observation form: non-participant observer

The learners were engaged in activities even though they usually tend to be bored when it comes to the revision for the upcoming test. The worksheet consisted of two engaging activities which were implemented right at the beginning which activated the learners. They were also curious to know their results and they particularly enjoyed the activity when they swapped the worksheets and corrected their classmates' worksheets.

The atmosphere was mostly calm. Only at the beginning, the class was noisy, however, it was obvious because the learners were working in pairs and discussed the vocabulary and questions.

The instructions were provided on the worksheets. The teacher explained them once and it was sufficient for all learners. In case of misunderstanding, they relied on the written instructions.

Observation form: participant observer

I did not expect that the learners would be engaged in the tasks as much as they did. They particularly enjoyed the first task when they had to explain and define the meaning of the words. They had to make use of critical thinking a bit and it was I think the reason why they

enjoyed the task. Moreover, they liked the mock test as they wanted to know the results. They found it useful as they got to know what to focus on at home when preparing for the test.

The atmosphere was calm and friendly. During the first two activities, the learners made some noise, but it was not intolerable towards other learners. All learners were working within the same amount of time which was great for taking the test at the end.

The instructions were comprehensible and understandable for all learners as they were doing what they were supposed to do.

Comparison of observation forms:

In terms of interest in activities, both observation forms claim that the learners got involved in speaking tasks as well as the mock exam due to the fact they could correct the tests of their classmates.

The atmosphere was calm and friendly. The learners were given favourable conditions for completing the tasks.

All learners understood the instructions instantly and did not have to ask for clarification (see observation forms lesson 7).

Lesson 8

Topic: Final revision test – unit 5-7
Number of learners: 16
Methods: instruction-based, direct method
Grouping: whole class / individual work
Materials: Tests, Bridge
Lesson objectives:
Apply: Learners select the correct form of verbs to fill in the gaps. The learners select the correct vocabulary, compound nouns and linking verbs to fill in the gaps.
Create: Learners produce a text according to instructions in the test

Summary of lesson 8

The lesson started with the instructions for each exercise in the test. Then, the learners wrote the test by the end of the lesson. If any learner finished earlier, he was given a newspaper to read from (see Lesson plan 8).

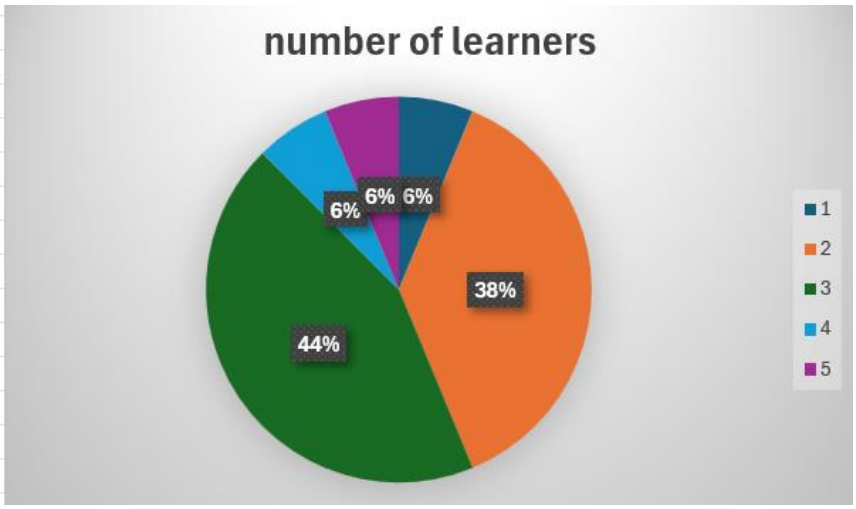
Evaluation of the lesson objectives

The lesson objectives can be assessed according to the test results provided in the section 'Results.'

Results

Summative assessment

The learners were writing a unit test which is a type of summative assessment. The results are recorded in the chart below. The results of the tests are as follows: 6 % of learners were given mark 1, 38 % of learners mark 2, 44 % of learners mark 3, 6 % of learners mark 4 and 6% of learners mark 5 (see graph 5, figure 22).



Graph 5 *Summative assessment – lesson 8 (experimental group)*

Score table:

50 – 45	**1**
44 – 38	**2**
37 – 29	**3**
28 – 22	**4**
21 – 0	**5**

Figure 22 *Score table – lesson 8 (experimental group)*

Observation forms

No observation forms were filled in as the learners were writing the unit test the whole lesson.

Lesson 9

Topic: Revision test correction, past perfect
Number of learners: 15
Methods: communicative language learning, direct method, grammar translation, instruction-based
Grouping: whole class / pair work / individual work
Materials: Textbook, worksheet, Classroomscreen, Mentimeter
Lesson objectives:
Understand: Learners rewrite the sentences including mistakes made in the test and provide correct solutions.
Analyze: Learners modify the sentences including mistakes.
Evaluate: Learners check the scores in the tests. Learners check the correct answers with the teacher.
Create: Learners transform sentences using past perfect. The learners create sentences starting with After using past perfect

Language skills	**Writing skills**
Types of multimedia	**Mentimeter**

Figure 23 *Multimedia and language skills – lesson 9 (experimental group)*

Summary of lesson 9

At the beginning of the lesson, the learners were distributed the tests and provided with the score table mentioned in lesson 8. Then, the learners worked in pairs and corrected the mistakes in the worksheet. When the learners finished correcting the mistakes, they went to the computer and typed down the correct answers. The teacher provided an explanation and clarification if necessary. In the other half of the lesson, the learners were introduced to a new topic, which is past perfect. They were explained the basic rules of past perfect. Further, they practiced the usage in the textbook and transformed the sentences into past perfect. The last

activity was dedicated to past perfect summary. The learners created sentences and posted them on Mentimeter (see Lesson plan 9).

Evaluation of lesson objectives

The lesson objectives regarding the test correction were fulfilled as the learners corrected the mistakes on the computer so everyone could see the correct answers. The learners were tested if they could create sentences using past perfect and if they could understand the usage. The objectives were fulfilled as the picture below shows.

Results

Formative assessment

At the end of the lesson, it was assessed whether the learners could create sentences using past perfect. The results are shown below. After this activity, the learners were given homework aimed at practising past perfect and past simple.

I was surprised by the number of correct answers. The learners claimed that they had not heard of the past perfect before and almost everyone wrote down sentences without any mistakes. (92% of learners had no mistakes (11 learners), 8% of learners made one mistake (1 learner). (See figures 24,25).

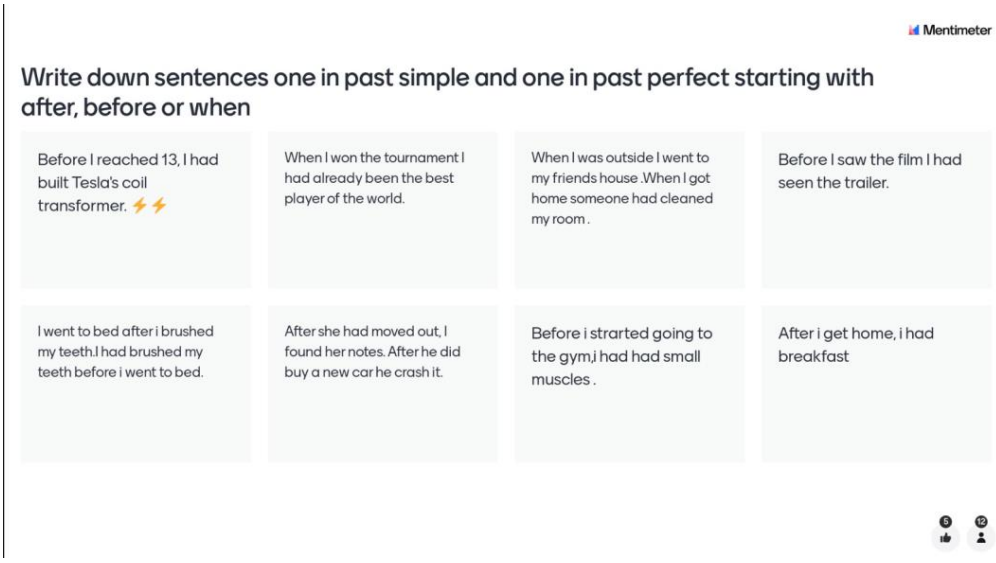


Figure 24 *Mentimeter formative assessment – lesson 9 (experimental group)*

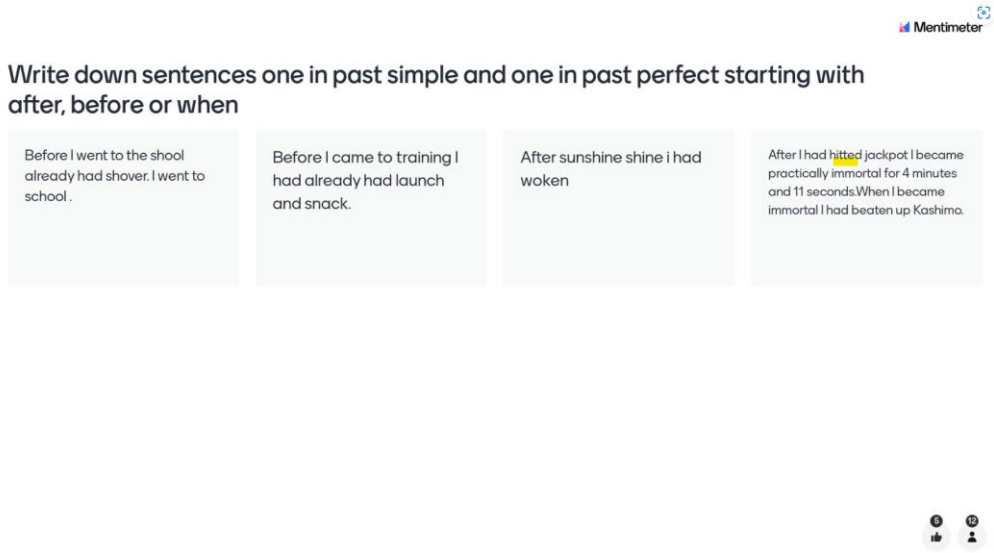


Figure 25 *Mentimeter formative assessment – lesson 9 (experimental group)*

Observation form: non-participant observer

The learners got interested and were engaged in the lesson. During the test correction, they were paying attention to the instructions and explanations and carefully filling in the exercises. They also enjoyed the fact that they could work in pairs and discuss the right answers. They found enjoyment in coming to the computer and typing down the correct solutions.

The atmosphere was relaxed. The learners were not shy to discuss the right answers with the teacher and ask for the solution and the reason for a certain verb form.

The instructions were simple and comprehensible. They were written in the worksheet clearly so the learners did not have to ask again.

Observation form: participant observer

When it comes to the interest in individual activities, the learners got engaged when they were asked to come to the computer and type down their answers. They liked the fact that they could work with the computer. They were not as much interested as in the previous lesson in the activity on Mentimeter. As I have already mentioned, the learners' interest in Mentimeter gradually decreases.

The atmosphere was relaxed especially at the beginning of the lesson. I noticed that at the end of the lesson, the learners started to be a little bit bored about doing the activities on Mentimeter which seemed to be repetitive for the learners. The reason for their behaviour and mood might have also resulted from the time of the lesson. It was an afternoon lesson so the learners felt ready to go home and had a lack of energy.

The instructions seemed to be clear and comprehensible for the learners as they did not ask any questions.

Comparison of observation forms

When it comes to correcting mistakes, both observation forms mention the interest in these activities. However, only the observation done by the participant observer claims that the learners got bored when they had to fill in the reflective activity on Mentimeter again.

The atmosphere was mostly relaxed. Only the observation by the participant observer states that the learners were bored at the end of the lesson as they might be looking forward to going home.

The instructions were clear and comprehensible as both observation forms assert (see observation forms lesson 9).

Lesson 10

Topic: Past perfect/ Past simple
Number of learners: 15
Methods: communicative language learning, direct method, grammar translation, instruction-based
Grouping: whole class / individual work
Materials: Textbook, worksheet, Classroomscreen,Wordwall, Kahoot!
Lesson objectives:
Remember: The learners recall the rules for past perfect.
Understand: The learners discuss the contrast between past simple and past perfect
Apply: The learners contrast past simple and past perfect The learners implement the usage of past simple and past perfect in speaking activity
Apply: The learners contrast past simple and past perfect The learners implement the usage of past simple and past perfect in speaking activity

Language skills	Speaking skills
Types of multimedia	Wordwall, Kahoot!

Figure 26 *Multimedia and language skills – lesson 10 (experimental group)*

Summary of lesson 10

Initially, the learners checked the homework which was assigned in the previous lesson with the teacher. Then, the learners practice the contrast between past simple and past perfect on Wordwall. Subsequently, the contrast was practised by finishing the sentences on their own on Wordwall. Further, they were given worksheets for practising past perfect tense. The lesson is finished with a game focused on practising past perfect in Kahoot! In the end, the learners were given homework which they should complete and bring to the following lesson which was taught by the faculty teacher (see Lesson plan 10).

Evaluation of lesson objectives

The evaluation of lesson objectives was implemented through observation during the tasks and a number of right answers. The lesson objectives should have been evaluated according to the scores gained in Kahoot!

Results

Formative assessment

Unfortunately, the results gained in Kahoot! were not saved and therefore, the lesson could not have been evaluated based on the results.

Observation form: non-participant observer

The learners who were creating the sentences were engaged and interested in creating the sentences. Other students were just sitting, listening and got bored a little bit. They quite liked the exercises in the worksheets in which the key was provided so they could check the

answers instantly. Otherwise, the activity they particularly liked was Kahoot! It was perhaps because they had not been playing it before.

The mood and atmosphere was calm most of the time. When the teacher said that the last activity was going to be Kahoot! the atmosphere was liven up with the game and the learners came alive while playing the game.

The instructions were explained clearly and comprehensibly.

Observation form: participant observer:

The learners were engaged during all activities. I think they particularly enjoyed playing Kahoot! and when they had to finish the sentences. The class was curious about the fact how a certain learner finished a sentence.

The atmosphere was diversified by the game on Kahoot! Otherwise, the mood and atmosphere were quite calm.

The instruction were explained clearly as no one had to ask for repetition.

Comparison of observation forms

Regarding the interest in activities, the participant observation form claims that all learners were engaged in all activities. However, the participant observer states that the learners did not enjoy the activity in which they were supposed to finish the sentences on Wordwall.

The atmosphere was calm for almost the entire lesson. At the end of the lesson, the learners were activated by playing the game on Kahoot!

All instructions were comprehensible as there was no need to explain them again (see observation forms lesson 10).

8.2 Traditional group

The learners of the traditional group attend class 3A and study the field called information technology. The class consists of 13 male learners. Based on the observations done prior to the teaching, some learners tend to be quite passive and are not engaged in the lesson immediately which means that the teacher has to call them on regularly. Two learners raise their hands every single lesson and tend to be hard-working and studious. Sometimes, they are the first learners who complete a task within a short period of time. The teacher does not give them any extra activity or task to work on. They are asked to sit quietly or help other classmates if they are struggling.

The group is called traditional since I did not implement the usage of multimedia, such as videos, digital applications or interactive presentations. Primarily, I used a combination of textbook, workbook and other additional and authentic materials described in the theoretical part. The goal of the analysis is to ascertain whether the traditional group of learners was more engaged in activities, got better results and was provided with more systematic and comprehensible instructions than the experimental group of learners.

Textbook: Maturita Solutions Intermediate (3rd edition)

The textbook that was used in the experimental group was Maturita Solutions Intermediate designed for intermediate learners who are preparing for a school-leaving exam known as "maturita" in the Czech Republic.[170] The textbook covers 9 topics ranging from food, leisure time, technology, education and many others. The textbook integrates skills practice in listening, speaking, reading, and writing throughout each unit. It also includes access to digital resources, such as e-books and audio recordings. The textbook further provides support for teachers in the form of teacher's guide and answer key that might serve as supplementary materials for lesson planning and assessment.

The textbook solely concentrated on the development of four language skills. Therefore, the syllabus of the textbook can be considered a skill-based syllabus. In addition, the textbook contains the functional syllabus which prioritizes the teaching of functional language, including language for everyday interactions, social situations, and specific communicative purposes.

[170] FALLA, Tim; DAVIES, Paul A.; PAULEROVÁ, Eva; DE LA MARE, Christina; STANNETT, Katherine et al. Maturita *Solutions Maturita Solutions 3rd Edition Intermediate Student´s Book.* Third edition (Oxford: Oxford University Press, 2017).

Students learn how to express themselves effectively in various contexts, such as making requests, giving opinions, describing experiences, and more.

Lesson 1

Topic: Unit 1 - revision
Number of learners: 11
Methods: communicative language learning, direct method, critical thinking, instruction-based
Grouping: whole class / individual work / pair work
Materials: Textbook, workbook, worksheet
Lesson objectives:
Remember: Learners recall new vocabulary
Understand: Learners describe the meaning of given vocabulary
Analyze: Learners compare the usage of past tenses Learners differentiate the usage of used to/ get used to
Evaluate: Learners assess their knowledge based on the final score in Mock test

Summary of lesson 1

The lesson started with a brief introduction of the teacher and making the name sheets. The learners were given worksheets (student A, student B) and worked in pairs. They mutually described the vocabulary given using their own words. Then, the learners worked with the textbook and completed the exercises focused on past tenses, used to/ get used to. Then, the learners worked in pairs again and discussed the questions containing phrasal verbs from unit 1. Other half of the lesson, the learners worked on the mock test and corrected the mistakes based on the key provided. In the end, they also counted the scores and shared it with the class.

Evaluation of lesson objectives

The teacher checked if the learners recalled the given vocabulary while observing the learners. The learners were then randomly asked if they could describe the vocabulary to the class. The teacher called the learners on and they gave the correct answers. During another speaking activity, the teacher was observing the learners. Subsequently, they were supposed to answer questions in front of the class.

Results

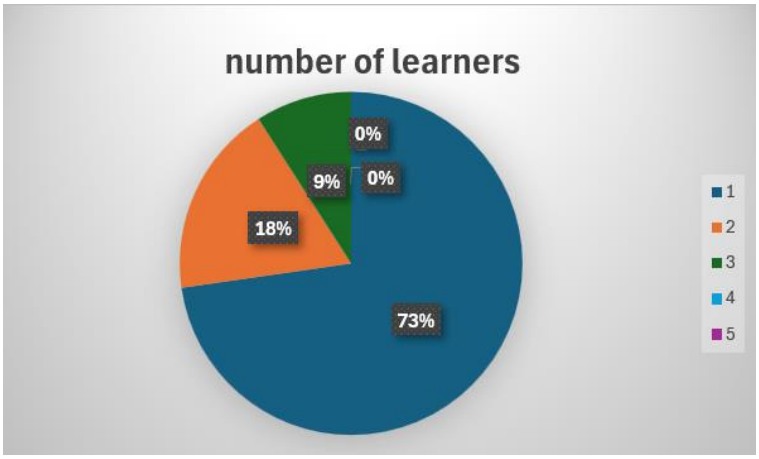
Formative assessment

It was assessed how successful the learners would be If they wrote a unit test. They had a chance to find it out in the mock test. The chart below provides the marks the learners would be given. The learners were assessed according to the score table:

Score table:

14 - 12	**1**
12 – 10	**2**
10 – 8	**3**
8 – 6	**4**
6 - 0	**5**

Figure 27 *Score table – lesson 1 (traditional group)*



Graph 6 *Formative assessment – lesson 1 (traditional group)*

According to the graph above: 73% of learners would get mark 1 (8 learners), 18% would get mark 2 (2 learners) and 9% of learners would get mark 3 (1 learner). No one would be given marks 4 and 5 (see graph 6).

Observation form: non-participant observer

They were engaged in the activities immediately when they were asked to work in pairs. They cooperated with each other only when they were asked to do so. They enjoyed the revision test and were pleased with the final results.

The atmosphere was relaxed. They were not stressed by the teacher's attitude and behaviour. They were not afraid to ask questions when they needed help and clarification.

The instructions were clear, there were no questions from the learners. They started working after they heard the instructions. All of them were doing what they were supposed to do. Apart from the last activity in which some of the learners did not know what to do but they did not ask for repetition of the instructions. On the other hand, the teacher hadn't asked the learners to repeat the instructions.

Observation form: participant observer

The learners seemed to be quite shy at the beginning. However, during the lesson, I found out that the learners were not shy but only passive. It seems that the learners particularly enjoy working in pairs. They tend to be shy and do not want to answer when the teacher asks them a question. They only answer when the teacher asks them directly. The learners liked the way they could practice for the following revision test so everyone was working on the exercises.

I thought that the learners were shy at the beginning which resulted in a quiet atmosphere. It was the first lesson I taught in this class so the learners were analyzing my style of teaching and personality. However, then I discovered that this class tends to be rather passive and needs to be activated in the class.

All instructions were simple and clear to all learners.

Comparison of observation forms

The observation forms do not match one another partly. Regarding the interest in the activities, all learners got engaged and interested.

The atmosphere was calm. However, participant observation states that some learners were shy and passive which resulted in the learners being distant and reserved. The non-participant observer claims that all learners were active and not afraid to ask for anything they needed. The faculty teacher did not observe any sign of worry or uncertainty.

Instructions also do not match. The non-participant observer states that learners did not know what to do during the last activity. The participant observer did not state that as I did not notice that some learners did not know what to do (see observation forms lesson 1).

Lesson 2

Topic: Unit 1 – phrasal verbs – speaking, writing a message
Number of learners: 11
Methods: communicative language learning, direct method
Grouping: whole class / individual work / pair work
Materials: Textbook, worksheet
Lesson objectives:
Remember: Learners recall polite requests and select which one are used with to infinitive and which ones with ing form
Apply: learners implement polite requests into their writing
Analyze: Learners compare the usage of past tenses Learners differentiate the usage of used to/ get used to
Create: Learners produce their own sentences using the key phrases (polite requests) Create: Learners formulate a written answer to a message

Summary of lesson 2

The lesson is started with a similar activity to the previous lesson. The learners choose a classmate to work with who was different from the one in the previous lesson and discussed the questions including the phrasal verbs. Then, the lesson was dedicated to writing activity. The learners worked on a pre-writing activity, which was learning the key phrases needed for writing a message. The learners then read the example message and highlighted the key phrases learnt in the previous activity. Then, the learners worked in pairs again and asked a partner a couple of questions using key phrases from the previous exercise. Furthermore, the learners matched sentences with other sentences to practice writing skills. All of these activities served as pre-writing tasks. The learners then tried to write their own message. In the remaining time, the volunteers read their messages and shared them with the rest of the class.

Evaluation of lesson objectives

The lesson objectives were evaluated based on the observations and responses of the learners. Also, when the learners were sharing the messages with the class, I could assess whether the learners's messages contained the key phrases and whether they fulfilled the instructions. The rest of the class submitted their responses and I could assess them at home. I brought them to the class the following lesson.

Results

Formative assessment

The learners had to submit their writing papers at the end of the lesson which served as a reflection of the lesson and also a type of formative assessment.

The writing papers were assessed according to fulfilment of the instructions. 11 Learners submitted the reading assignment out of them 6 learners (55%) fulfilled the instructions, and 45% of learners did not fulfil the instructions.

Observation form: non-participant observer

When it comes to their interest in activities, most learners seemed to enjoy the activities. They started answering questions asked by the teacher immediately. Only, when they were discussing the phrasal verbs, they did not see the point of why they had to answer them again in front of the class if they did so in pairs.

The atmosphere was relaxed and friendly. No one was afraid to ask and respond to questions.

A majority of learners understood the instructions stated during the lessons. Only, one pair of learners did not understand them because they were not paying attention to the teacher, they were not listening and were talking with each other instead.

Observation form: participant observer

They were interested in a vast amount of activities. Only, the activity focused on practicing phrasal verbs through speaking. The learners were bored as they did not want to repeat them in front of the class. I made them repeat the answers because I wanted to hear everyone talking and answering correctly. I needed to do that to verify the objectives of the lesson.

The atmosphere was calm and relaxed. Only, during the speaking, learners were bored and did not want to talk in front of the class again.

The instructions seemed to be comprehensible and clear as no one asked for repetition and further explanation.

Comparison of observation forms

Both observation forms claim that the learners got engaged in most activities. During the speaking task, the learners got tired of repeating the responses again.

The atmosphere was calm and relaxed. There was no pressure in the class, so everyone could be fully involved in the lesson without feeling nervous.

The instructions were comprehensible. Some learners were not listening as they were talking to each other and not paying attention (see observation forms lesson 2).

Lesson 3

Topic: Unit 1 – revision, writing a message
Number of learners: 9
Methods: direct method, instruction based
Grouping: whole class / individual work
Materials: tests, worksheet
Lesson objectives:
Remember: Learners recall new phrases for polite requests
Apply: Learners implement the usage of new phrases and vocabulary into writing a message and an answer
Create: Learners write an advertisement and write a response to that using phrases for polite requests

Summary of lesson 3

The learners were distributed the tests, they were told the instructions and wrote a revision unit test. Then, the learners submitted the tests to the teacher. The learners were then distributed the messages and the teacher commented on the mistakes and fulfilment of the instructions. The learners were then randomly given the messages written by their classmates and wrote a response to them according to the instructions provided on the board. The responses were then evaluated and assessed by the teacher.

Evaluation of lesson objectives

The objectives were evaluated according to the results of the test. Other objectives were evaluated based on the fulfilment of the instructions.

Results

Formative assessment

The test was assessed according to the score table provided below. The chart shows a number of learners and their marks.

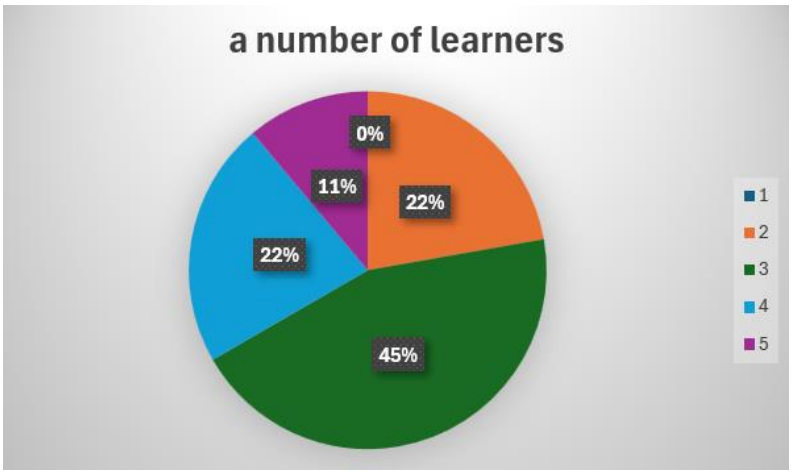
Regarding the tests results, when it comes to the assessment of the writing papers. 82% of learners fulfilled the instructions and 18 % of learners did not. The results are better than in the previous lesson when the messages were assessed.

Regarding the test results, 45% of learners were given mark 3, 22% of learners marks 2 and 4, 11% of learners got mark 5 (see Figure 28, graph 7).

Score table:

39 – 35	**1**
34 – 30	**2**
29 – 22,5	**3**
22 – 17	**4**
16 – 0	**5**

Figure 28 *Score table – lesson 3 (traditional group)*



Graph 7 *Formative assessment – lesson 7 (traditional group)*

Observation form: non-participant observer

The learners found the idea of writing responses to the messages interesting. They completed the task right away. They particularly liked the design of the worksheet. However, there was not enough space for writing long answers so the learners were limited by length.

The atmosphere was relaxed. The teacher told them that they had a particular problem with sticking to the instructions. However, she told it in a friendly way so there was no pressure.

The first part of the instructions was comprehensible for the learners. Everyone was listening to be able to know what they should do. The second part of the instructions was told after some of the learners started writing and they were not listening. It led to knowing what to do.

Observation form: participant observer

I think that the learners liked the idea of writing responses to their classmates. However, I noticed that they were struggling with the limited space so they had to adjust their writing style.

The atmosphere, in my opinion, was relaxed. The learners were not interrupted by anyone and while writing the tests, there was silence. Also, when writing the responses, all learners were focused on the writing process.

The instructions were explained comprehensibly and simply. They were also being written on the board so they could see them and follow them when writing.

Comparison of observation forms

The learners liked that they were randomly given a classmate and they were supposed to write down a response.

The atmosphere was calm and relaxed which means that learners could work on the writing task without being disturbed by anyone.

Only the instructions do not match. Non-participant observer took notice of some learners who did not know what to do as they started working on the writing task while the teacher was explaining the second part of the instructions. I did not notice that as I was explaining the instructions (see observation forms lesson 3).

Lesson 4

Topic: Unit 1 – test correction, writing a message, unit 2 – vocab, speaking
Number of learners: 8
Methods: direct method, instruction-based, grammar translation, communicative language learning
Grouping: whole class / individual work / group work
Materials: tests, worksheet, textbook, exercise books
Lesson objectives:
Remember: Learners recall vocabulary for leisure activities and sport activities
Understand: Learners classify collocations into groups
Analyze: Learners sort out and match the verbs with nouns to form a collocation

Summary of lesson 4

At the beginning of the lesson, the learners were distributed their tests. After that, they checked the score and count the points and asked the teacher for clarification immediately. Then, they were distributed their messages and responses which were corrected by the teacher. They are listed with a few mistakes and reasons for not fulfilling the instructions. Then, they were distributed the worksheets and the teacher introduced a new topic, which is leisure time. The learners were asked what their free time activities are and they shared them with others. The next activity focused on the collocations connected with sports and leisure activities. The

learners were asked to create three groups and they were supposed to match the verbs with suitable nouns. The learners subsequently studied the rules of forming those collocations in the textbook and discussed them with the teacher. The last activity was focused on the revision of the collocations and each learner was asked to make one collocation as a reflection of the lesson.

Evaluation of lesson objectives

The objectives were fulfilled as I asked some of the learners questions and they were to answer. The learners were assessed if they could form given collocations. The teacher asked them to form them and say them out loud.

Results

Formative assessment

The formative assessment was managed in the form of observation and asking the learners to answer certain questions during the lesson and at the end of the lesson which served as a reflective activity.

Observation form: non – participant observer

The learners were a little bit overwhelmed by the number of activities. On the other hand, the lesson had a fast pace and the learners were fully involved in the lesson. So, in the end, the number of activities aroused excitement in learners.

The atmosphere was relaxed and funny. The learners enjoyed when they were listening to their classmates' responses when the teacher asked them what they do in their free time.

The instructions were almost clear. In the last activity, the learners did not see a point in repeating the collocation if they had just checked them. I saw the point as the teacher needed to finish the lesson in a meaningful way.

Observation form: participant observer

The learners were provided with several tasks and activities during the lesson. It was necessary to start a new topic. Maybe, the activity concerning the collocation should have been shortened.

I found the atmosphere to be friendly and funny. The learners seemed eager to share various activities they engage in during their free time.

The instructions were comprehensible as no one seemed to struggle with them.

Comparison of observation form

The interest in activities was observed through the learners' comments and answers, especially during the activity in which they were asked what they do in their spare time.

The atmosphere was funny and relaxed. The learners were laughing during individual activities and had fun doing them.

The instructions were comprehensible and clear even though some of the learners disagreed with the repetition of the collocations even though it was beneficial for them (see observation forms lesson 4).

Lesson 5 / Lesson 6

Topic: Unit 2 – leisure activities, likes and dislikes, present perfect and past simple contrast
Number of learners: 8
Methods: direct method, critical thinking, communicative language learning
Grouping: whole class / individual work / pair work / group work
Materials: worksheet, textbook, workbook
Lesson objectives:
Remember: The learners recall the rules for present perfect and past simple
Understand: Learners recall phrases for likes and dislikes Learners recall vocabulary for leisure activities and sports
Apply: Learners implement the new phrases and vocabulary into speaking activity
Analyze: Learners differentiate the meaning between present perfect and past simple

Summary of lesson 5 / lesson 6

The lesson is initiated with a short revision of phrases for expressing likes and dislikes. Each learner expressed one phrase and shared it with the class. Then, they work with the worksheet and match the phrases into the correct columns. Then, the learners used the phrases in the speaking activity and asked their neighbours what activities they like and dislike. The learners then share what they found out about their neighbours with the rest of the class. The second half of the lesson was dedicated to contrast between present perfect and past simple. The learners distinguished the differences and completed a task in the textbook. The task was subsequently checked with the teacher. The last activity of this lesson was a gap-filling activity in which the learners filled in missing verbs in the correct form.

The second lesson started with the grammar rule box in which learners filled in the rules based on the activities done in the previous lesson. The next activity learners worked on was a speaking activity called “have you ever.” The learners were given a set of prompts which they were supposed to transform into questions starting with “have you ever.” The last activity was again repetition of the contrast between past simple and present perfect which was then checked with the teacher together.

Evaluation of lesson objectives

The objectives were checked during the gap-filling activities during which I asked individual learners to fill in a verb in a correct form. During speaking activities, I was observing and listening to them during the activity and then called some learners on to share what they had found out about a classmate in the class. So, I could check if they understood the difference between the tenses and if they formed the tenses correctly.

Results

Formative assessment

The learners were assessed during the activities through observations and listening as was described in the previous section.

Observation form: non-participant observer

When considering the interest in activities during both lessons, overall, the learners were engaged in doing the activities. They seemed to enjoy them as the activities were accompanied by laughter. They stayed focused even on more demanding activities.

The atmosphere was relaxed and friendly. The learners seemed to enjoy doing the tasks and activities. They were accompanied by a happy and funny mood.

The learners immediately started working when the instructions were explained. There was no need to clarify them. The individual misunderstanding was corrected and clarified by a classmate.

Observation form: participant observer

Initially, I was a little bit nervous about managing two lessons in a row. I feared the possibility of the lessons becoming dull. However, I approached the topic in an engaging way, knowing that many learners were interested in sports. To make the lesson more appealing, I included pictures in the worksheets. Surprisingly, the learners remained attentive and engaged throughout the lesson, which included a variety of activities and employed various forms and methods.

The atmosphere was as I have already mentioned funny and friendly. The learners were not afraid to ask questions if any misunderstandings and problems arose.

The overall instructions were comprehensible and clear to everyone.

Comparison of observation forms

Both observation forms state similar thoughts and opinions. They agreed on their interest in activities thanks to the topic and the variety of different activities, forms and methods.

The overall atmosphere was funny, friendly and relaxed at the same time.

The instructions were clear and further explained in the case of misunderstanding (see observation forms lessons 5, 6).

Lesson 7

Topic: Present perfect / past simple, eating out
Number of learners: 11
Methods: direct method, communicative language learning, audio lingual
Grouping: whole class / individual work / pair work
Materials: textbook
Lesson objectives:
Remember: Learners recall new phrases for rating
Analyze: Learners differentiate past simple and present perfect in conversation Learners identify the context of a dialogue
Apply: Learners implement the usage of new phrases into writing activity

Summary of lesson 7

The lesson was primarily based on the listening practice. At first, the learners were to listen to a recording from TV show Friends. They were supposed to note down sentences in past simple and present perfect. This activity served as a revision of the previous lesson concentrating on the contrast between past simple and present perfect. Then, the new topic was introduced focusing on eating out. The learners then matched vocabulary with the pictures and completed a food quiz focusing on the knowledge of food and eating habits. Learners subsequently listened to a dialogue set in a restaurant. Then, new phrases were introduced based on the listening task. The learners then matched phrases for positive and negative ratings into columns. The reflective activity was implemented in the form of writing. The learners wrote down one phrase used for positive review and one for negative one.

Evaluation of lesson objectives

The evaluation of the lesson objective was again implemented based on the observation and the reflective activity at the end of the lesson.

Results

Formative assessment

The learners were observed during the activities. The learners were tested if they remember the positive and negative review phrases and typed them down.

Observation form: non-participant observer

The learners did not show any particular interest in the activities. They seemed to be uninterested in doing the listening tasks and working solely with the textbook. There was nothing original.

The atmosphere was boring and tiring. The overall lesson seemed to be boring for the learners. Their tone of voice when responding seemed monotonous. The learners were completing mundane tasks. They would have been much more interested if the tasks had been combined with some interactive and communicative tasks. The teacher was working with the textbook and wanted to complete the whole page, but it was not necessary. Some activities and exercises should have been skipped and avoided.

The instructions were overall explained clearly and simply. Learners had no problem understanding them.

Observation form: participant observer

The learners seemed to be interested in the first activity when they had to find sentences containing certain verb phrases. Otherwise, they were not particularly interested in listening tasks in the textbook.

The atmosphere was neutral. The learners did not evoke any emotions or at least I did not hear any comments on the tasks. Neither was interested nor bored and reluctant to do something.

The instructions were explained clearly as there were no comments and questions regarding the understanding of the tasks.

Comparison of observation forms

Both observation forms do not match each other. I thought that learners found enjoyment in the first activity, however, I was misled. The faculty teacher told me that learners were bored and not into doing anything.

The atmosphere was boring according to the non-participant observation form. In my opinion, I found the atmosphere neutral due to no reactions and emotions evoked (see observation forms lesson 7).

The instructions were clear and comprehensible as they were no questions.

Lesson 8

Topic: Present perfect simple / continuous
Number of learners: 8
Methods: direct method, communicative language learning, audio lingual, critical thinking, scenario-based, collaborative learning
Grouping: whole class / individual work / pair work / group work
Materials: textbook, workbook, pantomime cards
Lesson objectives:
Remember: Learners recall the rules of present perfect simple/ continuous
Understand: Learners explain the difference between present perfect simple/continuous
Apply: Learners implement the usage of present perfect continuous into collaborative activity
Create: Learners produce sentences using present perfect simple and continuous forms

Summary of lesson 8

The lesson started with the listening task as a revision of the previous lesson which was based on listening. Then, the learners completed the rule box explaining the difference between present perfect simple and continuous. Then, there were two exercises dedicated to the practice. The lesson was finished with the scenario-based activity, which was pantomime inspired by the board game Activity. The learners were divided into two groups and performed a scene and others guessed what scene it was when saying the answers in present perfect continuous. The group with the most correct answers won.

Evaluation of lesson objectives

The objectives were evaluated based on the checking after each activity. Also, in the form of observation done by the teacher. Only, the last objective connected with producing and creating sentences was not accomplished as the activity was not implemented due to a lack of time at the end.

Results

Formative assessment

The lessons were assessed by observations and checking done by the teacher after each lesson. The lesson should have been passed by the reflective activity focused on the difference between past simple and present perfect, which would have been more meaningful to accomplish the lesson objective. This was, however, not implemented because of the lack of time and the final activity at the end.

Observation form: non-participant observer

The learners were not really engaged in the lesson, they were rather bored. When they were asked to work on their own, they were not listening to the instructions, they were doing something else. It also took them a long time before they started working on the exercises. They were not participating in the lesson.

The atmosphere was relaxed and boring at the same time. It was due to the reasons mentioned previously.

The instructions were explained intelligibly and clearly, though the learners were not paying special attention to them due to their uninterest in the topic of the lesson.

Observation form: participant observer

The learners did not find it interesting to complete the exercises in the textbook again. However, to my mind, I think that their interest was lived up during the last collaborative activity. However, some of the learners felt ashamed and did not want to participate, and I had taken those possibilities in mind while working on the lesson plan.

The atmosphere was quite boring. The learners did not feel like participating in the lesson and did something else instead of the exercises.

The instructions were clear and comprehensible. Still, it took a lot of time before they started completing and working on the tasks.

Comparison of observation forms

To sum up, the observation forms accumulated nearly the same piece of knowledge. The interest of learners was not kept throughout the whole lesson. Only, when performing the pantomime, the learners started to laugh and made fun of other learners. Despite the comprehensible instructions, the learners weren't paying attention during their explanation, likely due to boredom, significantly affecting the overall atmosphere of the lesson (see observation forms lesson 8).

Lesson 9

Topic: Present perfect simple / continuous
Number of learners: 8
Methods: direct method, communicative language learning, grammar translation, critical thinking
Grouping: whole class / individual work
Materials: textbook, workbook
Lesson objectives:
Remember: Learners recall the rules of present perfect simple/ continuous
Understand: Learners explain the difference between present perfect simple/continuous
Apply: Learners implement the usage of present perfect continuous, for and since into writing activity
Create: Learners produce sentences using present perfect simple and continuous forms, for and since

Summary of lesson 9

At the beginning of the lesson, the learners are asked to study the rules of present perfect simple and continuous in pairs. They mutually explained the rules and discussed them with the teacher again. The teacher provided a summary of the rules on the board. Then, the learners practised the contrast between these two tenses in the workbook. Also, they practised the usage of for and since in the workbook. At the end, each learner made one sentence using present perfect simple and one in present perfect continuous using for and since in both sentences.

Evaluation of lesson objectives

The objectives of the lessons were fulfilled. In the section below, a positive score on the reflective activity is described.

Results

Formative assessment

The objectives were assessed in the form of reflective activity. The learners were writing sentences on the board and the teacher was assessing the mistakes. As it was written on the board, there were no recorded pictures of the sentences. Still, I counted the mistakes and evaluated the score based on the mistakes made. The graph below shows how many mistakes learners made in this task. The results show a quite positive score as 88% of learners wrote sentences without mistakes and 1 learner (12%) with one mistake. It stands for a good understanding of the lesson topic and a thorough explanation of the given topic. The results might have been affected by the subsequent sentences written by their classmates.

Observation form: non-participant observer

This lesson tended to be appealing to the learners. They particularly enjoyed the discussion at the beginning. They were sharing and discussing ideas together. When it comes to the gap-filling tasks, they did not evoke any particular interest. However, they were keen on typing the sentences on the board and sharing them with others.

The atmosphere was calm. There were favourable conditions for both teaching and learning.

There were no problems with the instructions. All learners understood them instantly and started working immediately.

Observation form: participant observer

In my opinion, the entire lesson seemed to be interesting and engaging for the learners. They enjoyed writing sentences on the board as well as the gap-filling tasks as they finally got to grips with the tenses. Having compared it with the previous lesson, the learners understood the difference and were able to use both sentences without uncertainty or misunderstanding.

The atmosphere was calm. There were favourable conditions for both teaching and learning.

The instructions were comprehensible and clear for all learners.

Comparison of observation forms

Regarding the interest in individual activities, according to the faculty teacher, they evoked interest only in particular activities except for gap-fill. I noticed that the learners were keen on working on the exercises implemented during the entire lesson. So, the observation forms do not match each other.

The instructions were clear and comprehensible and the atmosphere was calm, so the convenient conditions were created and kept (see observation forms lesson 9).

Lesson 10

Topic: Compound nouns
Number of learners: 8
Methods: direct method, communicative language learning, critical thinking, grammar translation, brainstorming, audio-lingual
Grouping: whole class / individual work / pair work / group work
Materials: textbook, workbook, compound nouns cards
Lesson objectives:
Remember: Learners recall individual compound nouns
Apply: Learners implement the usage individual compound nouns into writing activity and speaking activity
Create: Learners produce and form sentences using compound nouns

Summary of lesson 10

The lesson began with a brainstorming activity. The teacher introduced the topic of compound nouns and explained its meaning. The learners were supposed to come up with various compounds in pairs. The teacher then wrote them on the board. Then, the learners were assigned to three teams and were given compound noun cards. They matched a suitable noun to form a compound. Afterwards, they marked the stress and decided if it was put on the first or the second noun. Thereafter, the learners read the rules for forming compound nouns and discussed them with the teacher. The learners then practised the usage of compound nouns in the workbook. The last activity was reflective in which each learner was given one compound and was supposed to come up with a sentence using grammar from previous lessons. Lastly, the learners were given homework for the upcoming lesson.

Evaluation of lesson objectives

The lesson objectives were fulfilled. It was checked during the observation and learners' responses. Also, when the learners were writing down sentences including compounds on the board.

Results

Formative assessment

The learners were formatively assessed through observations and written responses on the board. The results were assessed based on the mistakes made. The results were as follows: 64% of learners (7) made no mistakes in sentences. 36% (4) made one or two mistakes either in a compound or in grammar.

Observation form: non-participant observer

The learners were engaged throughout the whole lesson. They were engaged in it, discussing the correct answers and responding to the teacher and their classmates. They were very active in the lesson and showed enthusiasm in the activities.

The atmosphere was calm and happy. The learners were laughing during the last activity because some of the sentences seemed funny to them. The conditions were favourable for both the teacher and the learners.

The instructions were clear and comprehensibly explained, there was no need for repeating them.

Observation form: participant observer

The learners seemed to enjoy all the activities. Their attention was sustained, and I think I attracted the attention of all learners. They particularly enjoyed the brainstorming task – coming up with the compounds. Also, the last activity – typing down the sentences.

The atmosphere seemed to be happy and enjoyable. All learners were 100% into doing the tasks.

The instructions were explained in a simple and clear way. So, no repetition was needed.

Comparison of observation form

The observation forms do match each other. The interest in activities was maintained throughout the whole lesson.

The atmosphere was calm and happy at the same time.

The instructions were comprehensible and clear (see observation forms lesson 10).

8.3 Research results

The research was carried out in two classes, one of them was called the experimental group and the other traditional group of learners. In the experimental group, the learners were taught with multimedia usage and through platforms Mentimeter and Classroom screen. On the other hand, in the traditional group, the learners were taught using textbook and other additional materials. Based on three research questions, the practical part was conducted and evaluated according to the results recorded in the observation forms. The learners were also formatively assessed which was recorded in the form of a graph. The learners's performance was also recorded through the results of reflective activities. It was noted down how many mistakes learners made. This will, however, not be a part of the evaluation of the first research questions as there were more activities implemented in the experimental group than in the traditional group. The answers were not recorded in the traditional group as they were written on the board and subsequently wiped. This is one limitation of the study which might, however, encourage other future studies.

The research questions were set as follows:

Q1: Which kind of lesson (traditional or experimental) contributes to better results?

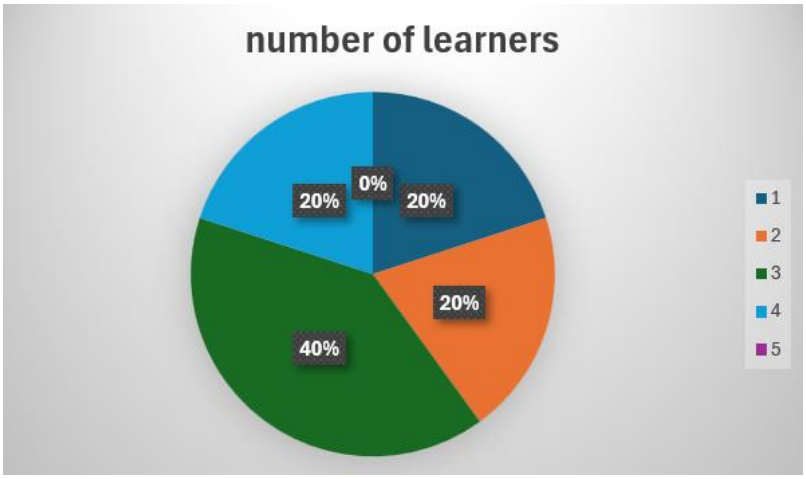
Q2: During which kind of lesson are learners more engaged?

Q3: Do platforms Mentimeter and Classroomscreen help to structure and organise lessons and provide more systematic instructions to learners?

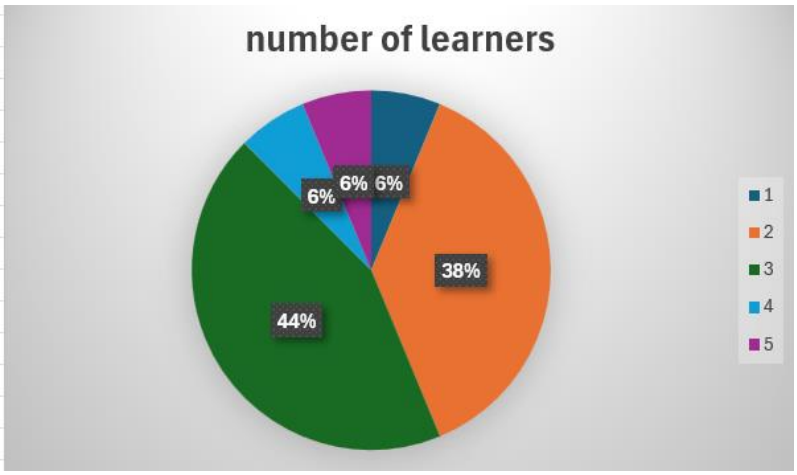
The test results will be depicted in the graph, evaluated and mutually compared. Also, the results will be for better clarity recorded in the table below and further evaluated and mutually compared.

Formative assessment – test results

1) **Experimental group**

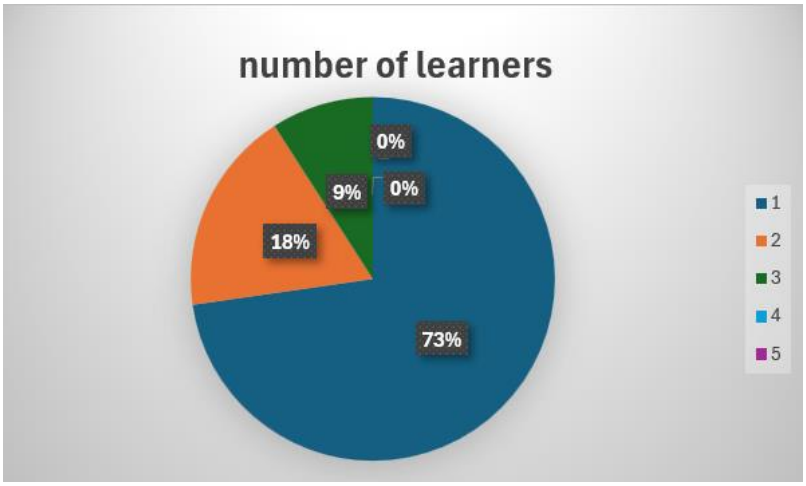


Formative assessment (mock test)

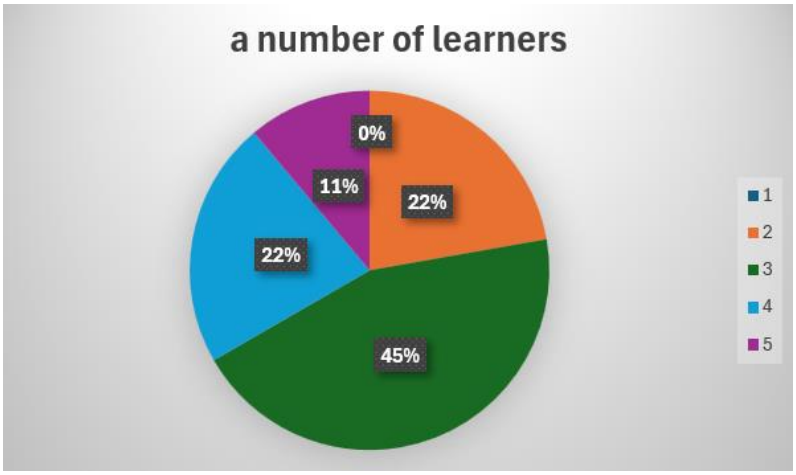


Summative assessment (unit test)

2) Traditional group



Formative assessment (mock test)



Summative assessment (unit test)

1) Experimental group

Number of lesson	Engagement in activities (Q2)	Atmosphere	Comprehensibility of instructions, the advantage of Classroomscreen (Q3)
Lesson 1	Yes	Calm, relaxed	No
Lesson 2	Yes	Friendly, happy	Yes
Lesson 3	Yes	Too relaxed	Not always
Lesson 4	Yes	Relaxed, calm	Yes
Lesson 5	Yes	Calm, relaxed	Yes
Lesson 6	Yes	Calm, relaxed, friendly	Yes
Lesson 7	Yes	Calm, friendly	Yes
Lesson 8	-	-	-
Lesson 9	Not always	Relaxed, bored	Yes
Lesson 10	Not always	Calm	Yes

Figure 29 *Results – experimental group*

2) Traditional group

Number of lesson	Engagement in activities (Q2)	Atmosphere	Comprehensibility of instructions (Q3)
Lesson 1	Yes	Calm	Not always
Lesson 2	Yes	Calm, relaxed	Yes
Lesson 3	Yes	Calm	Not always
Lesson 4	Yes	Relaxed, funny	Not always
Lesson 5	Yes	Funny, friendly	Yes
Lesson 6	Yes	Funny, friendly	Yes
Lesson 7	No	boring	Yes
Lesson 8	No	boring	Yes
Lesson 9	Not always	calm	Yes
Lesson 10	Yes	Calm, happy	Yes

Figure 30 *Results – traditional group*

Discussion of research results

When it comes to the results of the tests (Q1), it was found that the traditional group of learners got better results. They might have been affected by the difficulty chosen and the author who created a certain test. I created both of the mock tests and the faculty teacher made the unit tests. However, the mock test given to the traditional group was also created by me and approximately 40% of learners were given mark 3 both from mock test and the unit test. However, 73% if learners of traditional group were given mark 1 from mock test and 0% of learners were given mark 1 from the unit test. Most learners (45%) were given mark 3.

Regarding the engagement in activities (Q2), experimental group of learners was overall more engaged and interest in activities on Mentimeter, Classroomscreen and other digital applications. It was, however, discovered that a choice of activities, particularly on Mentimeter should vary as the learners might find the activities repetitive and mundane. It is also evident from the table that in lessons 9 and 10, the learners started to be bored as the activities did not vary. It might also encourage further studies.

The last research question was based on the comprehensibility of instructions and whether the usage of Classroomscreen results in more systematic instructions (Q3). The comprehensibility of instructions in experimental class equals the comprehensibility of instructions in the traditional group. The usage of Classroomscreen does not have a significant impact on the understanding as a vast majority of learners did not pay any special attention to

them. If they had been written down more specifically and in detail, the instructions would have been more systematic and clearer for the learners.

The last column shows the atmosphere, which was not a part of the research questions but played a major role in teaching and learning process. The atmosphere was mostly calm and relaxed.

To sum up, the traditional group of learners got better results than the experimental group of learners, which means that the usage of multimedia does not have a significant effect on the achievement of better results. However, it was discovered that the experimental group of learners were more enthusiastic about the usage of multimedia and digital technologies and found the lessons more appealing than the traditional group. In terms of the instructions, the usage of technology did not help with the better comprehensibility of the instructions.

Other comments and limitations of the study

A significant constraint of this study was my initial unfamiliarity with the individual learners, as I was teaching them for the first time and in the process of becoming acquainted with their learning styles and personalities during my teaching practice. The second limitation concerns the syllabus and individual topics I was assigned to teach the learners. The topics were primarily based on vocabulary, grammar, speaking and writing. Therefore, there was less emphasis on listening and reading skills as was originally planned. The last limitation refers to the fact that some of the answers were not properly recorded and saved, therefore, the some of the reflective activities could not be evaluated and assessed. However, all of the limitations discussed might provoke interest in writing further studies and research.

Conclusion

The diploma thesis aimed to ascertain which group demonstrates superior academic performance, higher engagement levels during lessons, and whether the integration of digital platforms leads to more organized and understandable instruction. The thesis's goals were based on three research questions that were further evaluated according to observation forms, test results and reflection sessions.

The theoretical part described the development of media and multimedia in education, discovered the advantages and disadvantages of social media. Following chapters were focused on the description of the game literacy and digital platforms listing some of them, such as Mentimeter, Classroomscree, Wordwall, Kahoot! and Quizlet. Other chapters were concerned about teaching methods, textbook usage and formative and summative assessment.

The practical part provided an analysis of twenty lessons in total, paying special attention to lesson objectives and evaluation of three research questions based on the observation forms and reflection sessions. Further, there was a separate chapter focused on the research results and other comments and limitations.

When it comes to the research results, it was revealed that the traditional learner group outperformed the experimental group, contrary to my initial assumption which anticipated the opposite result. However, it did not come as a surprise that the experimental group displayed greater enthusiasm and interest in activities facilitated by Mentimeter, Classroomscreen, and other applications. Lastly, the instructions projected on Classroomscreen did not have any special effect on better comprehensibility and clarity.

One of the limitations concerned the unfamiliarity with the learners and their learning styles. Furthermore, other limitations related to a list of topics which were assigned to teach within the following twenty lessons. The biggest emphasis was put on the development of speaking and writing skills and little on reading and listening skills. In the end, some the answers from reflective activities were not saved so they were not likely to be evaluated. Nevertheless, the aforementioned limitations might encourage further theses and might serve as an inspiration for further research papers.

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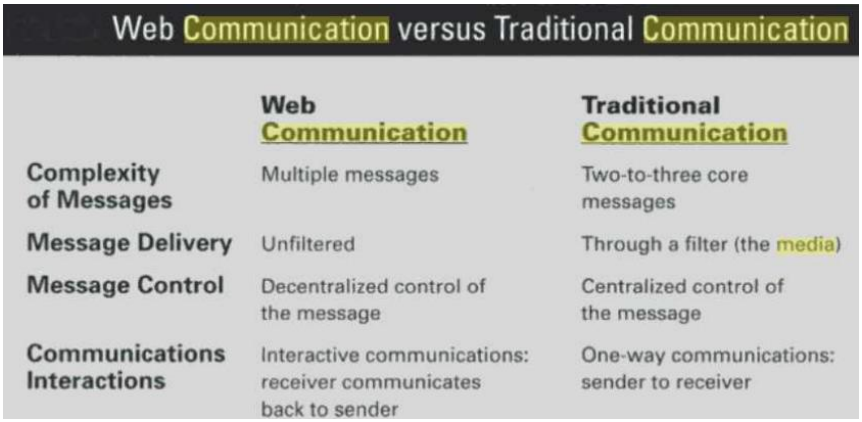
Appendices

Appendices A (figures related to theoretical part)

Figure 1. *Web Communication versus Traditional Communication* (Chenoy, 2011, 7)



Web Communication versus Traditional Communication

	Web Communication	Traditional Communication
Complexity of Messages	Multiple messages	Two-to-three core messages
Message Delivery	Unfiltered	Through a filter (the media)
Message Control	Decentralized control of the message	Centralized control of the message
Communications Interactions	Interactive communications: receiver communicates back to sender	One-way communications: sender to receiver

Figure 2. *Language skills and multimedia*

Language skills	Listening skills	Reading skills	Speaking skills	Writing skills
Types of multimedia	TV news, YouTube videos, movies, reels	Literary books, e-books, textbooks, workbooks, interactive vocabulary exercises and quizzes	Images, pictures, charts, tables, maps, videos,	Digital story-telling, narratives, peer feedback

Figure 3. *Media literacy: a cultural-semiotic model* (Burn & Durran 2007, 8)

TABLE 1.1 Media literacy: a cultural-semiotic model

Cultural contexts	Social functions	Semiotic processes
Lived	**Cultural**	Discourse
Selective	**Creative**	Design/Production
Recorded	**Critical**	Distribution
		Interpretation

Figure 4. *Classroomscreen dashboard*

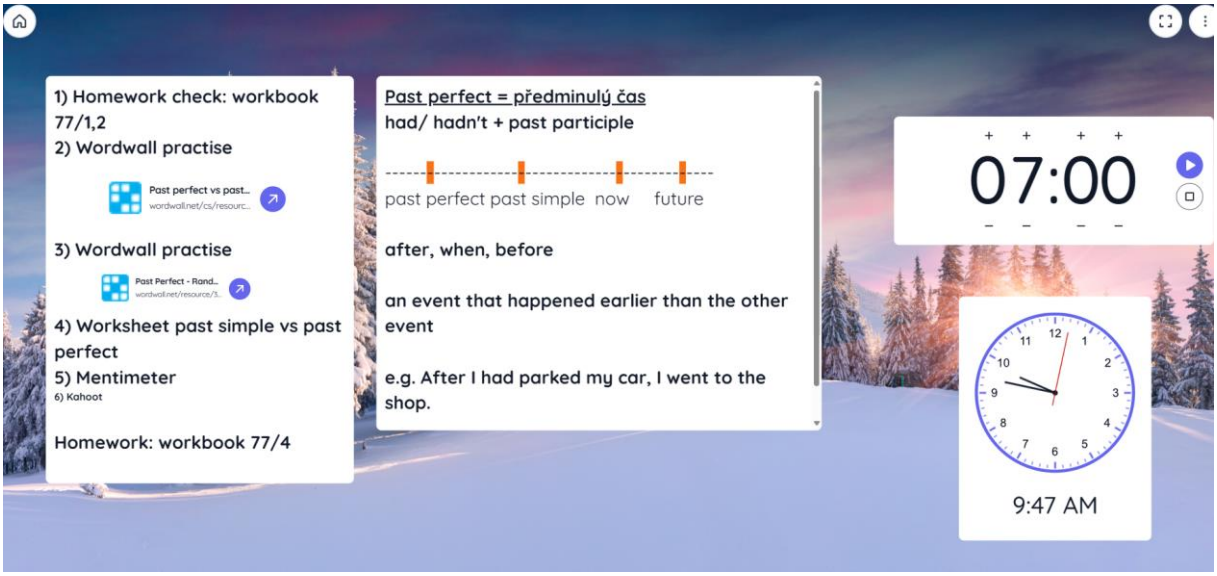


Figure 5. *Components of Communicative Competence* (Celce-Murcia 2017, 17)

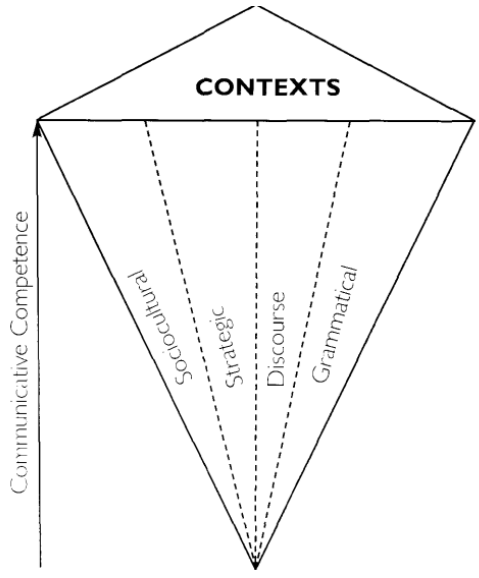
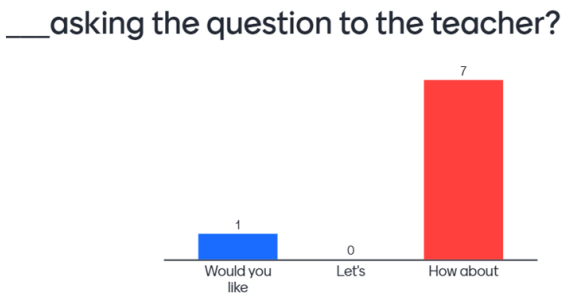


Figure 1. Components of Communicative Competence

Appendices B (graphs and figures related to practical part)

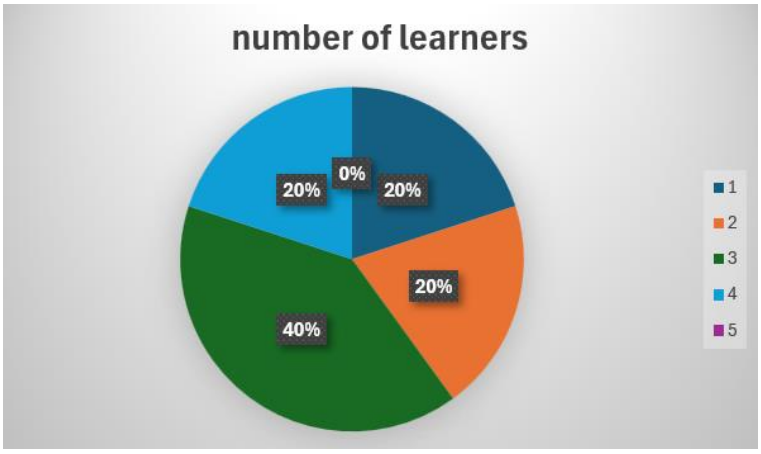
Graph 1 *Mentimeter – lesson 2 (experimental group)*



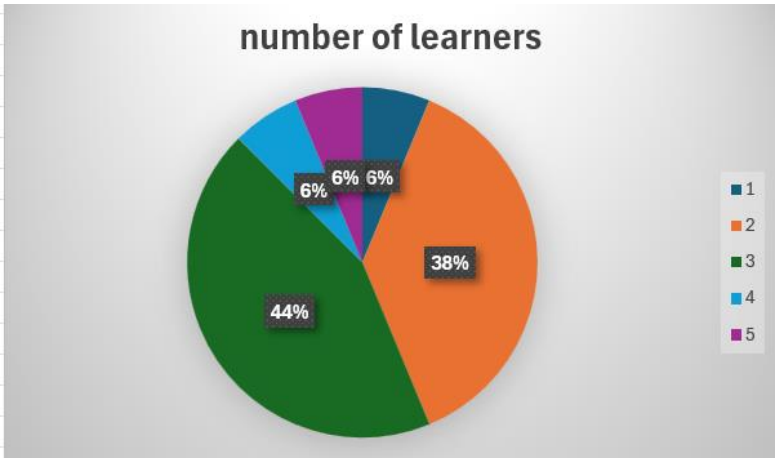
Graph 2 *Mentimeter- lesson 2 (experimental group)*

Graph 3 *Mentimeter – lesson 6 (experimental group)*

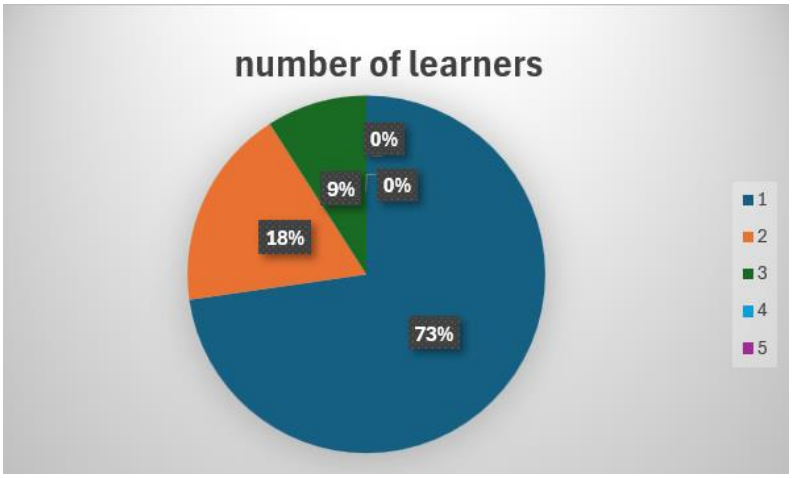
Graph 4 *Formative assessment – lesson 7 (experimental group)*



Graph 5 *Summative assessment – lesson 8 (experimental group)*



Graph 6 *Formative assessment – lesson 1 (traditional group)*



Graph 7 *Formative assessment – lesson 7 (traditional group)*

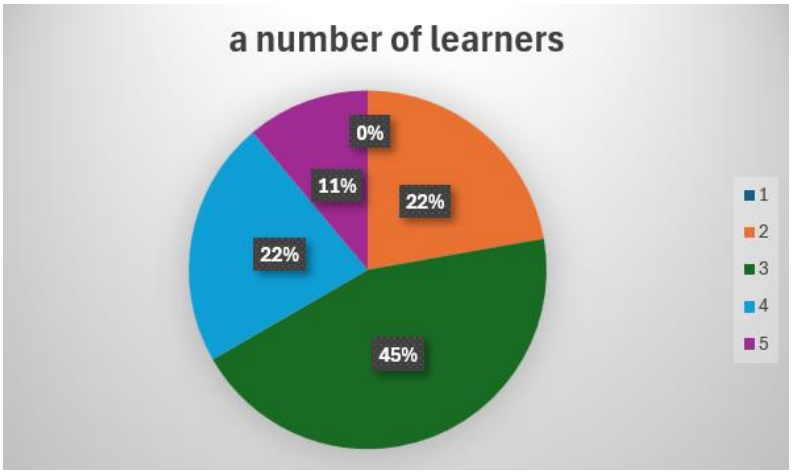


Figure 6 *Multimedia and language skills – lesson 1 (experimental group)*

Language skills	Speaking skills	Writing skills
Types of multimedia	Mentimeter – word cloud	Mentimeter–word cloud

Figure 7 *Multimedia and language skills – lesson 2 (experimental group)*

Language skills	Speaking skills	Writing skills
Types of multimedia	Wordwall – multiple choice, conversation wheel	Mentimeter–multiple choice

Figure 8 *Multimedia and language skills – lesson 3 (experimental group)*

Language skills	Speaking skills	Writing skills
Types of multimedia	Quizlet - flashcards	Mentimeter – word cloud

Figure 9 *Mentimeter word cloud – lesson 3 (experimental group)*

Figure 10 *Mentimeter word cloud – lesson 3 (experimental group*

Figure 11 *Multimedia and language skills – lesson 4 (experimental group)*

Language skills	**Writing skills**
Types of multimedia	**Mentimeter**

Figure 12 *Mentimeter formative assessment – lesson 4 (experimental group)*

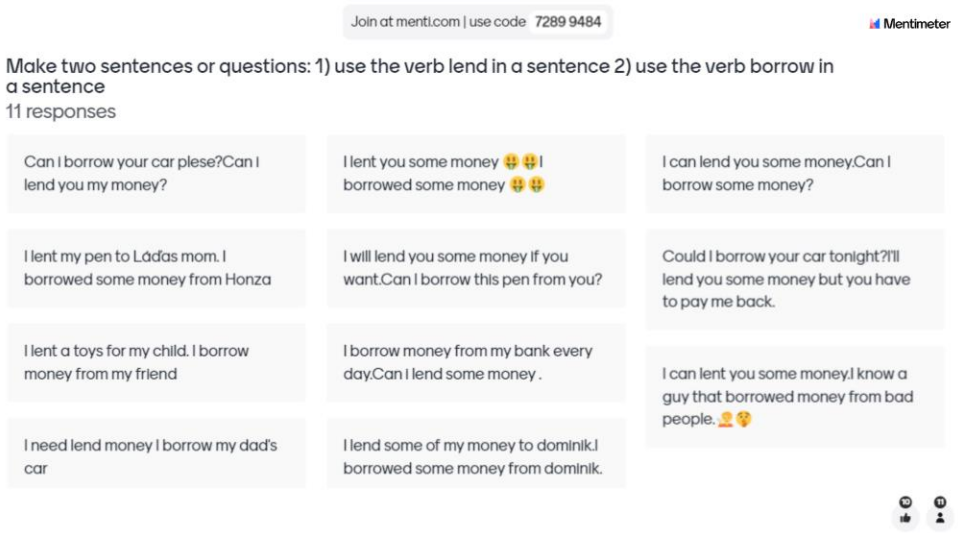


Figure 13 *Mentimeter formative assessment – lesson 4 (experimental group)*

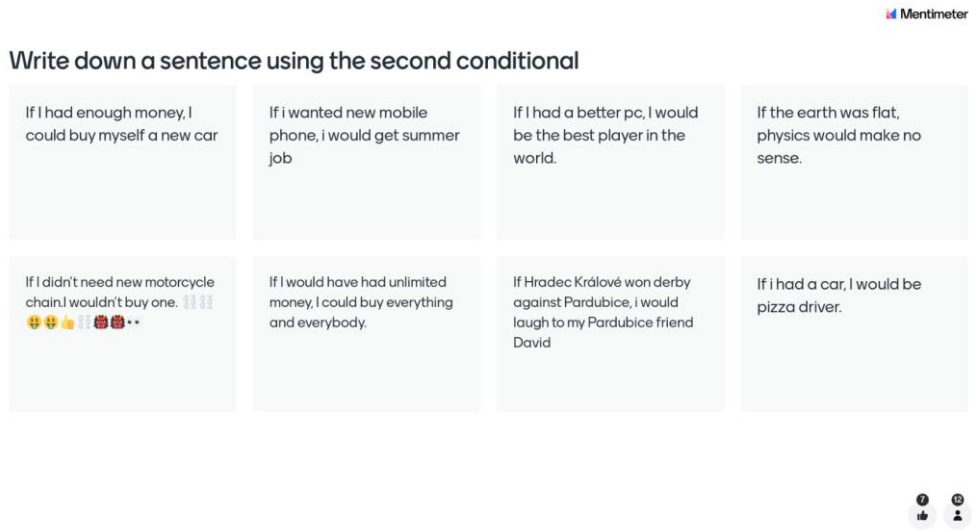


Figure 14 *Mentimeter formative assessment – lesson 4 (experimental group)*

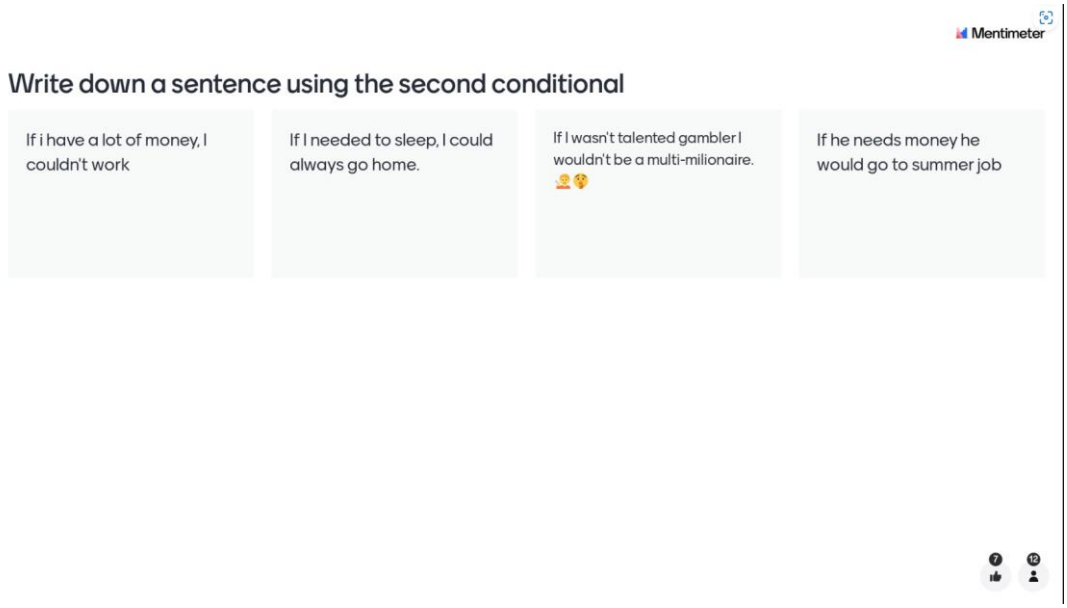


Figure 15 *Multimedia and language skills – lesson 5 (experimental group)*

Language skills	Speaking skills	Writing skills
Types of multimedia	Wordwall, pictures	Mentimeter

Figure 16 *Mentimeter formative assessment – lesson 5 (experimental group)*

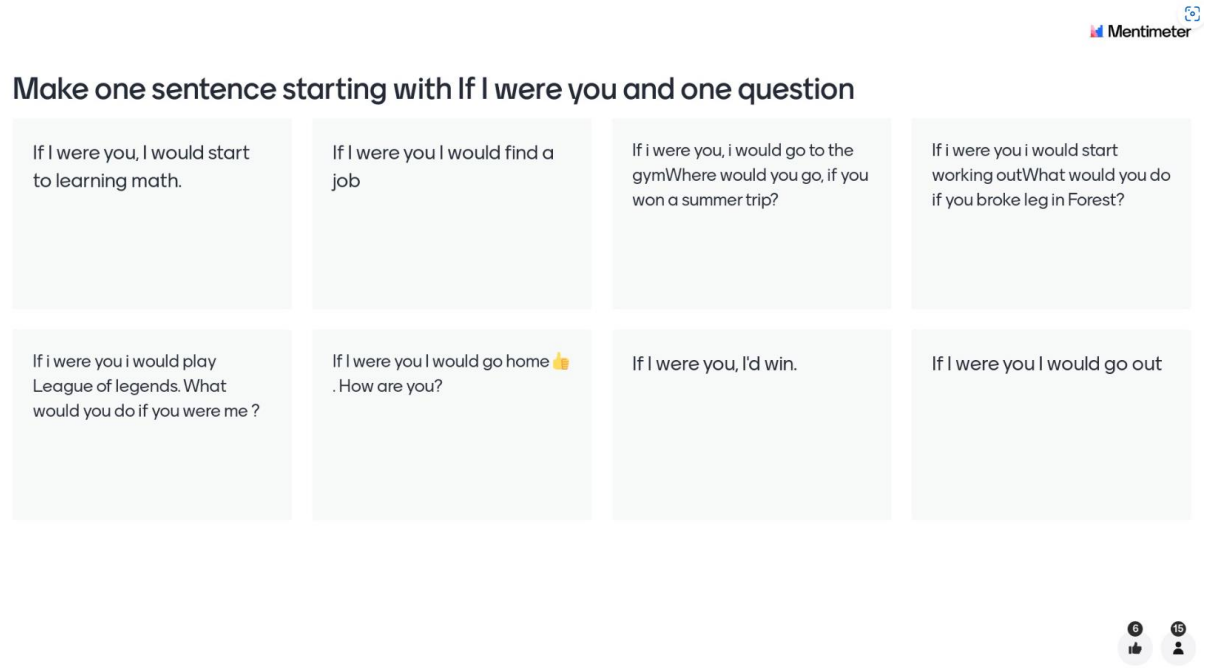


Figure 17 *Mentimeter formative assessment – lesson 5 (experimental group)*

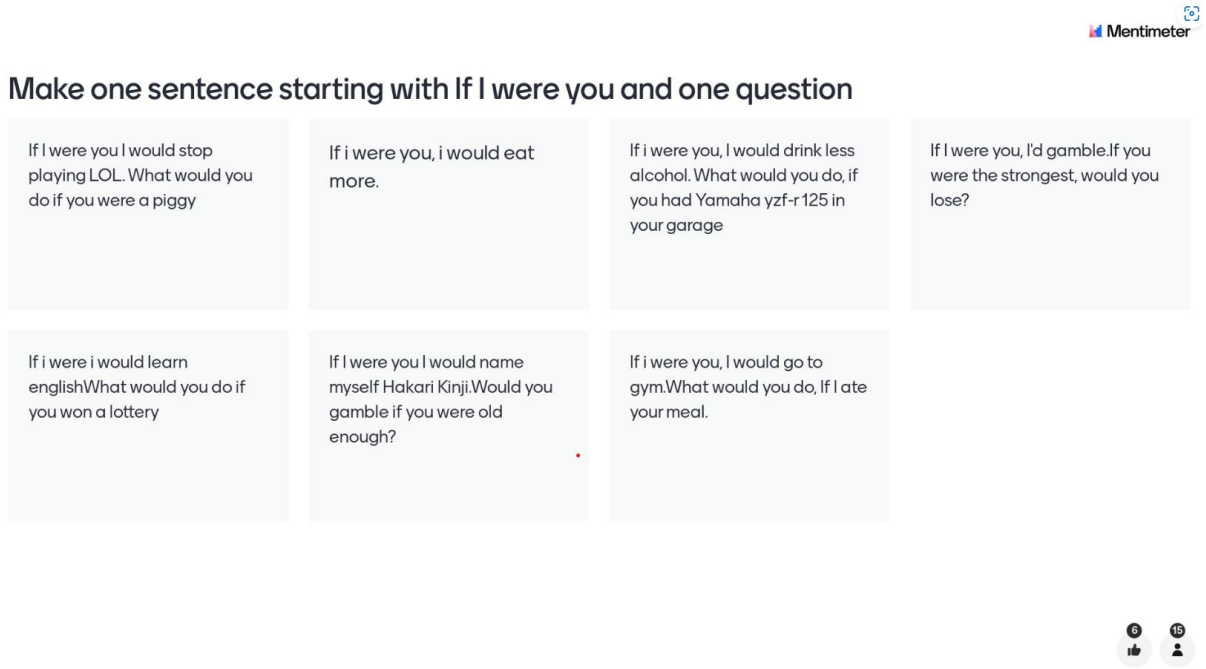


Figure 18 *Multimedia and language skills – lesson 6 (experimental group)*

Language skills	Speaking skills	Writing skills
Types of multimedia	Wordwall	Mentimeter

Figure 19 *Mentimeter formative assessment – lesson 6 (experimental group)*

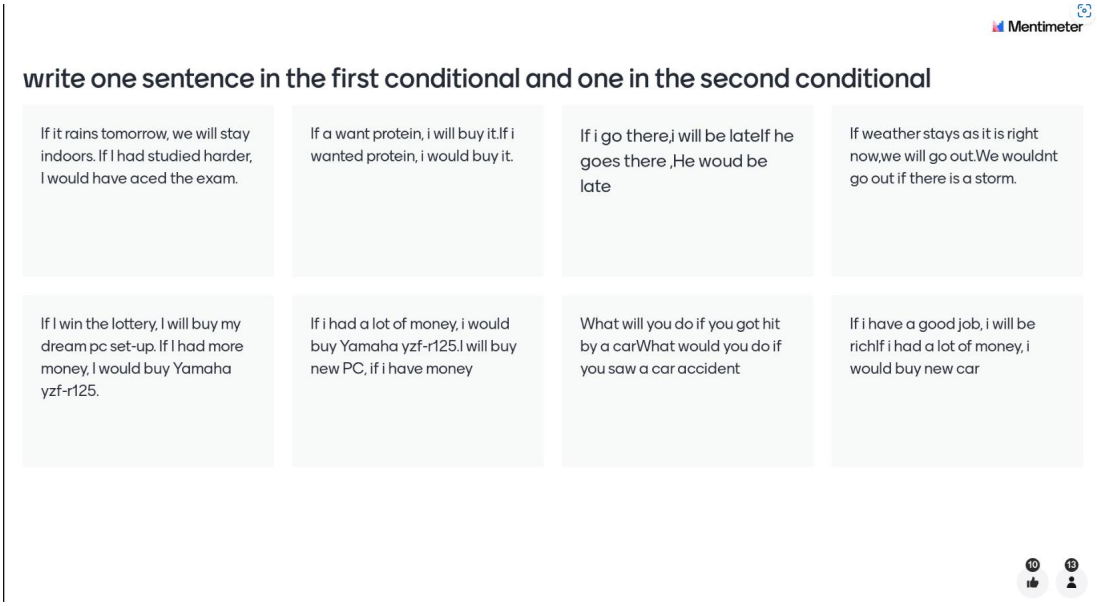


Figure 20 *Mentimeter formative assessment – lesson 6 (experimental group)*

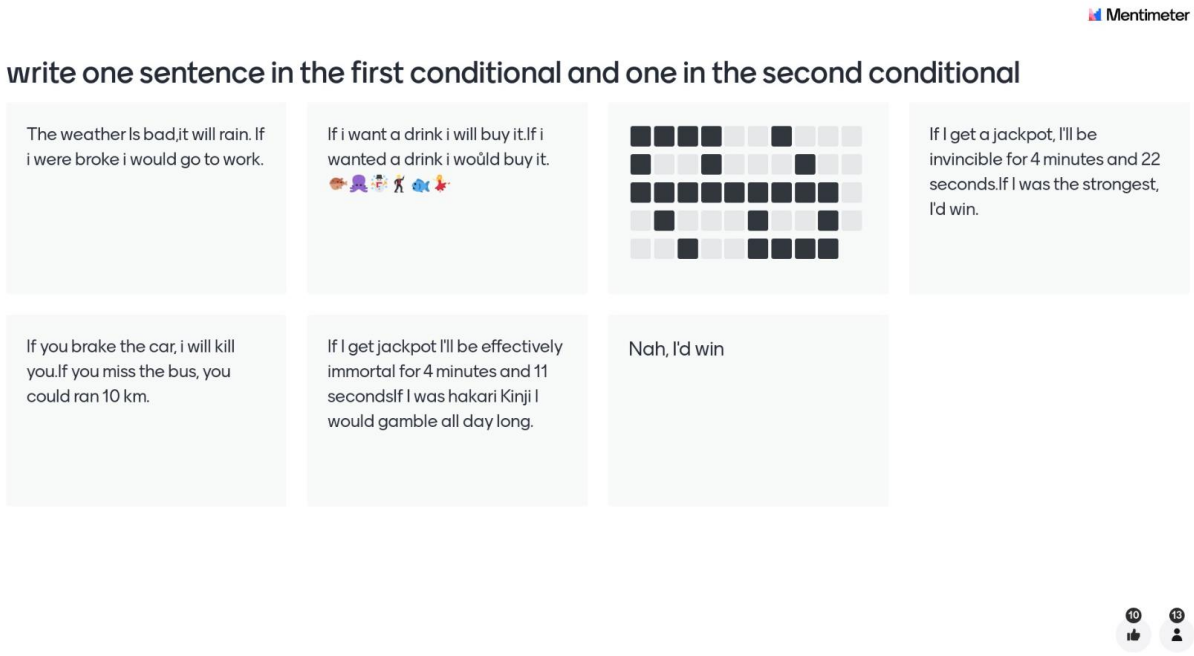


Figure 21 *Score table – lesson 7 (experimental group)*

20–17	**1**
16–14	**2**
13–11	**3**
10–8	**4**
8–0	**5**

Figure 22 *Score table – lesson 8 (experimental group)*

50 – 45	**1**
44 – 38	**2**
37 – 29	**3**
28 – 22	**4**
21 – 0	**5**

Figure 23 *Multimedia and language skills – lesson 9 (experimental group)*

Language skills	Writing skills
Types of multimedia	Mentimeter

Figure 24 *Mentimeter formative assessment – lesson 9 (experimental group)*

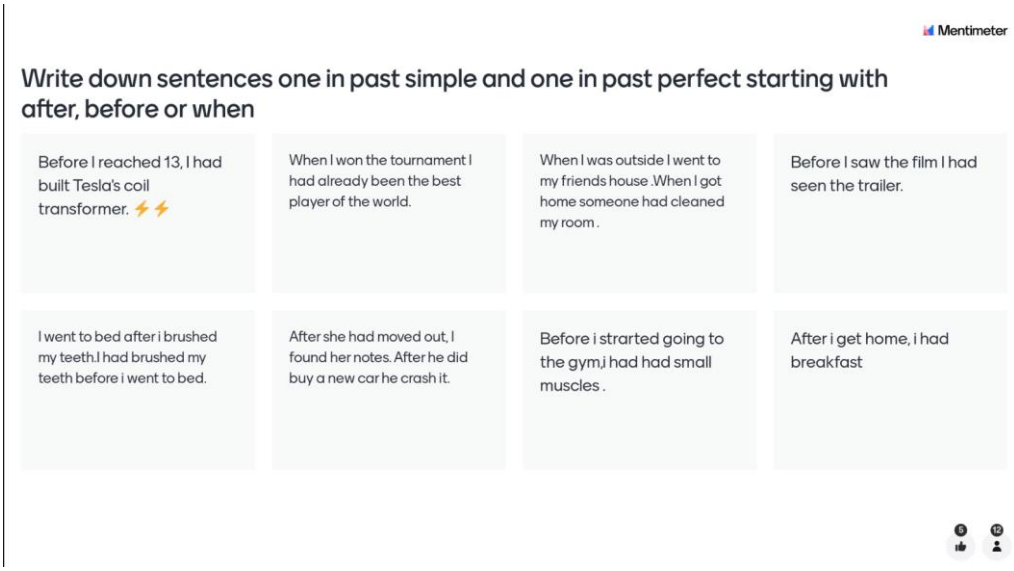


Figure 25 *Mentimeter formative assessment – lesson 9 (experimental group)*

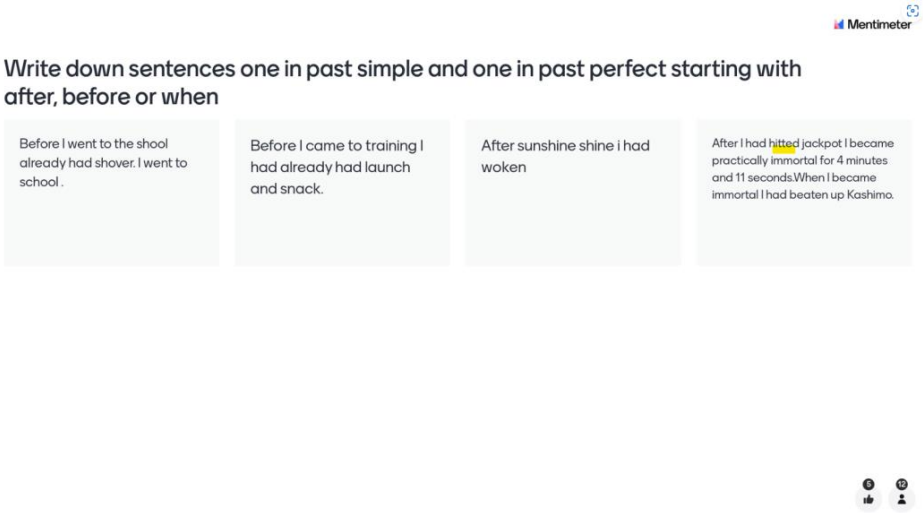


Figure 26 *Multimedia and language skills – lesson 10 (experimental group)*

Language skills	Speaking skills
Types of multimedia	Wordwall, Kahoot!

Figure 27 *Score table – lesson 1 (traditional group)*

14 - 12	**1**
12 – 10	**2**
10 – 8	**3**
8 – 6	**4**
6 - 0	**5**

Figure 28 *Score table – lesson 3 (traditional group)*

39 – 35	**1**
34 – 30	**2**
29 – 22,5	**3**
22 – 17	**4**
16 – 0	**5**

Figure 29 *Results – experimental group*

Number of lesson	**Engagement in activities (Q2)**	**Atmosphere**	**Comprehensibility of instructions, the advantage of Classroomscreen (Q3)**
Lesson 1	Yes	Calm, relaxed	No
Lesson 2	Yes	Friendly, happy	Yes
Lesson 3	Yes	Too relaxed	Not always
Lesson 4	Yes	Relaxed, calm	Yes
Lesson 5	Yes	Calm, relaxed	Yes
Lesson 6	Yes	Calm, relaxed, friendly	Yes
Lesson 7	Yes	Calm, friendly	Yes
Lesson 8	-	-	-
Lesson 9	Not always	Relaxed, bored	Yes
Lesson 10	Not always	Calm	Yes

Figure 30 *Results – traditional group*

Number of lesson	**Engagement in activities (Q2)**	**Atmosphere**	**Comprehensibility of instructions (Q3)**
Lesson 1	Yes	Calm	Not always
Lesson 2	Yes	Calm, relaxed	Yes
Lesson 3	Yes	Calm	Not always
Lesson 4	Yes	Relaxed, funny	Not always
Lesson 5	Yes	Funny, friendly	Yes
Lesson 6	Yes	Funny, friendly	Yes
Lesson 7	No	boring	Yes
Lesson 8	No	boring	Yes
Lesson 9	Not always	calm	Yes
Lesson 10	Yes	Calm, happy	Yes

Appendices C (lesson plans)

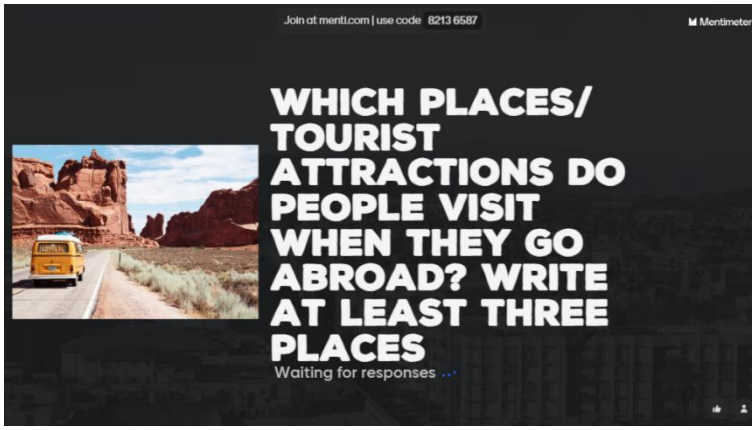
Lesson plans – experimental group

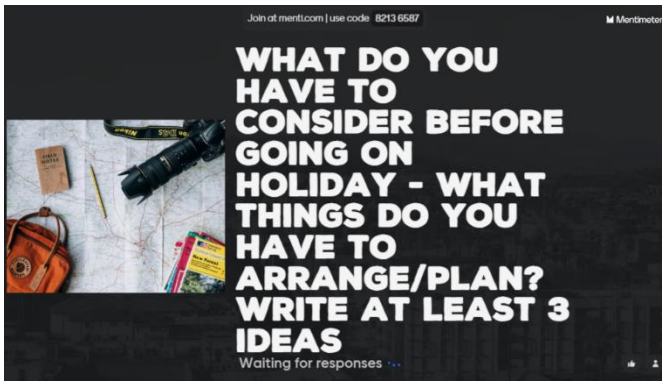
LESSON PLAN 1

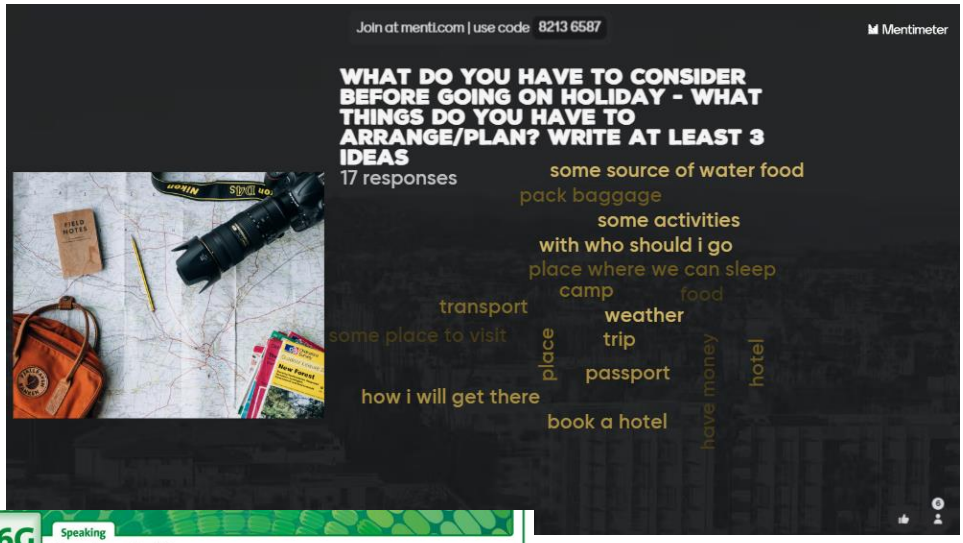
Subject: speaking, vocabulary, grammar
Date and time of the lesson: 15.12. 2023
Class: 2F
Topic: Unit 6- planning a holiday
Number of learners: 8
Lesson objectives:
Remember: Learners recall new phrases for making suggestion, accepting/ declining a suggestion/ expressing no preference
Learners recall new vocabulary connected to places, events and tourist attractions
Apply: Learners implement the usage of new phrases and vocabulary into speaking activities
Didactic materials used:
Textbook, Mentimeter, Classroom screen

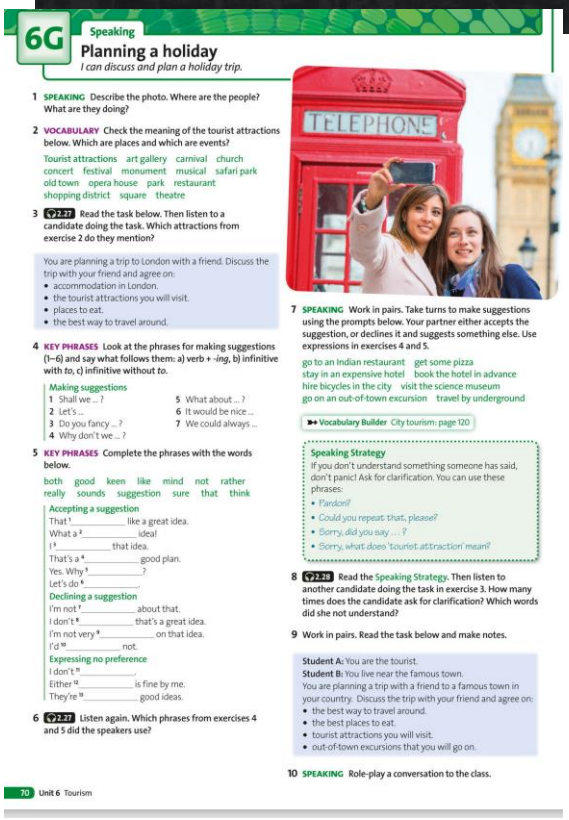
TIME	CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL
7:10 – 7:20	**Mentimeter – brainstorming** Answering questions on Mentimeter Discussion in class	**Met.** Communicative learning/ critical thinking **Act. Type:** speaking – brainstorming, discussion **Gr.:** individual work/ whole class **Mat.:** Mentimeter
7:20 – 25	**Tourist attractions – vocabulary** Exercise 2 Choosing which words are places and which events	**Met.:** direct method **Act. Type:** vocabulary: multiple matching **Gr.:** individual work/ whole-class **Mat.:** textbook
7:25 – 28	**Listening task – planning a holiday** Selecting vocabulary from the previous task that the speakers mentioned	**Met.:** communicative learning/ direct method **Act. Type:** speaking – interview, listening – listening a particular information **Gr.:** individual work/ whole-class **Mat.:** textbook
7:28 - 33	**Key phrases – making suggestions** (exercise 4) Selecting phrases with to infinitive and ing form	**Met.:** direct method **Act.** Type: grammar – multiple matching **Gr.:** individual work/ whole-class **Mat.:** textbook
7:33 - 40	**Key phrases** - Complete the phrases with the words	**Met.:** direct method **Act.** Type: vocabulary – filling in gaps **Gr.:** individual work/ whole-class **Mat.:** textbook
7:40 – 45	**Speaking – using the new phrases** - Ex. 7 - Checking with the teacher	
	Role play	**Met.:** direct method/ communicative language learning

7:45 – 55	Ex. 9 Extra activity: travel personality test - Learners take a quiz about travel personality	**Act.** Type: speaking – interview **Gr.:** pair-work **Mat.:** textbook **Met.:** direct method/ task-based/ communicative language learning **Act.** Type: speaking – role play **Mat.:** textbook









6G Speaking

Planning a holiday

I can discuss and plan a holiday trip.

1 **SPEAKING** Describe the photo. Where are the people? What are they doing?

2 **VOCABULARY** Check the meaning of the tourist attractions below. Which are places and which are events?

Tourist attractions art gallery carnival church concert festival monument musical safari park old town opera house park restaurant shopping district square theatre

3 2.27 Read the task below. Then listen to a candidate doing the task. Which attractions from exercise 2 do they mention?

You are planning a trip to London with a friend. Discuss the trip with your friend and agree on:
- accommodation in London.
- the tourist attractions you will visit.
- places to eat.
- the best way to travel around.

4 **KEY PHRASES** Look at the phrases for making suggestions (1–6) and say what follows them: a) verb + *-ing*, b) infinitive with *to*, c) infinitive without *to*.

Making suggestions
1 Shall we ... ?
2 Let's ...
3 Do you fancy ... ?
4 Why don't we ... ?
5 What about ... ?
6 It would be nice ...
7 We could always ...

5 **KEY PHRASES** Complete the phrases with the words below.

both good keen like mind not rather really sounds suggestion sure that think

Accepting a suggestion
That 1_____ like a great idea.
What a 2_____ idea!
I 3_____ that idea.
That's a 4_____ good plan.
Yes. Why 5_____?
Let's do 6_____.

Declining a suggestion
I'm not 7_____ about that.
I don't 8_____ that's a great idea.
I'm not very 9_____ on that idea.
I'd 10_____ not.

Expressing no preference
I don't 11_____.
Either 12_____ is fine by me.
They're 13_____ good ideas.

6 2.27 Listen again. Which phrases from exercises 4 and 5 did the speakers use?

7 **SPEAKING** Work in pairs. Take turns to make suggestions using the prompts below. Your partner either accepts the suggestion, or declines it and suggests something else. Use expressions in exercises 4 and 5.

go to an Indian restaurant get some pizza
stay in an expensive hotel book the hotel in advance
hire bicycles in the city visit the science museum
go on an out-of-town excursion travel by underground

Vocabulary Builder City tourism: page 120

Speaking Strategy
If you don't understand something someone has said, don't panic! Ask for clarification. You can use these phrases:
- *Pardon?*
- *Could you repeat that, please?*
- *Sorry, did you say ... ?*
- *Sorry, what does 'tourist attraction' mean?*

8 2.28 Read the Speaking Strategy. Then listen to another candidate doing the task in exercise 3. How many times does the candidate ask for clarification? Which words did she not understand?

9 Work in pairs. Read the task below and make notes.

Student A: You are the tourist.
Student B: You live near the famous town.
You are planning a trip with a friend to a famous town in your country. Discuss the trip with your friend and agree on:
- the best way to travel around.
- the best places to eat.
- tourist attractions you will visit.
- out-of-town excursions that you will go on.

10 **SPEAKING** Role-play a conversation to the class.

70 Unit 6 Tourism

LESSON PLAN 2

Subject: Grammar, speaking, listening
Date and time of the lesson: 18.12. 2023
Class: 2F
Topic: Unit 1 – making suggestions, accepting and declining phrases
Number of learners: 8
Lesson objectives:
Understand: Learners classify which phrases belong to making suggestion, accepting a suggestion, refusing a suggestion and expressing no preference
Analyze: Learners select phrases for making a suggestion, accepting, refusing a suggestion and expressing no preference
Apply: Learners implement the usage of new phrases in a role-play
Evaluate: Learners agree on places of visit when performing a role play

Didactic materials used:
workbook, Wordwall, Mentimeter, Classroom screen

TIME	CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL

Classroom screen – lesson introduction Mentimeter – two questions for the revision of the previous lesson	**Met:** Direct method **Act. Type:** grammar – multiple choice **Gr.:** individual work **Mat.:** Mentimeter
Wordwall – making suggestion - The learners choose the right answer	**Met.:** direct method, communicative language learning, task-based **Act. Type:** grammar – multiple-choice **Gr.:** whole-class teaching **Mat.:** Wordwall
Workbook – p. 70 exercise 2 - The learners match the phrases to columns	**Met. :** direct method **Act. Type:** grammar – multiple choice **Gr.:** individual work/ whole-class
Wordwall – speaking - The learners fill in missing information and other learners answer – refuse, decline or express no preference	**Met.:** communicative language learning **Act. Type:** speaking – interview **Gr.:** whole class **Mat.:** Wordwall
Speaking strategy and role play - The learners listen to a model conversation and they perform their own role play with the neighbour	**Met.:** communicative language learning **Act. Type:** speaking – role play **Gr.:** pair-work **Mat.: t**extbook

6G Speaking

Planning a holiday

I can discuss and plan a holiday trip.

1 Complete the tourist attractions with *a, e, i, o* and *u*.

1 m__n__m__nt
2 m__s__c__l
3 s__f__r__ p__rk
4 f__st__v__l
5 c__m__v__l
6 ch__rch
7 c__nc__rt
8 sq__ __r__
9 th__ __tr__
10 __ld t__wn
11 r__st__ __r__nt
12 p__rk
13 sh__pp__ng d__str__ct
14 __p__r__ h__ __s__

2 Put the phrases into the correct groups.

Do you fancy ...? Either suggestion is fine by me.
I don't mind. I don't think that's a great idea.
I like that idea. I'd rather not. It would be nice ...
I'm not sure about that. I'm not very keen on that idea.
Let's do that. Shall we ...? Yes. Why not?
That sounds like a great idea. That's a really good plan.
They're both good ideas. We could always ... Let's ...
What a good idea! What about ...? Why don't we ...?

Making suggestions

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

Accepting a suggestion

7 _____
8 _____
9 _____
10 _____
11 _____
12 _____
13 _____

Declining a suggestion

14 _____
15 _____
16 _____
17 _____

Expressing no preference

18 _____
19 _____
20 _____

3 Complete the sentences with the words below.

about buy nice park repeat
say town walk worth

1 The nicest restaurant is in the _____ centre.
2 What _____ the hotel near the station?
3 There's a _____ little hotel in the Old Town.
4 It's near the cathedral, which is also _____ a visit.
5 Sorry, did you _____ 'Indian restaurant'?
6 Could you _____ that, please?
7 The cathedral near the _____ is very historic and atmospheric.
8 We can _____ or we can take the tram.
9 We could always _____ a travel card.

4 1.25 Listen to two people discussing a trip to a city. Choose the correct answers.

1 They choose the **more expensive** / **cheaper** hotel.
2 There are a number of restaurants that serve **local** / **foreign** food.
3 They decide **to buy** / **not to buy** a travel card.

Speaking Strategy

If you don't understand something someone has said, don't panic! Ask for clarification. You can use these phrases:
Sorry, did you say ...? Could you repeat that, please? Pardon? Sorry, what does 'tourist attraction' mean?

5 Read the Speaking Strategy and the task below. Then make notes on each of the four points.

You are planning a trip with a friend to a famous town in your country. Discuss the trip with your friend and agree on:
- places to stay
- interesting buildings, monuments, etc.
- ways to travel around
- good restaurants

1 Are there any good places to stay? How much do they cost? Where are they? _____

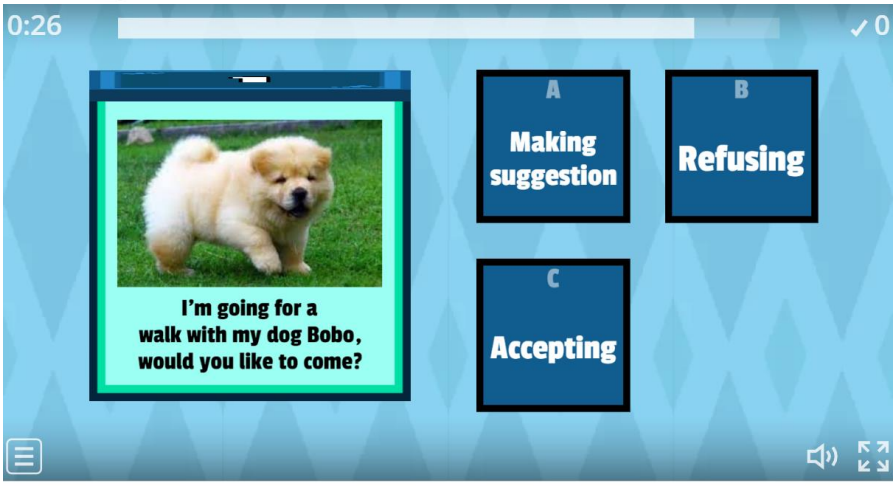
2 What interesting buildings or monuments are there to see? _____

3 What's the best way to get around? _____

4 Are there any good places to eat? Type of food? Where? First recommendation: _____

Second recommendation: _____

6 Now do the task from exercise 5 using your notes.



Making, accepting and refusing suggestions.

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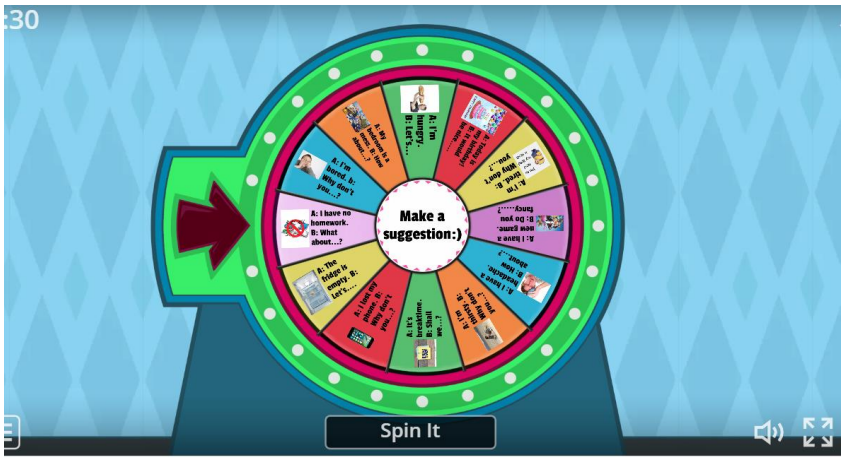

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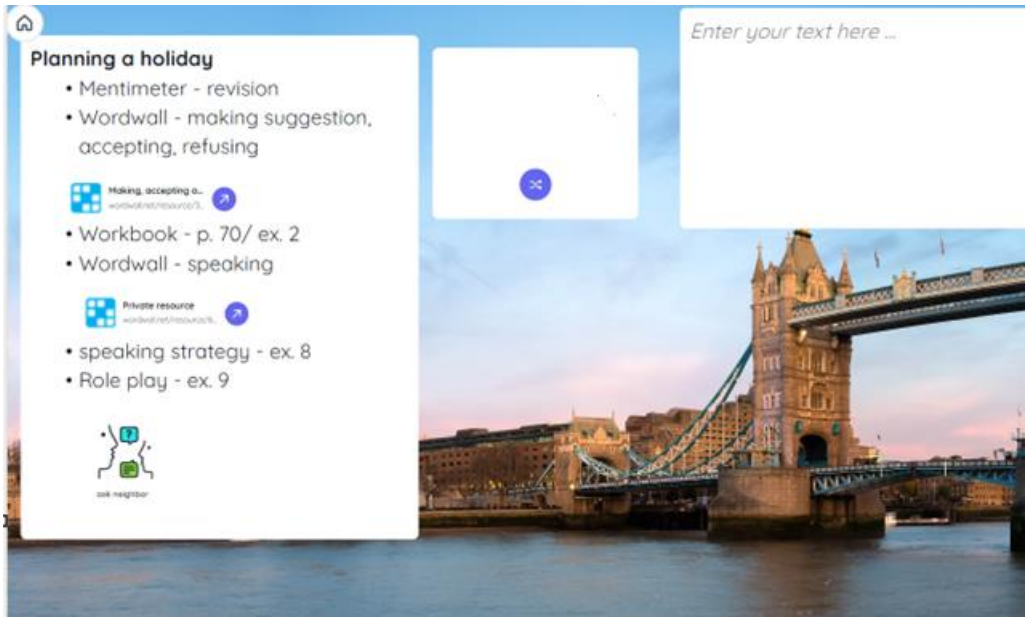


LESSON PLAN 3

Subject: grammar, vocabulary, speaking, writing
Date and time of the lesson: 5.1. 2024, 10:55 – 11:40
Class: 2F
Topic: Money – currencies, prices, shops and services and phrasal verbs
Number of learners: 8
Lesson objectives:
Remember: Learners recall phrases for making suggestion, accepting and declining suggestion
Learners recall phrasal verbs connected to the topic Money
Understand: Learners classify individual currencies
Learners explain individual shops and services by their own words
Apply: Learners implement the usage of phrasal verbs into speaking activity
Create: Learners produce sentences using phrasal verbs

Didactic materials used:

Mentimeter, Classroom screen, Wordwall, textbook, workbook, worksheets, Quizlet		
TIME	**CONTENT**	**METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL**
10:55-11:00	**Mentimeter** - Learners recall phrases for making suggestions, accepting suggestion and declining suggestion - They write them down in a form of word cloud	**Brainstorming** **Act. Type:** phrases - brainstorming **Gr.:** individual work/ whole class teaching **Mat.:** Mentimeter
11:00-11:07	- **Money – currencies and prices** - Learners read the currencies and phrases and match the currencies with countries then listen to descriptions and match the prices with individual items - P. 74/2,3	**Met.:** Direct method, communicative language learning **Act. Type:** speaking – interview, listening – for a particular information **Gr.:** individual work/ whole-class **Mat.:** textbook
11:07-11:22	**Quizlet/ Quizlet Live** - Learners learn new vocabulary through flashcards - Learners explain individual shops and services **Quizlet Live** - Learners are assigned to groups randomly and play against each other, they match vocabulary with the correct definitions - Learners fill in gaps and count the mistakes after final checking - **Shops and services vocabulary** - Learners label the pictures with the correct word - Workbook – p.74/2	**Met.:** Communicative language learning, critical thinking **Act. Type:** vocabulary – description, matching **Gr.:** whole-class teaching, group work **Mat.:** textbook, Quizlet **Met.: Direct method** **Act. Type:** vocabulary – matching, labelling **Gr.:** individual work, whole-class teaching **Mat.:** workbook
11:22-11:27	**Money – phrasal verbs** - Learners choose the right preposition connected with a particular verb	**Met.: Communicative language learning** **Act. Type:** speaking - interview **Gr.:** whole-class teaching

		Mat.: Wordwall
11:27-35	**Questions – phrasal verbs** Learners ask and answer questions related to previous activity	**Met.: Communicative language learning** **Act. Type:** speaking - interview **Gr.:** pair- work **Mat.:** worksheets
11:35-40	**Lesson summary/ conclusion**	**Met.: direct method/ communicative language learning** **Act. Type:** speaking - interview **Gr.:** whole class **Mat.:** -

7 Money

Unit map

Vocabulary
Numbers and currencies
Shops and services
Shopping
Verbs to do with money
Business
In school

Word Skills
Verb + infinitive or *-ing* form

Grammar
Second conditional
Past perfect

Listening Honesty pays

Reading Aaron Levie

Speaking A photo comparison and presentation

Writing An opinion essay

Culture 7 Wall Street

Vocabulary Builder page 120
Grammar Builder page 136
Grammar Reference page 137
Extra speaking task page 142

7A Spending power

I can talk about different shops and services.

Worth it?

1 SPEAKING Look at the photos. In pairs, guess which of the items is the most expensive and which is the least expensive.

2 Read aloud the numbers and currencies below. What other currencies do you know?

Numbers and currencies
$500 = five hundred dollars
€3,500 = three thousand five hundred / three and a half thousand euros
250,000₹ = two hundred and fifty thousand rupees
£1 million = a million pounds
¥3.5 billion = three point five / three and a half billion yen

3 2.30 Listen to the descriptions of the items in exercise 1. Complete the prices using the numbers below. Which is the most surprising, in your opinion?

500 3,500 5,400 6,850 10,000 12,000

4 2.31 **VOCABULARY** Work in pairs. Where would you buy the items in exercise 1? Match them with six of the shops and services below. Then listen and check.

Shops and services baker's bank butcher's charity shop chemist's coffee shop clothes shop cosmetics store deli (delicatessen) DIY store estate agent's florist's garden centre greengrocer's hairdresser's jeweller's launderette newsagent's optician's post office shoe shop stationer's takeaway

1 _____ 3 _____ 5 _____
2 _____ 4 _____ 6 _____

7 Money

Vocabulary

A Spending power

I can talk about different shops and services.

1 2.02 Listen and write the numbers. Use the correct symbols: £, €, $ and ¥.

a €1,000,000
b _____
c _____
d _____
e _____
f _____
g _____
h _____

2 Where can you buy these things? Complete the names of the shops with the correct words.

1 D_____ s_____

2 b_____

3 g_____

4 b_____

5 c_____ s_____

6 c_____ s_____

7 g_____ c_____

8 p_____ o_____

9 s_____ s_____

10 s_____

3 Where can you do these things? Complete the answers with the words below.

bank charity shop deli (delicatessen) estate agent's launderette DIY store optician's takeaway

Where can you ...
1 buy cold meat, cheese, olives, etc.? _____
2 buy a hot meal to eat at home? _____
3 keep your money? _____
4 get glasses for your eyes? _____
5 buy cheap second-hand things? _____
6 find houses and flats for sale? _____
7 wash your clothes? _____
8 buy things to decorate your house? _____

4 2.03 Listen to four dialogues. Which shops are the people in?

1 _____
2 _____
3 _____
4 _____

5 Complete the dialogues with the words below.

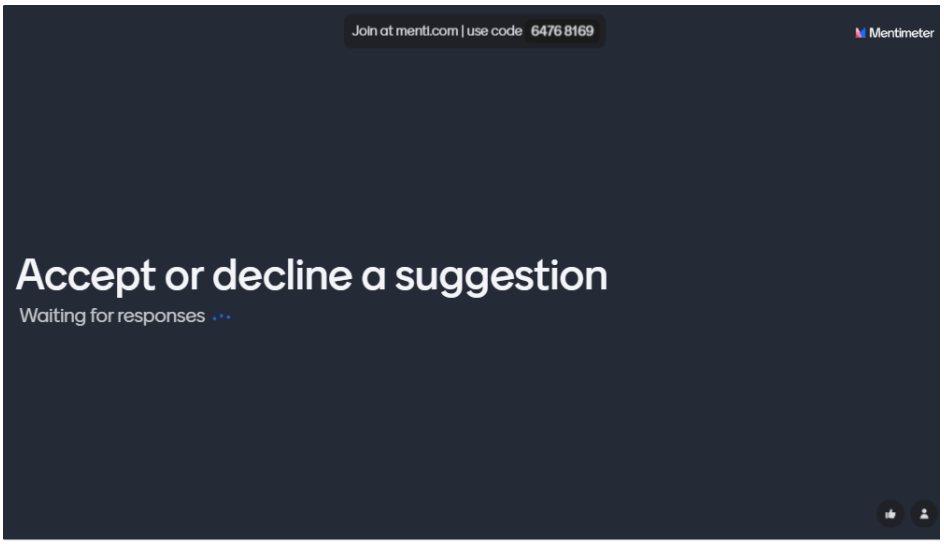
1 bargain discount price tag sale

Emma Are those jeans new?
Kelly Yes, I bought them in a [1]_____.
Emma How much were they?
Kelly Well, I looked at the [2]_____ and it said £45. But when I got to the till, the sales assistant gave me a £20 [3]_____, so they were only £25.
Emma That was a [4]_____!

2 coupon receipt refund special offer

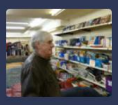
Fred I'd like to buy this scarf, please. Can I use this [5]_____? It says I can have a £5 discount.
Sales assistant No, I'm afraid you can only use it on full-price items. This scarf is already on [6]_____.
Fred OK. I'll buy it anyway. Actually, it's a present. If my friend doesn't like it, can she bring it back and get a [7]_____?
Sales assistant Yes, if you give her the [8]_____.

Topic: Money 7A
1) Mentimeter - revision
2) Currencies and prices - student's book p. 74/2,3
3) Quizlet Live - shops and services
4) Workbook - shops and services - p. 74/2
5) Wordwall - money phrasal verbs
6) Speaking
7:49 AM


Join at menti.com | use code 6476 8169
Mentimeter
Accept or decline a suggestion
Waiting for responses

Join at menti.com | use code 6476 8169
Mentimeter
Make a suggestion
Waiting for responses

Shops and services

baker's	a shop that sells bread and cakes	
bank	an institution for receiving, keeping, and lending money	
butcher's		
charity shop	a store where donated items are sold	
chemist's	drugstore	

How much money did you **spend on** Christmas?

Have you ever **lent money to** someone? How much?

Do you know anyone who has already **got into** debt?

Have you ever **borrowed** some money **from** someone? How much?

Do you still **live off** your parents or do you have some part-time job? (summer job)

Have you ever **invested in** something?

How much money did you **spend on** Christmas?

Have you ever **lent money to** someone? How much?

Do you know anyone who has already **got into** debt?

Have you ever **borrowed** some money **from** someone? How much?

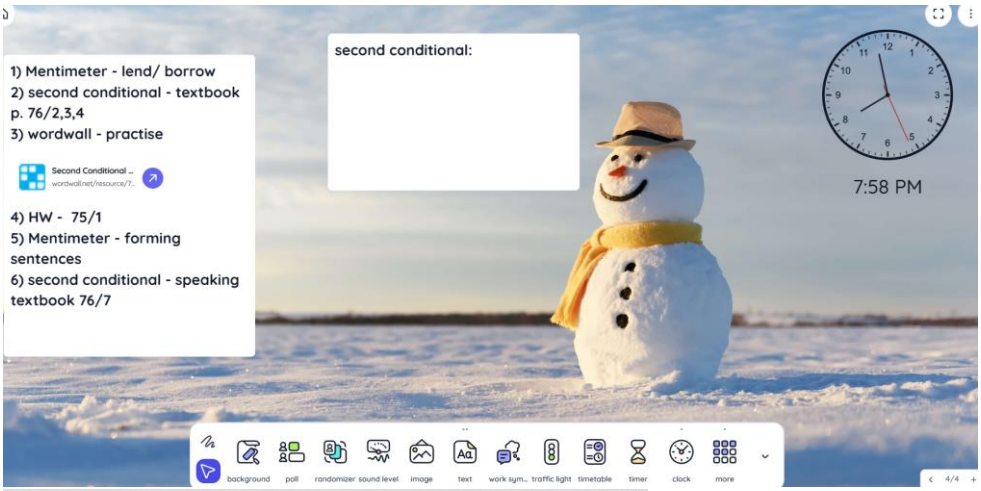
Do you still **live off** your parents or do you have some part-time job? (summer job)

Have you ever **invested in** something?

LESSON PLAN 4

Subject: writing, speaking, grammar **Date and time of the lesson: 10.1. 2024** **Class: 2F** **Topic: Second conditional** **Number of learners: 11** **Lesson objectives:** Remember: Learners recall rules for the second conditional Analyze: Learners differentiate the meaning of verbs lend and borrow Apply: Learners implement the usage of the second conditional into writing activity and speaking activity Create: Learners produce and form sentences using the second conditional Learners form sentences using verbs lend and borrow **Didactic materials used:** **Textbooks, workbooks, Mentimeter, Wordwall**		
TIME	**CONTENT**	**METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL**

8:00-8:10	**Mentimeter – revision of verbs lend and borrow** - Leaners form sentences using verbs lend and borrow	**Direct method** **Act. Type:** writing sentences **Gr.:** individual work **Mat.:** Mentimeter
8:10-8:15	**Listening dialogue** - Learners listen to a dialogue and answer the question in the textbook – 76/2 Checking	**Met.:** direct method/ audio-lingual/ communicative language teaching **Act. Type:** listening to a dialogue, speaking – answering question **Gr.:** individual work/ whole class **Mat.: textbook**
8:15-8:20	**Rule table -76/3** - Learners complete the rule box with the correct terms Checking	**Met.:** direct method, communicative language learning **Act. Type: speaking – discussion** **Gr.: individual work/ whole-class** **Mat.:** textbook
8:20 - 25	**Second conditional practice** - Learners practice forming sentences in the second conditional 76/4	**Met.:** direct mehod, communicative language learning **Act. Type:** speaking – discussion, writing – matching sentences **Gr.:** individual **Mat.:** textbook
8:25-8:30	**Wordwall – second conditional practice** - Learners practice forming sentences in the second conditional	**Met.:** direct method **Act. Type:** grammar – multiple-choice **Gr.:** individual work/ whole class **Mat.:** textbook
8:30-35	**Mentimeter – the second conditional** - Learners form sentences in the second conditional on their own - checking	**Met.:** task-based **Act. Type:** writing – forming sentences **Gr.:** individual work/ whole class **Mat.:** textbook
8:35-45	**Speaking – the second conditional** - The learners make questions based on the same question in the textbook and ask their neighbours Checking **HW – workbook 75/1**	**Met.:** communicative language learning **Act. Type:** speaking - discussion **Gr.:** pair work/whole-class **Mat.:** textbook



7B Grammar

Second conditional

I can talk about imaginary situations and their consequences.

1 **Complete the second conditional sentences with the correct form of the verbs below.**

be can feel have help not stay up not take win

1 If you had a problem, I _____ you.
2 If I _____ more time, I'd see more of my friends.
3 I _____ the bus to school if I had a bike.
4 If you _____ so late, you wouldn't be so tired in the morning.
5 How _____ you _____ if Sam didn't invite you to his party?
6 My parents _____ cross if I didn't revise for my exams.
7 You _____ afford a new mobile if you didn't waste your money on DVDs and games.
8 If I _____ the lottery, I'd buy my mum a new car.

2 **Complete the money-saving tips with the correct form of the verbs in brackets.**

READERS' top tips!

We asked readers what they would do if they needed to save money. Here are their ideas!

1 If we _____ (drive) more slowly, we _____ (not use) so much petrol.
2 If we only _____ (buy) the food we needed, we _____ (not throw) so much food away.
3 If we _____ (borrow) books and DVDs from libraries, we _____ (not have to) buy them.
4 If we _____ (drink) water from the tap rather than bottled water, we _____ (save) a lot of money.
5 If everyone _____ (wear) an extra jumper or two in the winter, they _____ (can) turn down their heating and save money.
6 If degree courses _____ (be) shorter, students _____ (spend) less on tuition fees and accommodation.
7 If we _____ (turn off) the lights every time we left a room, we _____ (not use) so much electricity.

3 **Complete the second conditional questions in the quiz below with the correct form of the verbs in brackets. Then do the quiz.**

What would you do if …

1 you _____ (see) a road accident?
- ☐ film it on my mobile
- ☐ call the police
- ☐ help the people in the accident

2 your friend _____ (give) you a present that you _____ (not like)?
- ☐ throw it away
- ☐ ask your friend to change it
- ☐ keep it and say nothing

3 you _____ (can) speak perfect English?
- ☐ move to Britain or the USA
- ☐ become an interpreter
- ☐ learn more languages

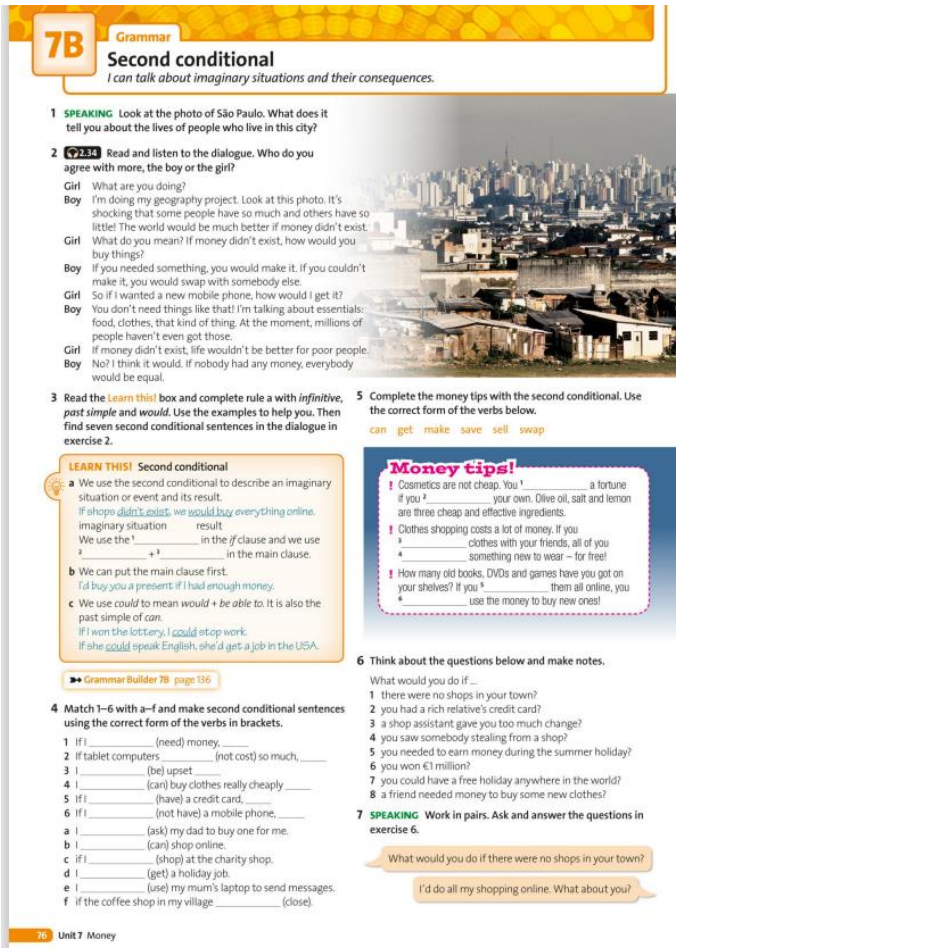
4 you _____ (know) that a classmate was cheating in an exam?
- ☐ tell the teacher
- ☐ talk to the classmate about it
- ☐ nothing

5 you _____ (break) your friend's mobile?
- ☐ give him / her your mobile
- ☐ buy a new one
- ☐ say that you didn't break it

6 you _____ (find) €100 in school?
- ☐ keep it
- ☐ give it to a teacher
- ☐ give it to a charity

4 **Now write your answers to the quiz in exercise 3 as conditional sentences.**

1 If I saw a road accident, I'd _____
2 _____
3 _____
4 _____
5 _____
6 _____



7B Grammar

Second conditional

I can talk about imaginary situations and their consequences.

1 SPEAKING Look at the photo of São Paulo. What does it tell you about the lives of people who live in this city?

2 2.34 Read and listen to the dialogue. Who do you agree with more, the boy or the girl?

Girl What are you doing?
Boy I'm doing my geography project. Look at this photo. It's shocking that some people have so much and others have so little! The world would be much better if money didn't exist.
Girl What do you mean? If money didn't exist, how would you buy things?
Boy If you needed something, you would make it. If you couldn't make it, you would swap with somebody else.
Girl So if I wanted a new mobile phone, how would I get it?
Boy You don't need things like that! I'm talking about essentials: food, clothes, that kind of thing. At the moment, millions of people haven't even got those.
Girl If money didn't exist, life wouldn't be better for poor people.
Boy No? I think it would. If nobody had any money, everybody would be equal.

3 Read the Learn this! box and complete rule a with *infinitive*, *past simple* and *would*. Use the examples to help you. Then find seven second conditional sentences in the dialogue in exercise 2.

LEARN THIS! Second conditional

a We use the second conditional to describe an imaginary situation or event and its result.
If shops didn't exist, we would buy everything online.
imaginary situation result
We use the ¹_____ in the *if* clause and we use ²_____ + ³_____ in the main clause.

b We can put the main clause first.
I'd buy you a present if I had enough money.

c We use *could* to mean *would* + *be able to*. It is also the past simple of *can*.
If I won the lottery, I could stop work.
If she could speak English, she'd get a job in the USA.

Grammar Builder 7B page 136

4 Match 1–6 with a–f and make second conditional sentences using the correct form of the verbs in brackets.

1 If I _____ (need) money, _____
2 If tablet computers _____ (not cost) so much, _____
3 I _____ (be) upset _____
4 I _____ (can) buy clothes really cheaply _____
5 If I _____ (have) a credit card, _____
6 If I _____ (not have) a mobile phone, _____

a I _____ (ask) my dad to buy one for me.
b I _____ (can) shop online.
c if I _____ (shop) at the charity shop.
d I _____ (get) a holiday job.
e I _____ (use) my mum's laptop to send messages.
f if the coffee shop in my village _____ (close).

5 Complete the money tips with the second conditional. Use the correct form of the verbs below.

can get make save sell swap

Money tips!

! Cosmetics are not cheap. You ¹_____ a fortune if you ²_____ your own. Olive oil, salt and lemon are three cheap and effective ingredients.
! Clothes shopping costs a lot of money. If you ³_____ clothes with your friends, all of you ⁴_____ something new to wear – for free!
! How many old books, DVDs and games have you got on your shelves? If you ⁵_____ them all online, you ⁶_____ use the money to buy new ones!

6 Think about the questions below and make notes.

What would you do if ...
1 there were no shops in your town?
2 you had a rich relative's credit card?
3 a shop assistant gave you too much change?
4 you saw somebody stealing from a shop?
5 you needed to earn money during the summer holiday?
6 you won €1 million?
7 you could have a free holiday anywhere in the world?
8 a friend needed money to buy some new clothes?

7 SPEAKING Work in pairs. Ask and answer the questions in exercise 6.

What would you do if there were no shops in your town?

I'd do all my shopping online. What about you?

76 Unit 7 Money

✓0

What would you do if you... a wallet in the street?

A	B	C	D
find	would find	will find	found

1 of 12

Second Conditional Test

by Mkurkova1

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LESSON PLAN 5

Subject: English - writing, speaking, grammar
Date and time of the lesson: 11.1. 2024,11:50-12:35
Class: 2F
Topic: Second conditional
Number of learners: 15
Lesson objectives:
Remember: Learners recall rules for the second conditional
Apply: Learners implement the usage of the second conditional into writing activity and speaking activity
Create: Learners produce and form sentences using the second conditional
Didactic materials used:
Textbooks, workbooks, Mentimeter, Wordwall, Classroom screen

TIME	CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL
11:50-55	- **The second conditional rules** - The teacher revises the rules for the second conditional	**Met.** Direct method **Act. Type:** grammar - rules **Gr.:** whole-class **Mat.:** Classroom screen
11:55-12:02	**Wordwall – second conditional practice** - Learners practice forming sentences in the second conditional	**Met.:** communicative language teaching **Act. Type:** grammar-forming sentences **Gr.:** whole class **Mat.:** textbook
12:02-09	**Speaking – the second conditional** - The learners make questions based on the same question in the textbook and ask their neighbours Checking	**Met.:** communicative language learning **Act. Type:** speaking – discussion **Gr.:** pair work / whole-class **Mat.:** textbook
12:09-16	**Wordwall – speaking** - The learners make questions and ask their classmates	**Met.:** communicative language learning **Act. Type:** grammar – forming questions **Gr.: individual work/ whole class** **Mat.:** wordwall
12:16:23	**If I were you pictures** Learners make sentences about the pictures using If I were you (the man, the girl), I would….	**Met.:** communicative language learning **Act. Type:** speaking – forming sentences **Gr.:** whole class **Mat.:** Classroom screen
12:23-28	**Mentimeter – making sentences** - The learners make sentences on their own **HW – workbook 75/3,4**	**Met.:** direct method / communicative language learning **Act. Type:** grammar- forming sentences and questions **Gr.:** individual/ whole-class **Mat.:** workbook

12:28-35	- The learners are given homework and in the remaining time they start working on it	

7B Grammar

Second conditional

I can talk about imaginary situations and their consequences.

1 Complete the second conditional sentences with the correct form of the verbs below.

be can feel have help not stay up not take win

1 If you had a problem, I _____ you.
2 If I _____ more time, I'd see more of my friends.
3 I _____ the bus to school if I had a bike.
4 If you _____ so late, you wouldn't be so tired in the morning.
5 How _____ you _____ if Sam didn't invite you to his party?
6 My parents _____ cross if I didn't revise for my exams.
7 You _____ afford a new mobile if you didn't waste your money on DVDs and games.
8 If I _____ the lottery, I'd buy my mum a new car.

2 Complete the money-saving tips with the correct form of the verbs in brackets.

READERS' *top tips!*

We asked readers what they would do if they needed to save money. Here are their ideas!

1 If we _____ (drive) more slowly, we _____ (not use) so much petrol.
2 If we only _____ (buy) the food we needed, we _____ (not throw) so much food away.
3 If we _____ (borrow) books and DVDs from libraries, we _____ (not have to) buy them.
4 If we _____ (drink) water from the tap rather than bottled water, we _____ (save) a lot of money.
5 If everyone _____ (wear) an extra jumper or two in the winter, they _____ (can) turn down their heating and save money.
6 If degree courses _____ (be) shorter, students _____ (spend) less on tuition fees and accommodation.
7 If we _____ (turn off) the lights every time we left a room, we _____ (not use) so much electricity.

3 Complete the second conditional questions in the quiz below with the correct form of the verbs in brackets. Then do the quiz.

What would you do if …

1 you _____ (see) a road accident?
- ☐ film it on my mobile
- ☐ call the police
- ☐ help the people in the accident

2 your friend _____ (give) you a present that you _____ (not like)?
- ☐ throw it away
- ☐ ask your friend to change it
- ☐ keep it and say nothing

3 you _____ (can) speak perfect English?
- ☐ move to Britain or the USA
- ☐ become an interpreter
- ☐ learn more languages

4 you _____ (know) that a classmate was cheating in an exam?
- ☐ tell the teacher
- ☐ talk to the classmate about it
- ☐ nothing

5 you _____ (break) your friend's mobile?
- ☐ give him / her your mobile
- ☐ buy a new one
- ☐ say that you didn't break it

6 you _____ (find) €100 in school?
- ☐ keep it
- ☐ give it to a teacher
- ☐ give it to a charity

4 Now write your answers to the quiz in exercise 3 as conditional sentences.

1 If I saw a road accident, I'd _____
2 _____
3 _____
4 _____
5 _____
6 _____

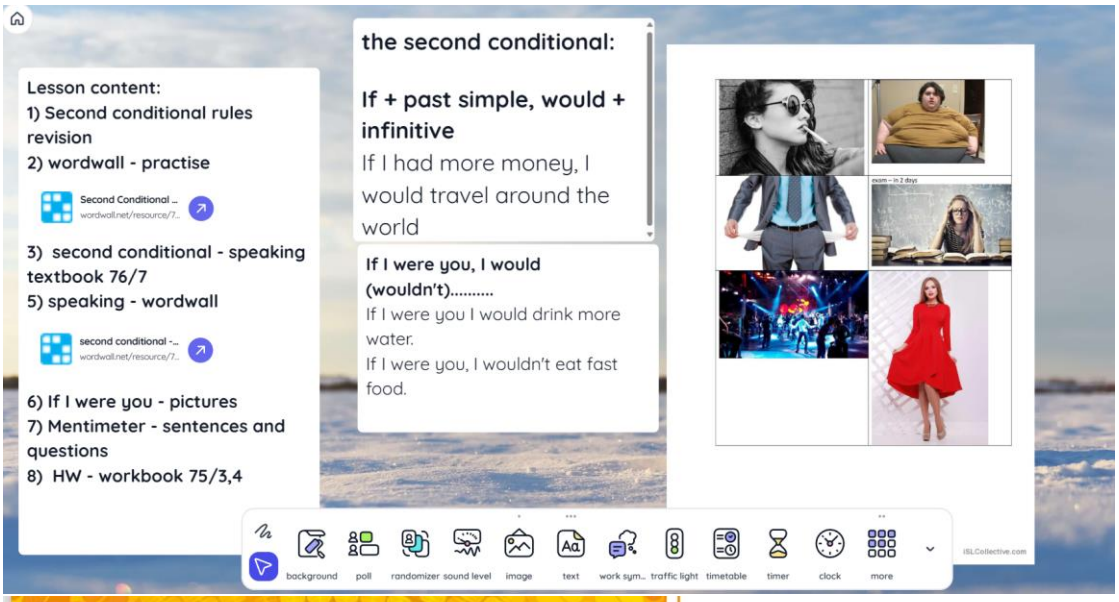
Unit 7 Money 75

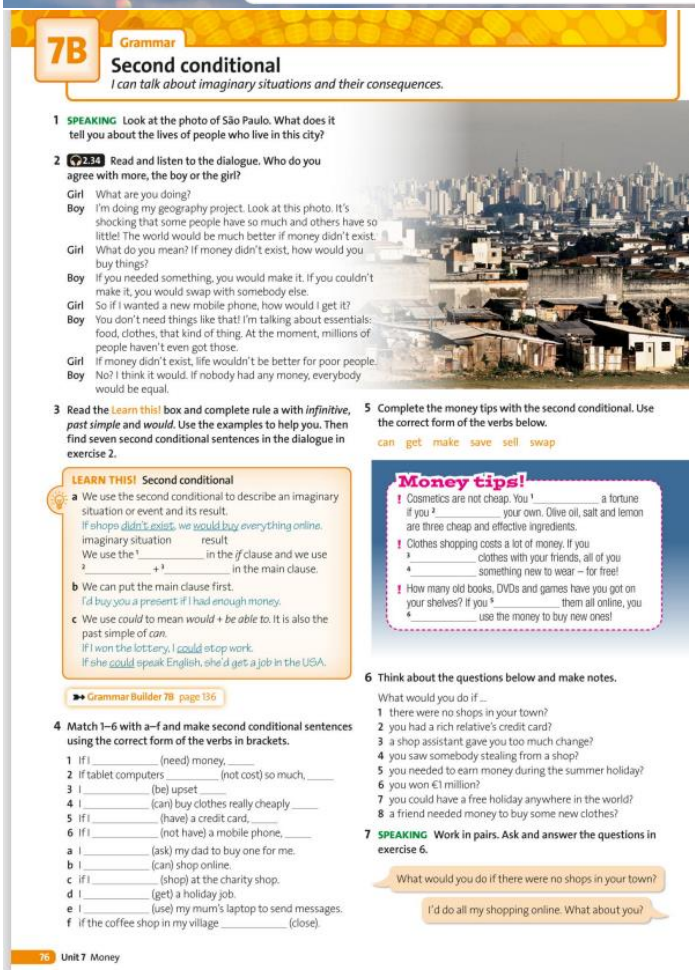
Join at menti.com | use code 3768 0854

Mentimeter

Make one sentence starting with If I were you and one question

Waiting for responses …





7B Grammar

Second conditional

I can talk about imaginary situations and their consequences.

1 SPEAKING Look at the photo of São Paulo. What does it tell you about the lives of people who live in this city?

2 2.34 Read and listen to the dialogue. Who do you agree with more, the boy or the girl?

Girl What are you doing?
Boy I'm doing my geography project. Look at this photo. It's shocking that some people have so much and others have so little! The world would be much better if money didn't exist.
Girl What do you mean? If money didn't exist, how would you buy things?
Boy If you needed something, you would make it. If you couldn't make it, you would swap with somebody else.
Girl So if I wanted a new mobile phone, how would I get it?
Boy You don't need things like that! I'm talking about essentials: food, clothes, that kind of thing. At the moment, millions of people haven't even got those.
Girl If money didn't exist, life wouldn't be better for poor people.
Boy No? I think it would. If nobody had any money, everybody would be equal.

3 Read the Learn this! box and complete rule a with *infinitive*, *past simple* and *would*. Use the examples to help you. Then find seven second conditional sentences in the dialogue in exercise 2.

LEARN THIS! Second conditional

a We use the second conditional to describe an imaginary situation or event and its result.
If shops didn't exist, we would buy everything online.
imaginary situation result
We use the [1]_____ in the *if* clause and we use [2]_____ + [3]_____ in the main clause.

b We can put the main clause first.
I'd buy you a present if I had enough money.

c We use *could* to mean *would + be able to*. It is also the past simple of *can*.
If I won the lottery, I could stop work.
If she could speak English, she'd get a job in the USA.

Grammar Builder 7B page 136

4 Match 1–6 with a–f and make second conditional sentences using the correct form of the verbs in brackets.

1 If I _____ (need) money, _____
2 If tablet computers _____ (not cost) so much, _____
3 I _____ (be) upset _____
4 I _____ (can) buy clothes really cheaply _____
5 If I _____ (have) a credit card, _____
6 If I _____ (not have) a mobile phone, _____

a I _____ (ask) my dad to buy one for me.
b I _____ (can) shop online.
c if I _____ (shop) at the charity shop.
d I _____ (get) a holiday job.
e I _____ (use) my mum's laptop to send messages.
f if the coffee shop in my village _____ (close).

5 Complete the money tips with the second conditional. Use the correct form of the verbs below.

can get make save sell swap

Money tips!

! Cosmetics are not cheap. You [1]_____ a fortune if you [2]_____ your own. Olive oil, salt and lemon are three cheap and effective ingredients.
! Clothes shopping costs a lot of money. If you [3]_____ clothes with your friends, all of you [4]_____ something new to wear – for free!
! How many old books, DVDs and games have you got on your shelves? If you [5]_____ them all online, you [6]_____ use the money to buy new ones!

6 Think about the questions below and make notes.

What would you do if ...
1 there were no shops in your town?
2 you had a rich relative's credit card?
3 a shop assistant gave you too much change?
4 you saw somebody stealing from a shop?
5 you needed to earn money during the summer holiday?
6 you won €1 million?
7 you could have a free holiday anywhere in the world?
8 a friend needed money to buy some new clothes?

7 SPEAKING Work in pairs. Ask and answer the questions in exercise 6.

What would you do if there were no shops in your town?

I'd do all my shopping online. What about you?

✓0
What would you do if you... a wallet in the street?
A
find
B
would find
C
will find
D
found
1 of 12
Second Conditional Test
by Mkurkova1
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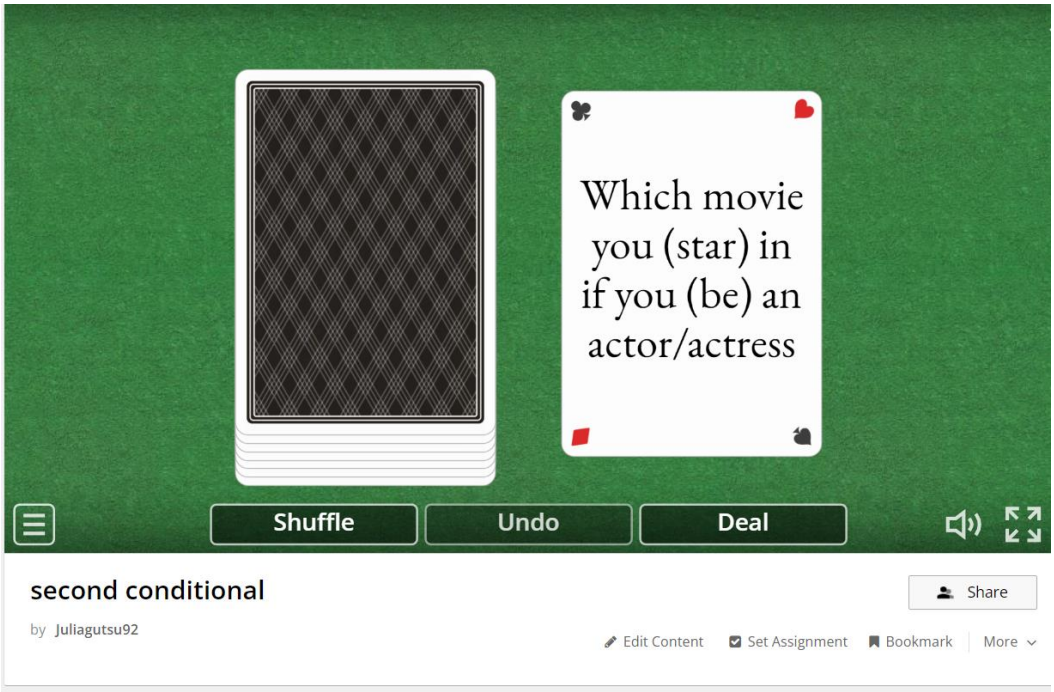
Which movie you (star) in if you (be) an actor/actress
Shuffle
Undo
Deal
second conditional
by Juliagutsu92
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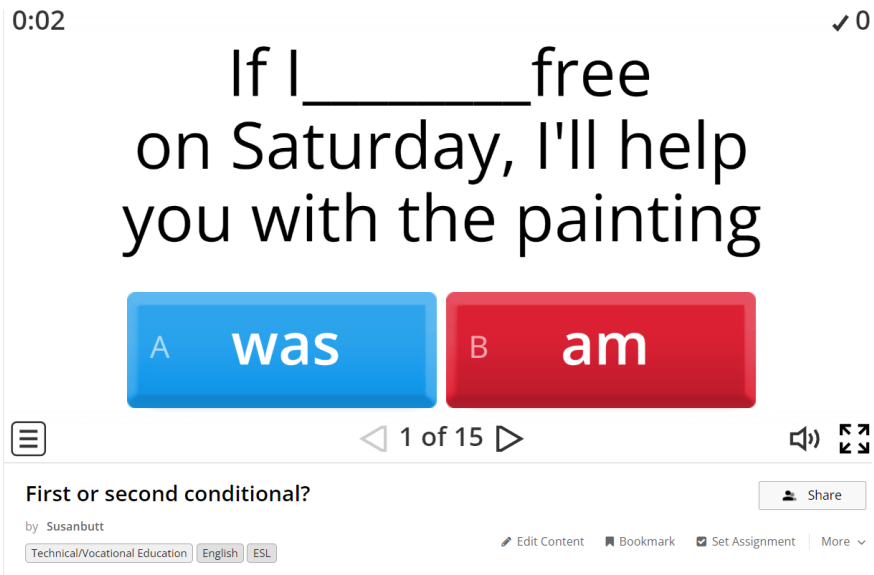
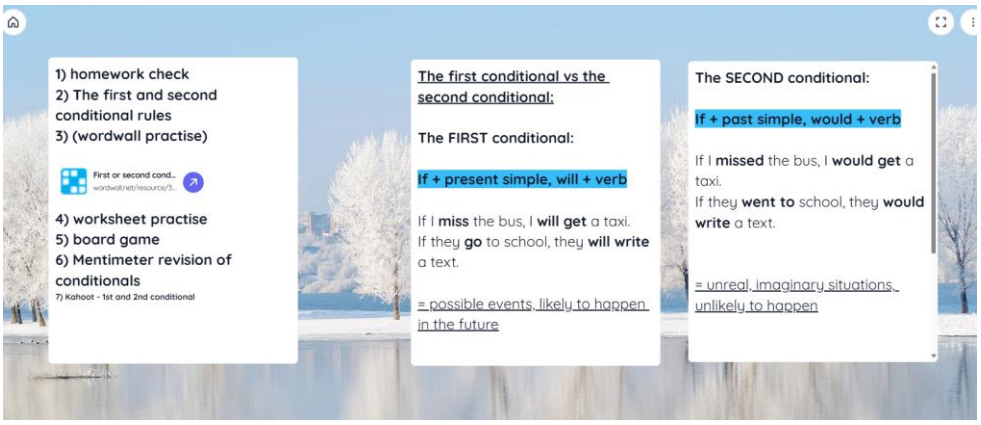
LESSON PLAN 6

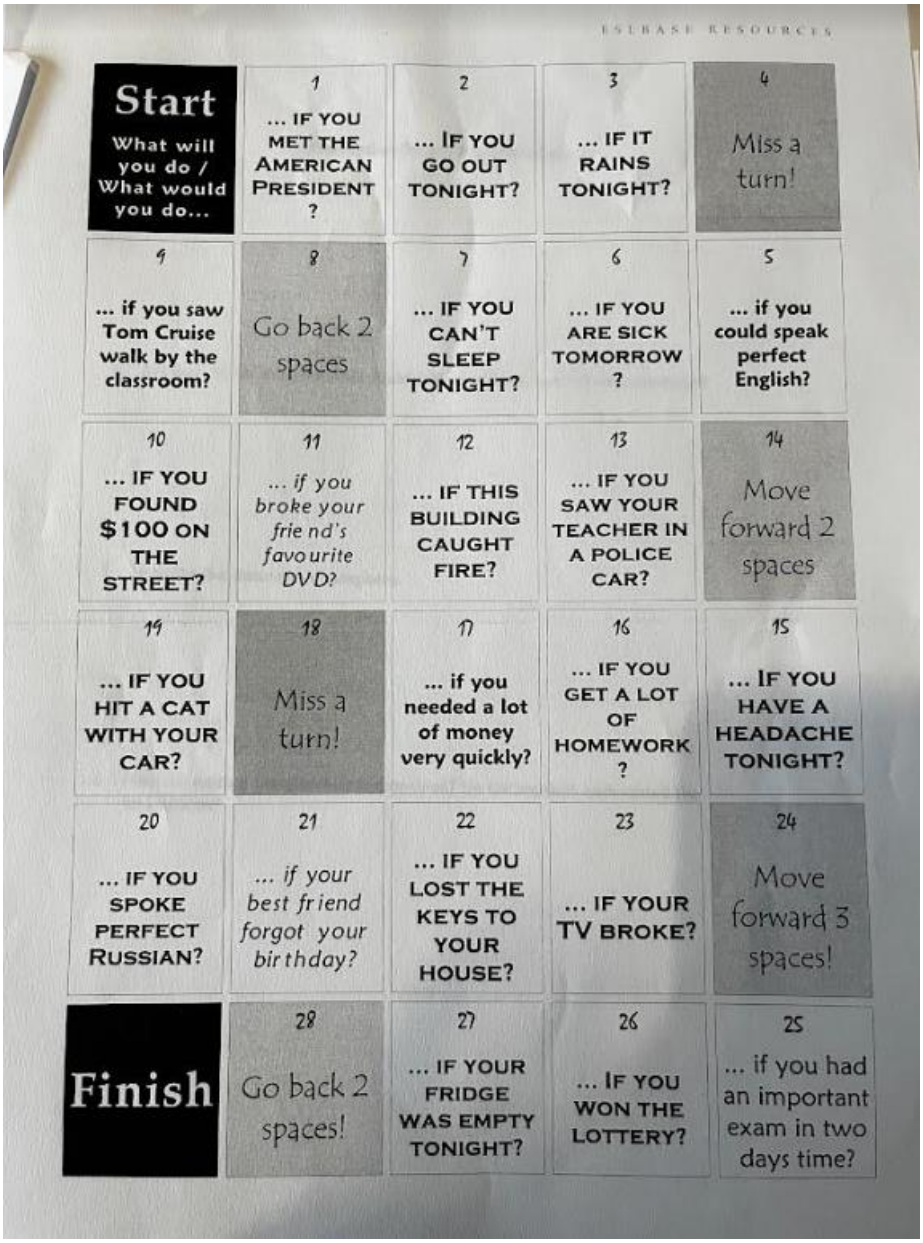
Subject: writing, speaking, grammar
Date and time of the lesson: 12.1. 2024,7:10-55
Class: 2F
Topic: Second conditional/ First conditional
Number of learners: 16
Lesson objectives:
Remember: Learners recall rules for the second conditional and first conditional
Apply: Learners implement the usage of the second conditional and first conditional into writing activity and speaking activity
Create: Learners produce and form sentences using the first and second conditional
Didactic materials used:
workbooks, Mentimeter, Wordwall, Classroom screen, board game, worksheet

TIME	CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL
7:10-7:15	**Homework check** - Workbook – 75/3,4	**Met.:** Direct method **Act. Type:** grammar – forming sentences **Gr.:** whole-class **Mat.:** workbook
7:15-20	**Rules – the first and second conditional** - explaining the rules of the first and second conditional using the Classroomscreen	**Met.:** Direct method, Grammar translation **Act. Type:** grammar-rules **Gr.:** whole class **Mat.:** Classroom screen
7:20-27	**Wordwall – practice** - The learners practice forming sentences in the first and second conditional	**Met.:** communicative language learning, direct method, grammar translation **Act.** Type: grammar – forming sentences **Gr.:** whole-class **Mat.:** Wordwall
7:27-40	**Board game – the first and second conditional** - The learners play board game and form questions and answers in the first and second conditional	**Met.:** direct method, communicative language learning **Act. Type:** grammar – forming questions, speaking - discussion **Gr.:** pair work **Mat.:** Board game
7:40-50	**Mentimeter** - making sentences and multiple choice (the first and the second conditional) The learners make sentences on their own	**Met.:** direct method/communicative language learning, grammar translation **Act. Type:** writing – forming sentences**,** multiple choice **Gr.:** whole class **Mat.:** Mentimeter

7:50-55	**HW – workbook 75/3,4**	




1) homework check
2) The first and second conditional rules
3) (wordwall practise)
First or second cond..
4) worksheet practise
5) board game
6) Mentimeter revision of conditionals
7) Kahoot - 1st and 2nd conditional
The first conditional vs the second conditional:
The FIRST conditional:
If + present simple, will + verb
If I miss the bus, I will get a taxi.
If they go to school, they will write a text.
= possible events, likely to happen in the future
The SECOND conditional:
If + past simple, would + verb
If I missed the bus, I would get a taxi.
If they went to school, they would write a text.
= unreal, imaginary situations, unlikely to happen


ESLBASE RESOURCES
Start
What will you do / What would you do...
1
... IF YOU MET THE AMERICAN PRESIDENT?
2
... IF YOU GO OUT TONIGHT?
3
... IF IT RAINS TONIGHT?
4
Miss a turn!
9
... if you saw Tom Cruise walk by the classroom?
8
Go back 2 spaces
7
... IF YOU CAN'T SLEEP TONIGHT?
6
... IF YOU ARE SICK TOMORROW?
5
... if you could speak perfect English?
10
... IF YOU FOUND $100 ON THE STREET?
11
... if you broke your friend's favourite DVD?
12
... IF THIS BUILDING CAUGHT FIRE?
13
... IF YOU SAW YOUR TEACHER IN A POLICE CAR?
14
Move forward 2 spaces
19
... IF YOU HIT A CAT WITH YOUR CAR?
18
Miss a turn!
17
... if you needed a lot of money very quickly?
16
... IF YOU GET A LOT OF HOMEWORK?
15
... IF YOU HAVE A HEADACHE TONIGHT?
20
... IF YOU SPOKE PERFECT RUSSIAN?
21
... if your best friend forgot your birthday?
22
... IF YOU LOST THE KEYS TO YOUR HOUSE?
23
... IF YOUR TV BROKE?
24
Move forward 3 spaces!
Finish
28
Go back 2 spaces!
27
... IF YOUR FRIDGE WAS EMPTY TONIGHT?
26
... IF YOU WON THE LOTTERY?
25
... if you had an important exam in two days time?

7B Grammar

Second conditional

I can talk about imaginary situations and their consequences.

1 Complete the second conditional sentences with the correct form of the verbs below.

be can feel have help not stay up not take win

1 If you had a problem, I _____ you.
2 If I _____ more time, I'd see more of my friends.
3 I _____ the bus to school if I had a bike.
4 If you _____ so late, you wouldn't be so tired in the morning.
5 How _____ you _____ if Sam didn't invite you to his party?
6 My parents _____ cross if I didn't revise for my exams.
7 You _____ afford a new mobile if you didn't waste your money on DVDs and games.
8 If I _____ the lottery, I'd buy my mum a new car.

2 Complete the money-saving tips with the correct form of the verbs in brackets.

READERS' top tips!

We asked readers what they would do if they needed to save money. Here are their ideas!

1 If we _____ (drive) more slowly, we _____ (not use) so much petrol.
2 If we only _____ (buy) the food we needed, we _____ (not throw) so much food away.
3 If we _____ (borrow) books and DVDs from libraries, we _____ (not have to) buy them.
4 If we _____ (drink) water from the tap rather than bottled water, we _____ (save) a lot of money.
5 If everyone _____ (wear) an extra jumper or two in the winter, they _____ (can) turn down their heating and save money.
6 If degree courses _____ (be) shorter, students _____ (spend) less on tuition fees and accommodation.
7 If we _____ (turn off) the lights every time we left a room, we _____ (not use) so much electricity.

3 Complete the second conditional questions in the quiz below with the correct form of the verbs in brackets. Then do the quiz.

What would you do if …

1 you _____ (see) a road accident?
- ☐ film it on my mobile
- ☐ call the police
- ☐ help the people in the accident

2 your friend _____ (give) you a present that you _____ (not like)?
- ☐ throw it away
- ☐ ask your friend to change it
- ☐ keep it and say nothing

3 you _____ (can) speak perfect English?
- ☐ move to Britain or the USA
- ☐ become an interpreter
- ☐ learn more languages

4 you _____ (know) that a classmate was cheating in an exam?
- ☐ tell the teacher
- ☐ talk to the classmate about it
- ☐ nothing

5 you _____ (break) your friend's mobile?
- ☐ give him / her your mobile
- ☐ buy a new one
- ☐ say that you didn't break it

6 you _____ (find) €100 in school?
- ☐ keep it
- ☐ give it to a teacher
- ☐ give it to a charity

4 Now write your answers to the quiz in exercise 3 as conditional sentences.

1 If I saw a road accident, I'd _____
2 _____
3 _____
4 _____
5 _____
6 _____

First vs Second Conditional

Name: _____ **Result:** __/18 **Date:** __/__/20__

1. If he ___goes___, it will be by the mail. **(go)**
2. I wouldn't try it if I ___thought___ otherwise. **(think)**
3. If you _____ me I'll support you. **(support)**
4. You will grow fat if you _____. **(sing)**
5. I will send them to you, if you _____ it. **(wish)**
6. What would you do if you _____ her? **(not/find)**
7. They will be angry if I _____ it. **(not/learn)**
8. But you'll get along if you _____ your eye. **(mind)**
9. But they will tell you, if you _____ them. **(ask)**
10. I don't suppose they'd know if he _____. **(do)**
11. If I _____ I will tell you. **(find out)**
12. I'll try if I _____ all the things I used to know. **(know)**
13. If I _____, I would not tell you. **(have)**
14. If you _____ you would have no service. **(refuse)**
15. He will have a fine city if they _____. **(work)**
16. If I _____ I could not be here. **(be)**
17. If I _____ him, I'll fetch him. **(see)**
18. She would be so angry if she _____. **(know)**
19. If you _____ me, it would die. **(lose)**
20. What would he say if he _____ you in such a way? **(find)**

LESSON PLAN 7

Subject: grammar, writing
Date and time of the lesson: 15.1. 2024, 11:55-12:35
Class: 2F
Topic: Unit 5,6,7 revision
Number of learners: 15
Lesson objectives:
Remember: Learners recall the rules of the first and second conditional
Understand: Learners explain the difference between the first and the second conditional
Evaluate: Learners check the understanding of the grammar from units 5-7 according to the mock test and its results
Create: Learners produce sentences explaining various vocabulary from units 5-7
Learners produce sentences using the grammar from units 5-7

Didactic materials used:
Workbook, textbook, worksheets, Classroom screen

TIME	CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL
11:50-55	**HW check** - Learners check the homework according to the key provided by the teacher	**Met.** direct, grammar translation **Act. Type:** grammar – forming sentences, writing, speaking - discussion **Gr.:** whole class teaching **Mat.:** worksheet
11:55-12:10	**Worksheet revision** Learners explain various vocabulary from units 5-7 using their own words Learners ask their classmates questions including the grammar and vocabulary from units 5-7 Learners use their textbooks and workbooks in case of misunderstanding	**Met.** Task-based, direct, communicative language learning **Act. Type:** speaking – forming sentences, explanation, discussion **Gr.:** pair work **Mat.:** worksheet, textbooks, workbooks
12:10-25	**Mock test** Learners write mock test concerning the grammar and vocabulary from the units 5-7	**Met.** Task-based, instruction-based, direct method **Act. Type:** writing a test **Gr.:** individual work **Mat.:** worksheets
12:25-35	**Correcting the tests** The learners swap the tests with their neighbour and correct the mistakes according to the key provided by the key. They also grade it.	**Met. instruction-based, direct method** **Act. Type:** writing – correcting mistakes **Gr.:** individual work **Mat.:** worksheets/ classroom screen

Key:

1. c. ate
2. a. has never travelled
3. a. will rain
4. b. visited
5. a. have not started
6. b. have just seen
7. b. are going to travel
8. b. has studied

2. jeweller's, newsagent's, stationer's, a cosmetics store
3.

1 Tom WILL DO that if you pay him to do it.
2 If he is absent, we WON'T HAVE an English test.
3 If I WERE you, I would trust her.
4 If you don't start at once, you WILL BE late.
5 If today was Sunday, I WOULD GO fishing.

4. A c b

2. jeweller's, newsagent's, stationer's, a cosmetics store
3.

1 Tom WILL DO that if you pay him to do it.
2 If he is absent, we WON'T HAVE an English test.
3 If I WERE you, I would trust her.
4 If you don't start at once, you WILL BE late.
5 If today was Sunday, I WOULD GO fishing.

4. A,c,b

20-17.....1
16-14.....2
13-11.....3
10-8.....4
7-0.....5

Revision Unit – 5, 6, 7

Student A

1. **Guess the word: describe the words using your own words to your classmate, do not use the given word!**

Hairdresser, engineer, rewarding, estate agent, submarine, spectacular, refund

2. **Speaking questions:**
   What would you do if you lost your boarding pass?
   Have you ever had any problems during the security check?
   Did you run out of money after Christmas shopping?

Mock test:

1) Verb tenses. Instructions: Choose the correct option for each sentence. Be careful with the verb tenses – present perfect simple, past simple, will, or going to.

1. Yesterday, I _____ (eat) sushi for the first time.

   a. eat b. eating c. ate d. have eaten

2. She _____ (never/travel) to Asia before her recent trip to Japan.

   a. has never travelled b. never travelled c. never travels d. had never travelled

3. I think it _____ (rain) later, so you might need an umbrella.

   a. will rain b. is raining c. rains d. rain

4. We _____ (visit) the museum last weekend.

   a. visit b. visited c. will visit d. are visiting

5. They _____ (not/start) the project yet.

   a. have not started b. did not start c. not start d. will not start

6. I _____ (just/see) a movie at the cinema.

   a. will just see b. have just seen c. just saw d. am just seeing

7. Next summer, we _____ (travel) to Europe.

   a. are going to travel b. will travel c. travelled d. have travelled

8. She _____ (study) for the exam for hours.

   a. studied b. has studied c. studies d. will study

2) Vocabulary – shops and services. Write down a shop or service which fits the description.

1. a shop selling necklaces, bracelets and rings =

2. a shop that sells newspapers and magazines =

3. a shop which sells pens, paper, envelopes =

4. a shop where you can buy some make-up, shampoos, etc. =

3) The first or second conditional.

Complete the sentences with the correct form of the verb in brackets.

1 Tom _____ **(DO)** that if you pay him to do it.

2 If he is absent, we _____ **(NOT HAVE)** an English test.

3 If I _____ **(BE)** you, I would trust her.

4 If you don't start at once, you _____ **(BE)** late.

5 If today was Sunday, I _____ **(GO)** fishing.

4. Linking words

Instructions: Choose the appropriate linking word to complete each sentence.

1. I love playing basketball; _____, my brother prefers soccer.

a. however

b. therefore

c. in addition

d. consequently

2. We had a great time at the party; _____, it was too loud.

a. meanwhile

b. nevertheless

c. on the other hand

d. otherwise

3. She enjoys cooking; _____, she often tries out new recipes.

a. on the contrary

b. therefore

c. meanwhile

d. similarly

Revision Unit – 5, 6, 7

Student B

1. **Guess the word: describe the words using your own words to your classmate, do not use the given word!**

Solicitor, sports coach, repetitive, locksmith, multicoloured, crowded, receipt

1. **Speaking questions:**
   What would you do if you lost your hand luggage?
   Have you ever had any problems during the flight?
   Are you going to look for a summer job in the future?

Mock test:

1) Instructions: Choose the correct option for each sentence. Be careful with the verb tenses – present perfect simple, past simple, will, or going to.

1. Yesterday, I _____ (eat) sushi for the first time.

   a. eat b. eating c. ate d. have eaten

2. She _____ (never/travel) to Asia before her recent trip to Japan.

   a. has never travelled b. never travelled c. never travels d. had never travelled

3. I think it _____ (rain) later, so you might need an umbrella.

   a. will rain b. is raining c. rains d. rain

4. We _____ (visit) the museum last weekend.

   a. visit b. visited c. will visit d. are visiting

5. They _____ (not/start) the project yet.

   a. have not started b. did not start c. not start d. will not start

6. I _____ (just/see) a movie at the cinema.

   a. will just see b. have just seen c. just saw d. am just seeing

7. Next summer, we _____ (travel) to Europe.

   a. are going to travel b. will travel c. travelled d. have travelled

8. She _____ (study) for the exam for hours.

   a. studied b. has studied c. studies d. will study

2) Vocabulary – shops and services. Write down a shop or service which fits the description.

1. a shop selling necklaces, bracelets and rings =

2. a shop that sells newspapers and magazines =

3. a shop which sells pens, paper, envelopes =

4. a shop where you can buy some make-up, shampoos, etc. =

3) The first or second conditional.

Complete the sentences with the correct form of the verb in brackets.

1 Tom _____ **(DO)** that if you pay him to do it.

2 If he is absent, we _____ **(NOT HAVE)** an English test.

3 If I _____ **(BE)** you, I would trust her.

4 If you don't start at once, you _____ **(BE)** late.

5 If today was Sunday, I _____ **(GO)** fishing.

4. Linking words

Instructions: Choose the appropriate linking word to complete each sentence.

1. I love playing basketball; _____, my brother prefers soccer.

a. however

b. therefore

c. in addition

d. consequently

2. We had a great time at the party; _____, it was too loud.

a. meanwhile

b. nevertheless

c. on the other hand

d. otherwise

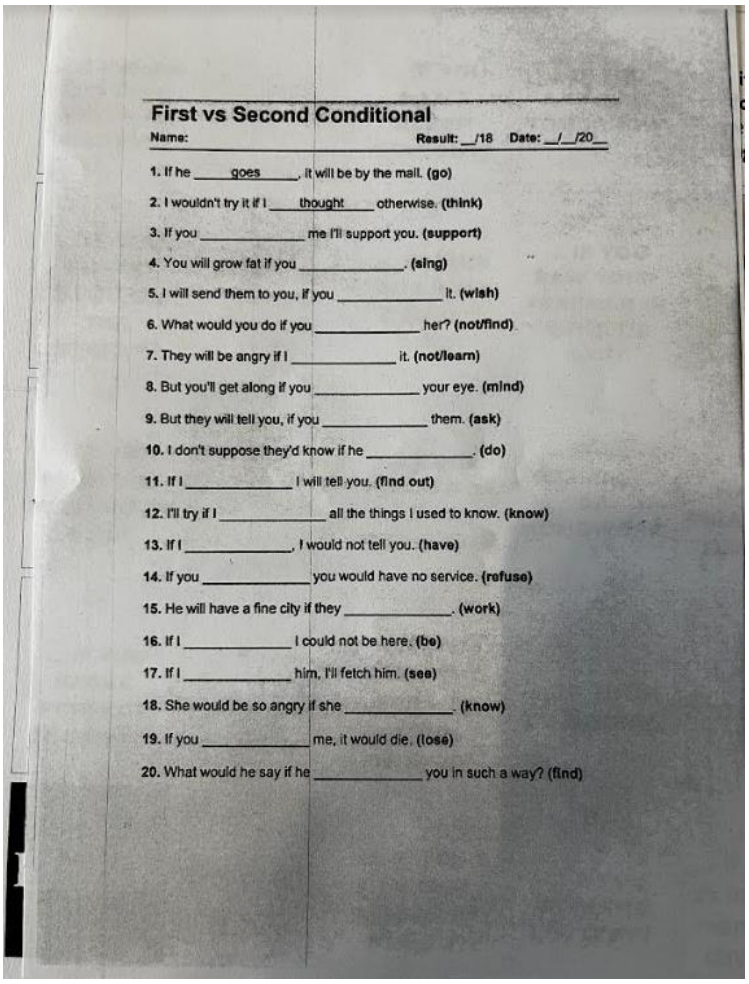
3. She enjoys cooking; _____, she often tries out new recipes.

a. on the contrary

b. therefore

c. meanwhile

d. similarly



First vs Second Conditional

Name: Result: __/18 Date: __/__/20__

1. If he ___goes___, it will be by the mail. **(go)**
2. I wouldn't try it if I ___thought___ otherwise. **(think)**
3. If you _____ me I'll support you. **(support)**
4. You will grow fat if you _____. **(sing)**
5. I will send them to you, if you _____ it. **(wish)**
6. What would you do if you _____ her? **(not/find)**
7. They will be angry if I _____ it. **(not/learn)**
8. But you'll get along if you _____ your eye. **(mind)**
9. But they will tell you, if you _____ them. **(ask)**
10. I don't suppose they'd know if he _____. **(do)**
11. If I _____ I will tell you. **(find out)**
12. I'll try if I _____ all the things I used to know. **(know)**
13. If I _____, I would not tell you. **(have)**
14. If you _____ you would have no service. **(refuse)**
15. He will have a fine city if they _____. **(work)**
16. If I _____ I could not be here. **(be)**
17. If I _____ him, I'll fetch him. **(see)**
18. She would be so angry if she _____. **(know)**
19. If you _____ me, it would die. **(lose)**
20. What would he say if he _____ you in such a way? **(find)**

LESSON PLAN 8

CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL
- **Test instructions (5 min)** - The learners are told the instructions to each exercise in the test	**Met.** Instruction-based **Act. Type:** Telling the instructions **Gr.:** individual work/ whole class **Mat.:** tests
Writing a test (40 min) - The learners write the final test	**Met.** Instruction-based **Act. Type:** writing – tests (gap-filling, multiple choice), writing a particular piece of text **Gr.:** individual work **Mat.:** tests
Extra activity: Reading Bridge - If some learners finish writing the test earlier, they can read some articles in the magazine Bridge	**Met.:** direct method **Act. Type:** reading articles **Gr.:** individual work **Mat.:** Bridge

3. Not many people visit this area – it's very touristy / remote.
4. Cathy wants to become a journalist. However, / Therefore her father wants her to work in the family
5. I noticed an application / advertisement for an interesting job at a fast-food restaurant.

4. Complete the sentences with the correct form of the words in brackets. There are two extra words you don't need.

obtain	deal	cathedral	misunderstand	remote	cabin crew	enclose	possess
mosque	crowded	mistype	available	receipt	estate agent's		

1. When I applied for the job I forgot to ___enclose___ my CV.
2. Ladies and Gentlemen, on behalf of the ___cabin crew___ I would like to welcome you on Ryanair Flight 86A.
3. He always talks in a clear way so that nobody can ___misunderstand___ him.
4. We went to the ___estate agent's___ to ask about available flats for rent.
5. We couldn't see the Mona Lisa paining because the museum was so ___crowded___
6. I ___possess___ all the necessary qualities for the post.
7. People often ___mistype___ my surname, so instead of Neummann they write Neuman.
8. I would not like to have a job where you have to ___deal___ the public.
9. You can ___obtain___ more details from the Ministry of Education.
10. We don't have a ___mosque___ in our town, so the few Muslims in our community drive to a nearby city to worship.
11. I live in a ___remote___ corner of Scotland, miles from the nearest shop.
12. I could got get a refund because I did not have the ___receipt___

Writing:

3,5 - grammar
3,5 - vocabulary
2 - žadní správně
16 studentů

" If I had € 1 million to spend but couldn't spend it on myself..."

Write at least three ways to spend the money.

Explain what effect the money would have and give reasons.

Write at least 120 words.

POLOLETNÍ TEST – DRUHÝ ROČNÍK

1. Complete the sentences with correct form of the verb.

1 I ___have never eaten___ (never / eat) a better pizza than this one – it's amazing!
2 I promise I ___will help___ (help) you with your homework.
3 If Emma ___gets___ (get) a part in the play, my sisters and I will buy tickets to see it.
4 Tom ___isn't going to go___ (not / go) to the Czech Republic in 2010, but in 2011
5 My sister ___hasn't seen___ (not / see) my new car yet.
6 I will quit my job if I ___don't get___ (not / get) a pay rise.
7 ___Has ever visited___ (your mother / ever / visit) America?
8 , We've run out of milk.' , I know I ___will buy___ (buy) some this afternoon. It's already on the shopping list.'
9 James ___bought___ (buy) a new CD last weekend.
10 My sister ___didn't see___ (not see) the documentary on TV last night.
11 If I ___were___ (be) you, I'd put the desk by the window.
12 , I don't understand this German exercise.' , ___May___ I help you?
13 I will give you some money if you ___don't have___ (not / have) enough to pay for the tickets.
14 You look tired – sit down and I ___will make___ (make) you a cup of tea.
15 (It's 7:50 am. you are calling your boss, because an important meeting starts at 8 am) , I am stuck in the traffic jam, there are so many cars in front of us, it's not moving at all. I ___am not going to___ (not/ be) there on time.'
16 I ___would bring___ (bring) all of my friends to live with me, If I lived in a big house!

2. Complete the compound nouns in the sentences.

1 When I was flying to the US, I asked the flight ___attendant___ for many drinks.
2 I put on a lot of sun cream, but still I got sun ___burn___ and now I am all red.
3 I prefer to sit in a ___window___ seat on a plane so I can see the view.
4 My mum only takes ___hand___ luggage on the plane, so she doesn't have to wait for her bag at the airport.
5 I think waiting in the departure ___hall lounge___ at the airport is a bit boring.
6 Waiting to get your suitcase from the baggage ___carousel___ can take a long time.
7 Hotels and restaurants are much more expensive during high ___seasons___.
8 I did not know how much the T-shirt cost, because there was no price ___tag___.

3. Circle the correct words to complete the sentences.

1. Working as a delivery pizza man is quite stressful. **Nevertheless,** / In addition it is badly paid.
2. The job of gardener is quite challenging and skilled. **In spite of this** / Not only that it is well paid.

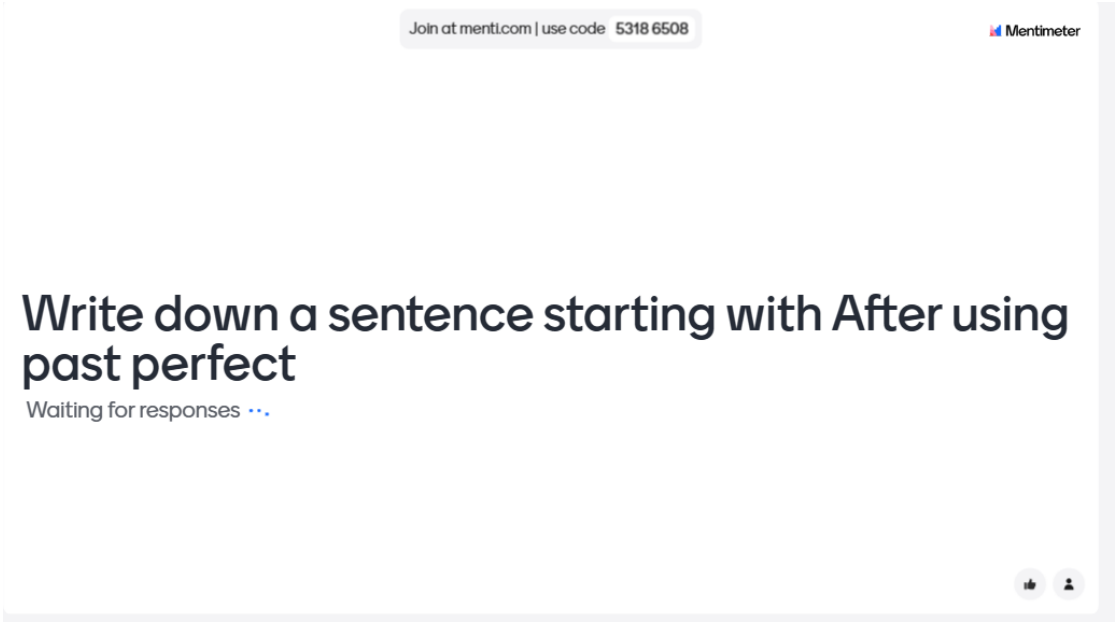
LESSON PLAN 9

Subject: English – grammar, vocabulary
Date and time of the lesson: 22. 1. 2024
Class: 2F
Topic: Final revision test correction, past perfect
Number of learners: 16
Lesson objectives:
Understand: Learners rewrite the sentences including mistakes made in the test and provide correct solutions.
Analyze: Learners modify the sentences including mistakes.
Evaluate: Learners check the scores in the tests. Learners check the correct answers with the teacher.
Create: Learners transform sentences using past perfect. The learners create sentences starting with After using past perfect
Didactic materials used:
Worksheets, textbooks, Classroom screen, Mentimeter

TIME	CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL
13:10-15	**Test distribution** - The learners are given tests and they check the points according to the table provided	**Met.** Instruction-based **Act. Type:** Score check **Gr.:** individual work/ whole class **Mat.:** tests
13:15-30	**Test correction** - The learners work in pairs and correct the mistakes in the worksheets - Checking with the teacher	**Met.:** Direct method, communicative language teaching **Act. Type:** grammar, vocabulary – correcting mistakes **Gr.:** pair work **Mat.:** Microsoft Word/ worksheets
13:30-40	**Checking** - The learners come to the board and correct the sentences on the computer - The teacher provides clarification if necessary	**Met.:** direct method, communicative language teaching **Act. Type:** grammar, vocabulary – correcting mistakes **Gr.: whole class** **Mat.:** Microsoft word, worksheets
13:40-50	**Past perfect explanation** - The learners are provided with the new topic and the teacher explains the rules. - The learners fill in the exercise in the textbook and transform the sentences - 78/5	**Met.:** direct method, communicative language teaching, grammar translation **Act. Type:** grammar – sentence transformation **Gr.:** whole class/ individual work **Mat.:** textbook/ Classroom screen

13:50-55	**Mentimeter – reflective activity** - The learners write down sentences in past perfect starting with After **Homework instructions**	**Met.:** direct method, communicative language teaching, grammar translation **Act. Type:** writing – writing sentences **Gr.:** whole class/ individual work **Mat.:** Mentimeter **Met.** Instruction-based **Act. Type:** filling in gaps **Gr.** Whole class **Mat.:** Workbook

Past perfect = předminulý čas
had/ hadn't + past participle
past perfect past simple now future
after, when, before
an event that happened earlier than the other event
e.g. After I had parked my car, I went to the shop.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Mentimeter
Write down a sentence starting with After using past perfect
Waiting for responses

Buried treasure

In November 2013, James Howells started searching an enormous rubbish dump. He was looking for a computer hard drive which he had thrown away three months earlier. The hard drive contained 7,500 bitcoins (a virtual currency that people use online). He had bought the bitcoins for almost nothing in 2009, but by 2013 the value of a single bitcoin had risen to over $1,000. So, the value of Howells's collection had increased to $7.5 million.

In 2010, Howells, who works in IT, had taken his computer apart because he had spilled a drink on it. He had first kept the hard drive and had sold the other parts. When in 2013 he heard about the value of the virtual currency, it was too late. He had thrown the hard drive away! He had totally forgotten about the bitcoins. Howells never found the hard drive – and unfortunately, he hadn't saved any of his data.

1 Read the text. Where is Howells's hard drive? How much is it worth? Did he find it?

2 Look at the examples of the past perfect highlighted in the text in exercise 2. Find all the other examples. Complete rule a in the Learn this! box.

LEARN THIS! Past perfect

a We form the past perfect with ¹_____ or ²_____ and the past participle.

b We use the past perfect when we are already talking about past events and we want to talk about an even earlier event.

When I got to the classroom, the lesson had started.

c We often use the past perfect with *after* or *when*.

When I got to the bus station, the bus had already left.
After I'd called Maggie, I watched a film on TV.

3 Read rules b and c in the Learn this! box. Explain the difference in meaning between the sentences below.

1 When he threw away the computer, Howells forgot about the bitcoins.
2 When he threw away the computer, Howells had forgotten about the bitcoins.

Grammar Builder 7D page 136

4 Complete the sentences. Use the past perfect form of the verbs in brackets. Remember that *go* can have two past participles. (See Look out! box on page 64.)

1 After I _____ (leave) the newsagent's, I realised I _____ (forget) to buy a paper.
2 I didn't know that deli was so expensive. I _____ never _____ (buy) anything there before.
3 When I got to the shopping centre, most of the shops _____ already _____. (close)
4 We didn't have any bread because I _____ (not go) to the baker's.
5 My sister wasn't there when I got home because she _____ (go) to the cinema.

5 USE OF ENGLISH Rewrite each pair of sentences as one sentence, using *after*.

1 I bought a lottery ticket. Then I went home.
After I'd bought a lottery ticket, I went home.
2 I went to the cosmetics store. Then I went to the hairdresser's.
3 I paid for the flowers. Then I left the shop.
4 Jim did some shopping. Then he caught the bus home.
5 My dad left university. Then he became a teacher.
6 The chemist's closed down. Then a charity shop opened in the same building.

6 Complete the text with the phrases below. Use the past perfect.

buy his ticket not check the numbers lose
lose his ticket win the lottery take the lottery company

When Martyn Tott learned that he ¹_____, he was, of course, delighted. He ²_____ months earlier at his local newsagent's. He ³_____ at the time, but he knew he was the winner because he always chose the same six numbers. But there was a problem. He ⁴_____! Martyn Tott's computer records proved that he was the winner, but the lottery company refused to pay him without a ticket. Two years later, he was almost penniless. He ⁵_____ to court, but ⁶_____ the battle. He said he wished he had never played the lottery!

7 Read the sentences below. Then think of explanations for the situation or event using the past perfect. What had happened?

1 A man was holding a lottery ticket and smiling.
2 The car drove onto the pavement and hit a lamp post.
3 A cleaner found a wallet under the seats in the cinema.
4 A security guard stopped a woman outside the department store.
5 The boy opened the envelope, read the letter and started to dance around.

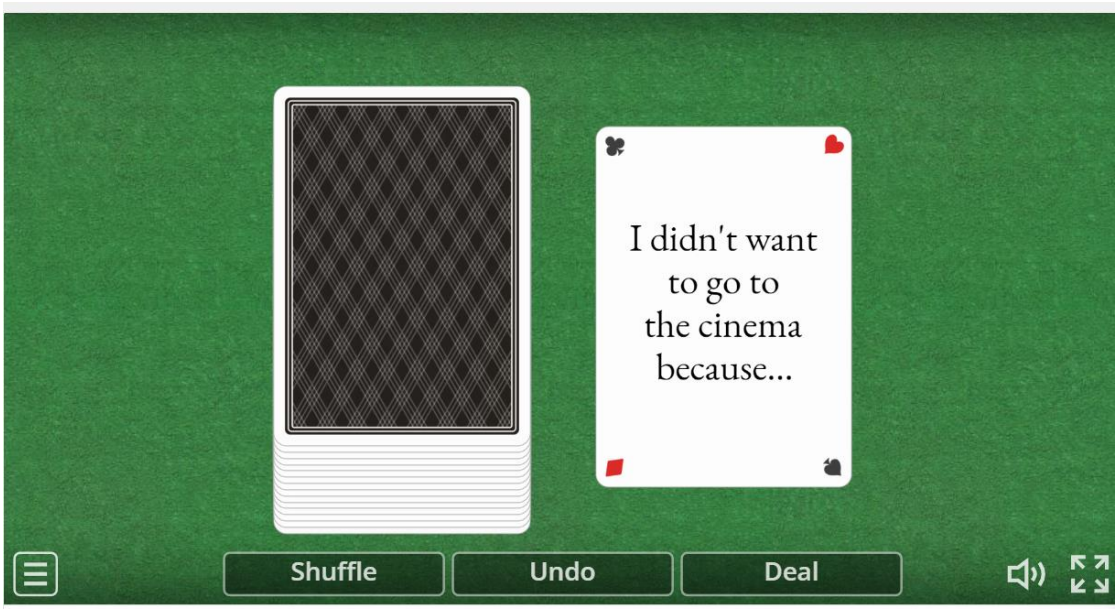
8 SPEAKING Take turns to ask and answer questions about the sentences in exercise 7.

Why was the man smiling? He had won some money.

LESSON PLAN 10

Subject: English – grammar
Date and time of the lesson: 24.1.2024
Class: 2F
Topic: past perfect
Number of learners: 15
Lesson objectives:
Remember: The learners recall the rules for past perfect.
Understand: The learners discuss the contrast between past simple and past perfect
Apply: The learners contrast past simple and past perfect
The learners implement the usage of past simple and past perfect in speaking activity
Apply: The learners contrast past simple and past perfect
The learners implement the usage of past simple and past perfect in speaking activity
Didactic materials used:
Worksheets, workbooks, Wordwall, Kahoot!, Classroom screen, Mentimeter

TIME	CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL
8:-8:05	**Homework Check** - The learners check their homework with the teacher 77/1,2	**Met.:** Direct method/ grammar translation **Act. Type:** homework check **Gr.:** whole class **Mat.:** workbook
8:05-12	**Wordwall practice** The learners practice past perfect by multiple-choice filling	**Met.:** Direct method, communicative language teaching, grammar translation **Act. Type:** grammar – multiple choice **Gr.:** whole class **Mat.:** Wordwall
8:12-8:19	**Wordwall practice** - The learners practice past perfect tense by completing the sentences	**Met.:** direct method, communicative language teaching **Act. Type:** grammar – finishing sentences **Gr.: whole class** **Mat.:** Wordwall
8:19-26	**Past perfect practice** - The learners practice past simple and past perfect	**Met.:** direct method, communicative language teaching, grammar translation **Act. Type:** grammar – matching, finishing sentences **Gr.:** whole class/ individual work **Mat.:** Worksheets
8:26-33	**Kahoot!** - Learners fill in gaps the right answers	**Met.:** direct method, communicative language teaching, grammar translation **Act. Type:** grammar – filling in gaps **Gr.:** whole class/ individual work **Mat.:** Mentimeter
8:33-45	**Homework – 77/4** - The learners are given homework	**Met.: instruction based** **Act. Type:** grammar – filling in gaps **Gr.:** whole class **Mat.:** workbook



Past Perfect

by **Gtrebejo**

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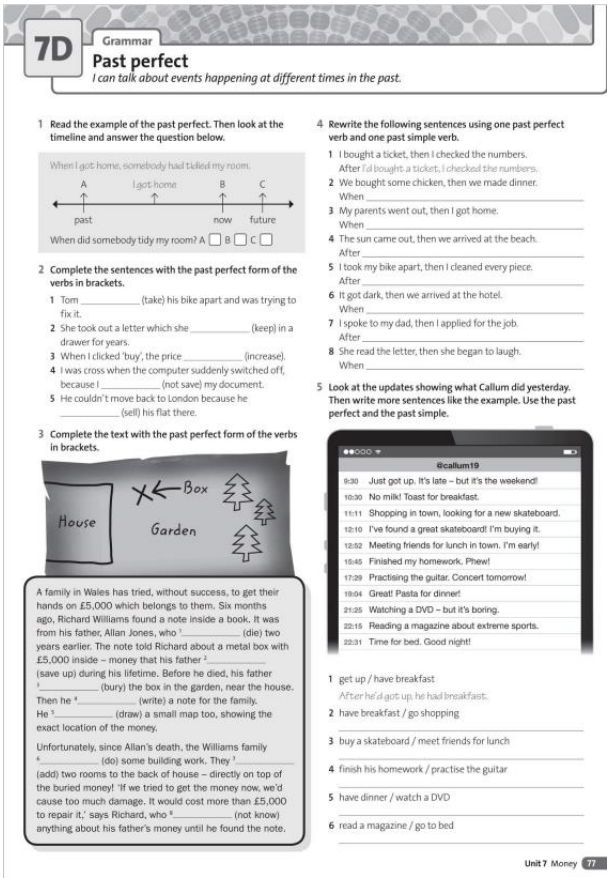


7D Grammar

Past perfect

I can talk about events happening at different times in the past.

1 **Read the example of the past perfect. Then look at the timeline and answer the question below.**

When I got home, somebody had tidied my room.

A – I got home – B – C

past | now | future

When did somebody tidy my room? A ☐ B ☐ C ☐

2 **Complete the sentences with the past perfect form of the verbs in brackets.**

1 Tom _____ (take) his bike apart and was trying to fix it.
2 She took out a letter which she _____ (keep) in a drawer for years.
3 When I clicked 'buy', the price _____ (increase).
4 I was cross when the computer suddenly switched off, because I _____ (not save) my document.
5 He couldn't move back to London because he _____ (sell) his flat there.

3 **Complete the text with the past perfect form of the verbs in brackets.**

A family in Wales has tried, without success, to get their hands on £5,000 which belongs to them. Six months ago, Richard Williams found a note inside a book. It was from his father, Allan Jones, who [1] _____ (die) two years earlier. The note told Richard about a metal box with £5,000 inside – money that his father [2] _____ (save up) during his lifetime. Before he died, his father [3] _____ (bury) the box in the garden, near the house. Then he [4] _____ (write) a note for the family. He [5] _____ (draw) a small map too, showing the exact location of the money.

Unfortunately, since Allan's death, the Williams family [6] _____ (do) some building work. They [7] _____ (add) two rooms to the back of house – directly on top of the buried money! 'If we tried to get the money now, we'd cause too much damage. It would cost more than £5,000 to repair it,' says Richard, who [8] _____ (not know) anything about his father's money until he found the note.

4 **Rewrite the following sentences using one past perfect verb and one past simple verb.**

1 I bought a ticket, then I checked the numbers.
After I'd bought a ticket, I checked the numbers.
2 We bought some chicken, then we made dinner.
When _____
3 My parents went out, then I got home.
When _____
4 The sun came out, then we arrived at the beach.
After _____
5 I took my bike apart, then I cleaned every piece.
After _____
6 It got dark, then we arrived at the hotel.
When _____
7 I spoke to my dad, then I applied for the job.
After _____
8 She read the letter, then she began to laugh.
When _____

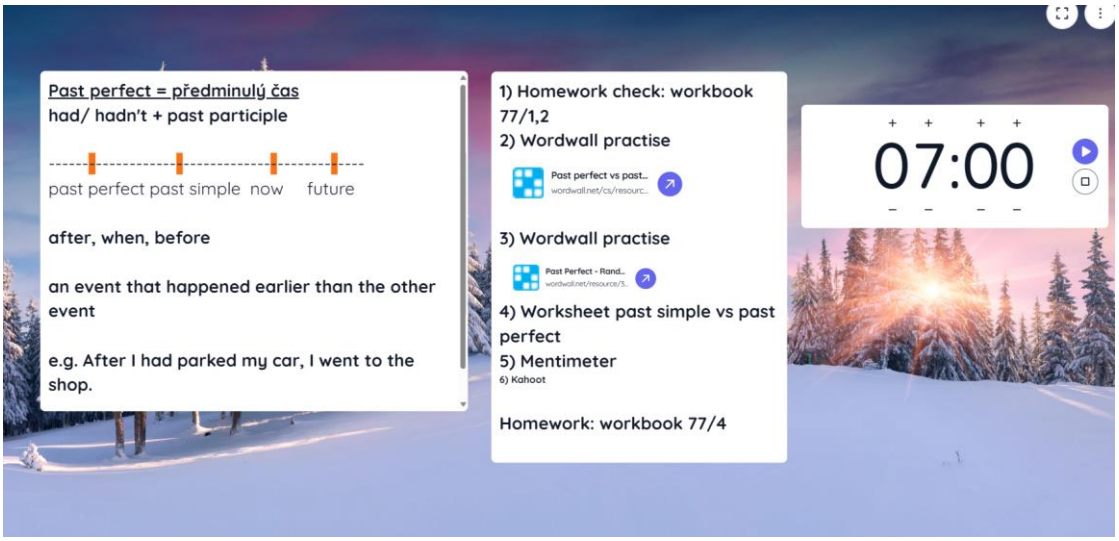
5 **Look at the updates showing what Callum did yesterday. Then write more sentences like the example. Use the past perfect and the past simple.**

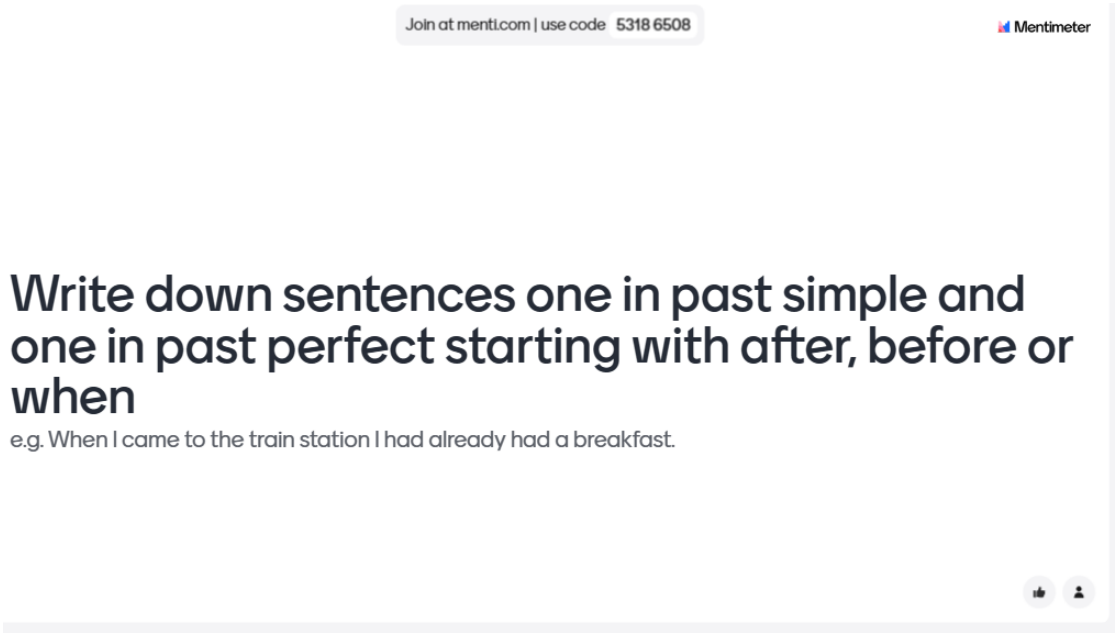
@callum19

9:30	Just got up. It's late – but it's the weekend!
10:30	No milk! Toast for breakfast.
11:11	Shopping in town, looking for a new skateboard.
12:10	I've found a great skateboard! I'm buying it.
12:52	Meeting friends for lunch in town. I'm early!
15:45	Finished my homework. Phew!
17:29	Practising the guitar. Concert tomorrow!
19:04	Great! Pasta for dinner!
21:25	Watching a DVD – but it's boring.
22:15	Reading a magazine about extreme sports.
22:31	Time for bed. Good night!

1 get up / have breakfast
After he'd got up, he had breakfast.
2 have breakfast / go shopping
_____
3 buy a skateboard / meet friends for lunch
_____
4 finish his homework / practise the guitar
_____
5 have dinner / watch a DVD
_____
6 read a magazine / go to bed
_____

Unit 7 Money 77


Past perfect = předminulý čas
had/ hadn't + past participle
past perfect past simple now future
after, when, before
an event that happened earlier than the other event
e.g. After I had parked my car, I went to the shop.
1) Homework check: workbook 77/1,2
2) Wordwall practise
Past perfect vs past...
3) Wordwall practise
Past Perfect - Rand...
4) Worksheet past simple vs past perfect
5) Mentimeter
6) Kahoot
Homework: workbook 77/4
07:00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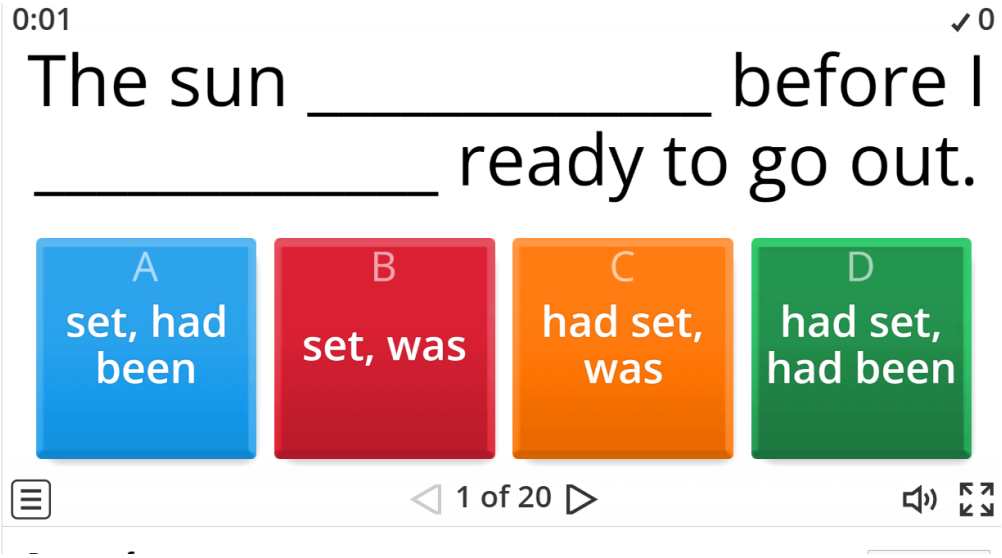
Mentimeter
Write down sentences one in past simple and one in past perfect starting with after, before or when
e.g. When I came to the train station I had already had a breakfast.



Lesson plans (traditional group)

LESSON PLAN 1

Subject: Vocabulary, grammar, speaking, writing **Date and time of the lesson: 13.12. 2023** **Class: 3A** **Topic: Unit 1 - revision** **Number of learners: 11** **Lesson objective** Remember: Learners recall new vocabulary Understand: Learners describe the meaning of given vocabulary Analyze: Learners compare the usage of past tenses Learners differentiate the usage of used to/ get used to Evaluate: Learners assess their knowledge based on the final score in Mock test **Didactic materials used:** **Textbook, workbook, worksheets**		
TIME	**CONTENT**	**METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL**

8:55 – 9:05	Vocabulary revision Describing vocabulary	**Met.** Communicative learning/ critical thinking **Act. Type:** speaking, descriptive activity(describing a word, or a phrase) **Gr.:** pair-work **Mat.:** sets of vocabulary - worksheet
9:05-9:20	Grammar revision- past simple, continuous, past perfect, used to/get used to p.17	**Met.:** direct method **Act. Type:** grammar: filling in gaps **Gr.:** individual work/ whole-class **Mat.:** workbook
9:20 – 30	Checking Answering questions using phrasal verbs	**Met.:** communicative learning **Act. Type:** speaking – interview **Gr.:** pair-work/ whole-class **Mat.:** worksheets
9:30 - 40	Checking **Final revision** – mock test Based on vocabulary, phrasal verbs and past tenses Learners asses the knowledge based on the key provided	**Met.:** instruction-based **Act.** Type: writing (writing a particular type of text) **Mat.:** sheets of paper

Worksheet – Unit 1 revision

Student A

1. **Guess the word : describe the words using your own words to your classmate, not to use the given word !**

   Aggressive, adolescent, concern, engaged, enthusiastic, irritated, retire, private, safety, urgent

2. **Speaking: Discuss the questions in pairs**

Questions:

Who is someone you truly admire and **look up to** in your life?

When was the last time you **ran out of** your pocket money? Why, what did you buy?

Did you use to **put up with** some problems with your parents when you were younger?

Who is the person you **get on with** the best?

Have you ever had to **go back** on a promise or commitment, and if so, how did you handle the situation and its consequences?

3. **Revision test**

1.After watching the _____ film, she couldn't help but feel a deep connection to the characters and their struggles.

a) Distrustful b) emotional c) enthusiastic

2. Sara's _____ view on the upcoming exam made her anxious, as she anticipated difficulty and failure instead of focusing on her preparation and capabilities.
   a) Optimistic b) pessimistic c) dependent

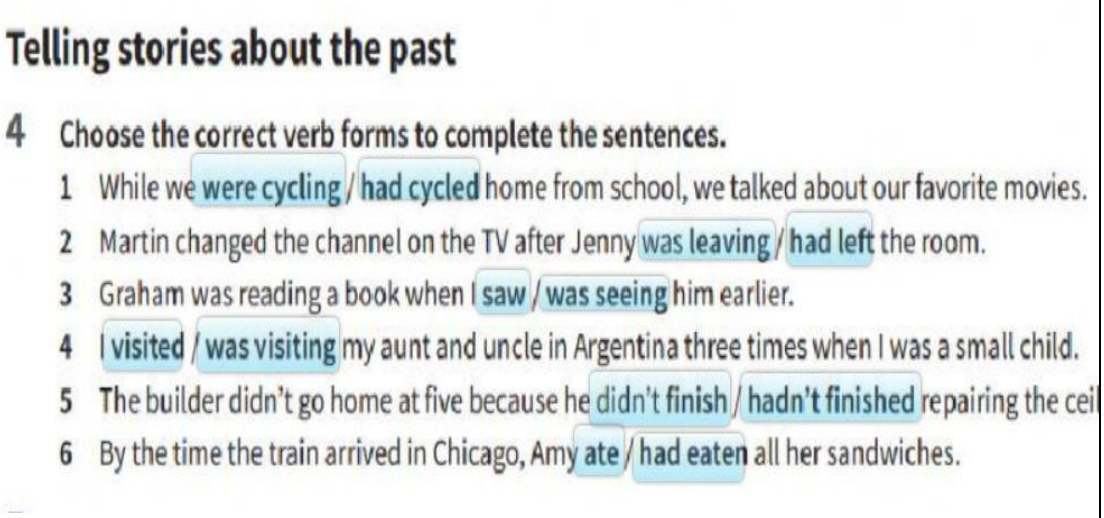
3. I had to _____a creative excuse for being late to the meeting because of unexpected traffic on the way.
   a) Look up b) split up c) make up

2. Match the words and phrases with the definitions.

a) get away with
b) retire
c) settle down
d) emigrate
e) grateful

1) to leave your own country in order to live in another country
2) to start living a quiet and calm life in one place, especially when you get married
3) to not be caught or punished when you have done something wrong

4) feeling that you want to thank someone because of something kind that they have done, or showing this feeling
5) to stop working, usually because you have reached a certain age



Telling stories about the past

4 **Choose the correct verb forms to complete the sentences.**

1 While we were cycling / had cycled home from school, we talked about our favorite movies.
2 Martin changed the channel on the TV after Jenny was leaving / had left the room.
3 Graham was reading a book when I saw / was seeing him earlier.
4 I visited / was visiting my aunt and uncle in Argentina three times when I was a small child.
5 The builder didn't go home at five because he didn't finish / hadn't finished repairing the ceil
6 By the time the train arrived in Chicago, Amy ate / had eaten all her sandwiches.

Key:

1) b,b,c
2) A)-3, B) -5, C- 2, d-1, e -4
3) Were cycling, had left, was, visited, hadn't finished, had eaten

14-12…..1

12-10…..2

10-8……3

8-6…….4

Worksheet – Unit 1 revision

Student B

b) Guess the word : describe the words using your own words to your classmate, not to use the given word !

Pessimistic, toddler, married, distrustful, complimentary, grateful, bitter, calm, optimistic, emigrate

c) Speaking: Discuss the questions in pairs

Questions :

Where do you usually **look up** a new word?

When was the last time you had to **get away with** some problem?

Were you **brought up** in a strict way or more democratic way?

What do you want to do for a living when you **grow up**?

What do you think is the right time/ age to **settle down**?

d) Revision test

1.After watching the _____ film, she couldn't help but feel a deep connection to the characters and their struggles.

b) Distrustful b) emotional c) enthusiastic

4. Sara's _____ view on the upcoming exam made her anxious, as she anticipated difficulty and failure instead of focusing on her preparation and capabilities.
   b) Optimistic b) pessimistic c) dependent

5. I had to _____a creative excuse for being late to the meeting because of unexpected traffic on the way.
   e) Look up b) split up c) make up

2. Match the words and phrases with the definitions.
a) get away with
b) retire
c) settle down
d) emigrate
e) grateful

1) to leave your own country in order to live in another country
2) to start living a quiet and calm life in one place, especially when you get married
3) to not be caught or punished when you have done something wrong
4) feeling that you want to thank someone because of something kind that they have done, or showing this feeling
5) to stop working, usually because you have reached a certain age

Telling stories about the past

4 **Choose the correct verb forms to complete the sentences.**

1 While we were cycling / had cycled home from school, we talked about our favorite movies.
2 Martin changed the channel on the TV after Jenny was leaving / had left the room.
3 Graham was reading a book when I saw / was seeing him earlier.
4 I visited / was visiting my aunt and uncle in Argentina three times when I was a small child.
5 The builder didn't go home at five because he didn't finish / hadn't finished repairing the cei
6 By the time the train arrived in Chicago, Amy ate / had eaten all her sandwiches.

Key:

1) b,b,c
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14-12…...1

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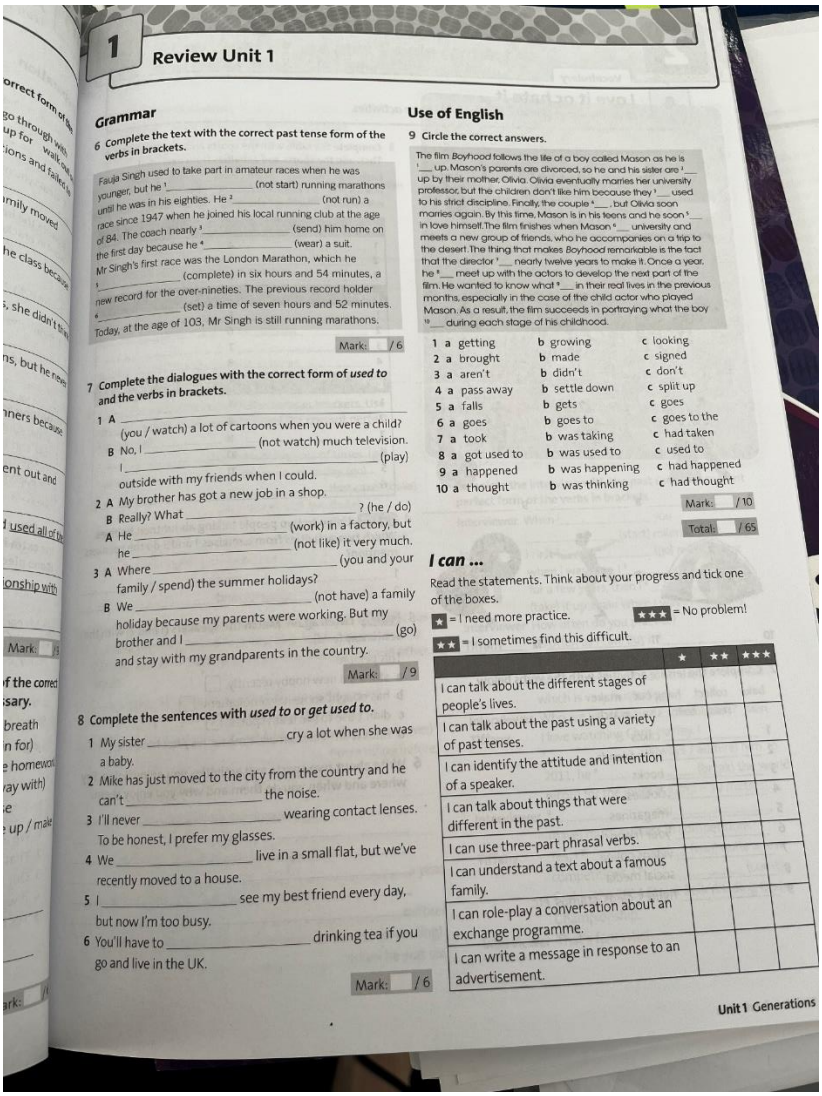
8-6…….4



1 Review Unit 1

Grammar

6 Complete the text with the correct past tense form of the verbs in brackets.

Faula Singh used to take part in amateur races when he was younger, but he ¹_____ (not start) running marathons until he was in his eighties. He ²_____ (not run) a race since 1947 when he joined his local running club at the age of 84. The coach nearly ³_____ (send) him home on the first day because he ⁴_____ (wear) a suit.
Mr Singh's first race was the London Marathon, which he ⁵_____ (complete) in six hours and 54 minutes, a new record for the over-nineties. The previous record holder ⁶_____ (set) a time of seven hours and 52 minutes.
Today, at the age of 103, Mr Singh is still running marathons.

Mark: ___ / 6

7 Complete the dialogues with the correct form of *used to* and the verbs in brackets.

1 A _____ (you / watch) a lot of cartoons when you were a child?
B No, I _____ (not watch) much television. I _____ (play) outside with my friends when I could.
2 A My brother has got a new job in a shop.
B Really? What _____ ? (he / do)
A He _____ (work) in a factory, but he _____ (not like) it very much.
3 A Where _____ (you and your family / spend) the summer holidays?
B We _____ (not have) a family holiday because my parents were working. But my brother and I _____ (go) and stay with my grandparents in the country.

Mark: ___ / 9

8 Complete the sentences with *used to* or *get used to*.

1 My sister _____ cry a lot when she was a baby.
2 Mike has just moved to the city from the country and he can't _____ the noise.
3 I'll never _____ wearing contact lenses. To be honest, I prefer my glasses.
4 We _____ live in a small flat, but we've recently moved to a house.
5 I _____ see my best friend every day, but now I'm too busy.
6 You'll have to _____ drinking tea if you go and live in the UK.

Mark: ___ / 6

Use of English

9 Circle the correct answers.

The film *Boyhood* follows the life of a boy called Mason as he is ¹___ up. Mason's parents are divorced, so he and his sister are ²___ up by their mother, Olivia. Olivia eventually marries her university professor, but the children don't like him because they ³___ used to his strict discipline. Finally, the couple ⁴___, but Olivia soon marries again. By this time, Mason is in his teens and he soon ⁵___ in love himself. The film finishes when Mason ⁶___ university and meets a new group of friends, who he accompanies on a trip to the desert. The thing that makes *Boyhood* remarkable is the fact that the director ⁷___ nearly twelve years to make it. Once a year, he ⁸___ meet up with the actors to develop the next part of the film. He wanted to know what ⁹___ in their real lives in the previous months, especially in the case of the child actor who played Mason. As a result, the film succeeds in portraying what the boy ¹⁰___ during each stage of his childhood.

1	a getting	b growing	c looking
2	a brought	b made	c signed
3	a aren't	b didn't	c don't
4	a pass away	b settle down	c split up
5	a falls	b gets	c goes
6	a goes	b goes to	c goes to the
7	a took	b was taking	c had taken
8	a got used to	b was used to	c used to
9	a happened	b was happening	c had happened
10	a thought	b was thinking	c had thought

Mark: ___ / 10

Total: ___ / 65

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice. ★★★ = No problem!
★★ = I sometimes find this difficult.

	★	★★	★★★
I can talk about the different stages of people's lives.			
I can talk about the past using a variety of past tenses.			
I can identify the attitude and intention of a speaker.			
I can talk about things that were different in the past.			
I can use three-part phrasal verbs.			
I can understand a text about a famous family.			
I can role-play a conversation about an exchange programme.			
I can write a message in response to an advertisement.			

LESSON PLAN 2

Subject: writing, speaking
Date and time of the lesson: 15.12. 2023
Class: 3A
Topic: Unit 1 – phrasal verbs - speaking, writing a message
Number of learners: 11
Lesson objectives:
Remember: Learners recall polite requests and select which one are used with to infinitive and which ones with ing form
Apply: learners implement polite requests into their writing
Create: Learners produce their own sentences using the key phrases (polite requests)
Create: Learners formulate a written answer to a message

Didactic materials used:
Textbook, worksheets

TIME	CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL
10:55-11:05	**Phrasal verbs – speaking** - Learners discuss the questions in pairs - Sharing answers with the teacher	**Met.** Communicative language learning **Act. Type:** speaking - discussion **Gr.:** pair - work **Mat.:** worksheets
11:05– 15	**Writing a message** Textbook – p. 17 **Pre- writing:** key phrases revision, reading a sample message and answering questions 1.Speaking – reasons for having a pen friend 2. Reading an advertisement and discussion 3. Reading an example answer message and discussion 4. Key phrases – when it is used to infinitive and when ing form	**Met.:** direct method, communicative language learning **Act. Type:** speaking – discussion, reading – text- related questions, pre-writing -- discussion **Gr.:** whole-class teaching **Mat.:** textbook
11:15 -20	**Pre-writing: Speaking** Exercise 5 - Learners ask a partner about given prompts using key phrases from the previous exercise Checking the questions with the teacher	**Met.:** direct method, communicative language learning **Act. Type:** speaking – discussion, asking – text- related questions and responding to them , pre-writing -- discussion **Gr.:** park - work **Mat.:** textbook

11:20 – 25	**Pre-writing: Multiple matching – exercise 7** - Learners match sentences with other sentences and add extra details	**Met.:** direct method, language learning **Act. Type:** pre-writing – multiple matching **Gr.:** individual work **Mat**.: textbook
11:25 – 35	**Writing a message** - According to instructions in ex. 3 - As homework – for those who will not manage to do it in class	**Met.:** direct method, communicative language learning **Act. Type:** writing a particular piece of text **Gr.:** individual work
11:35 - 40	Volunteers share their messages with the teacher	

Who is someone you truly admire and **look up to** in your life?

When was the last time you **ran out of** your pocket money? Why, what did you buy?

Did you use to **put up with** some problems with your parents when you were younger?

Who is the person you **get on with** the best?

Have you ever had to **go back** on a promise or commitment, and if so, how did you handle the situation and its consequences?

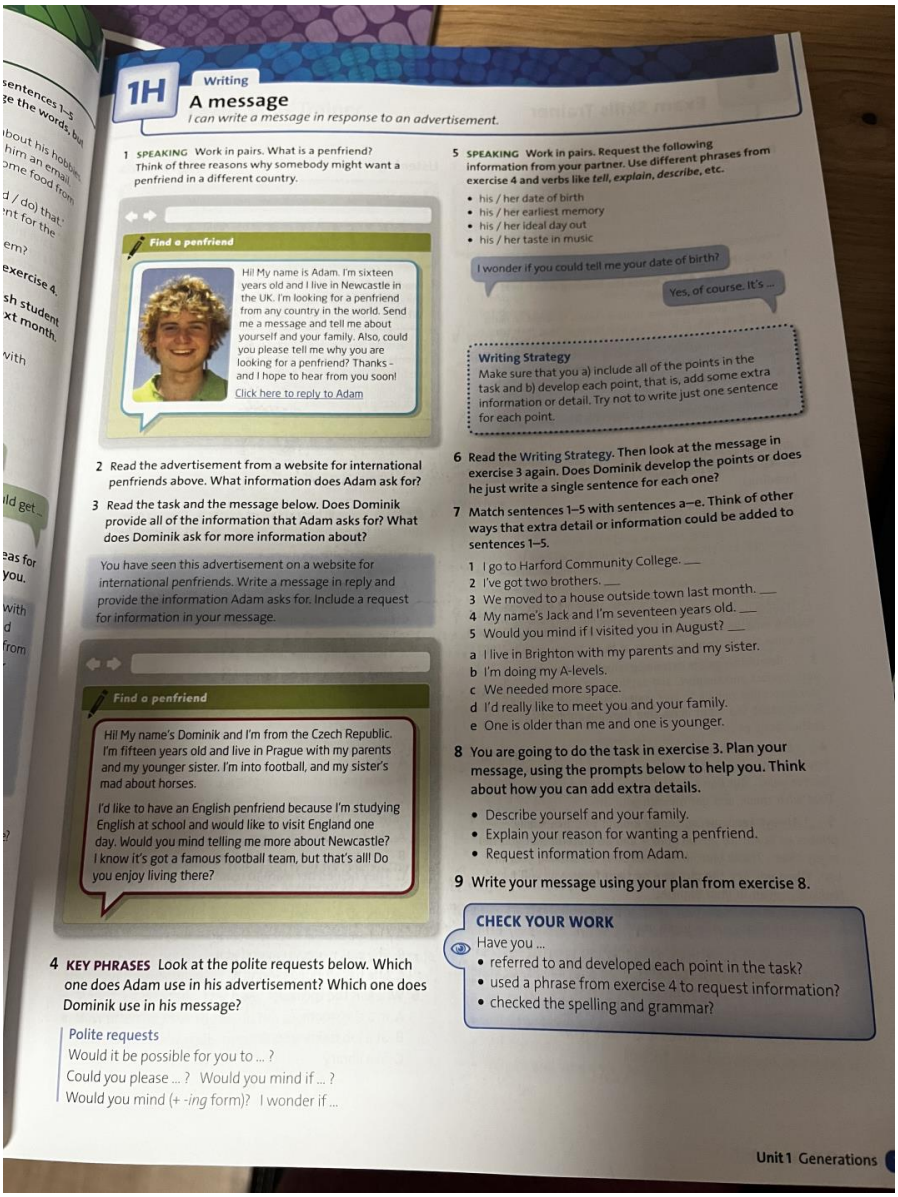
Where do you usually **look up** a new word?

When was the last time you had to **get away with** some problem?

Were you **brought up** in a strict way or more democratic way?

What do you want to do for a living when you **grow up**?

What do you think is the right time/ age to **settle down**?



1H Writing

A message

I can write a message in response to an advertisement.

1 SPEAKING Work in pairs. What is a penfriend? Think of three reasons why somebody might want a penfriend in a different country.

Find a penfriend

Hi! My name is Adam. I'm sixteen years old and I live in Newcastle in the UK. I'm looking for a penfriend from any country in the world. Send me a message and tell me about yourself and your family. Also, could you please tell me why you are looking for a penfriend? Thanks - and I hope to hear from you soon!

Click here to reply to Adam

2 Read the advertisement from a website for international penfriends above. What information does Adam ask for?

3 Read the task and the message below. Does Dominik provide all of the information that Adam asks for? What does Dominik ask for more information about?

You have seen this advertisement on a website for international penfriends. Write a message in reply and provide the information Adam asks for. Include a request for information in your message.

Find a penfriend

Hi! My name's Dominik and I'm from the Czech Republic. I'm fifteen years old and live in Prague with my parents and my younger sister. I'm into football, and my sister's mad about horses.

I'd like to have an English penfriend because I'm studying English at school and would like to visit England one day. Would you mind telling me more about Newcastle? I know it's got a famous football team, but that's all! Do you enjoy living there?

4 KEY PHRASES Look at the polite requests below. Which one does Adam use in his advertisement? Which one does Dominik use in his message?

Polite requests

Would it be possible for you to ... ?
Could you please ... ? *Would you mind if ... ?*
Would you mind (+ -ing form)? *I wonder if ...*

5 SPEAKING Work in pairs. Request the following information from your partner. Use different phrases from exercise 4 and verbs like *tell, explain, describe,* etc.

- his / her date of birth
- his / her earliest memory
- his / her ideal day out
- his / her taste in music

I wonder if you could tell me your date of birth?

Yes, of course. It's ...

Writing Strategy

Make sure that you a) include all of the points in the task and b) develop each point, that is, add some extra information or detail. Try not to write just one sentence for each point.

6 Read the Writing Strategy. Then look at the message in exercise 3 again. Does Dominik develop the points or does he just write a single sentence for each one?

7 Match sentences 1–5 with sentences a–e. Think of other ways that extra detail or information could be added to sentences 1–5.

1 I go to Harford Community College. ___
2 I've got two brothers. ___
3 We moved to a house outside town last month. ___
4 My name's Jack and I'm seventeen years old. ___
5 Would you mind if I visited you in August? ___

a I live in Brighton with my parents and my sister.
b I'm doing my A-levels.
c We needed more space.
d I'd really like to meet you and your family.
e One is older than me and one is younger.

8 You are going to do the task in exercise 3. Plan your message, using the prompts below to help you. Think about how you can add extra details.

- Describe yourself and your family.
- Explain your reason for wanting a penfriend.
- Request information from Adam.

9 Write your message using your plan from exercise 8.

CHECK YOUR WORK

Have you ...
- referred to and developed each point in the task?
- used a phrase from exercise 4 to request information?
- checked the spelling and grammar?

LESSON PLAN 3

Subject: Writing
Date and time of the lesson: 18.12. 2023
Class: 3A
Topic: Revision test unit 1, writing a message
Number of learners: 11
Lesson objectives:
Remember: Learners recall new phrases for polite requests
Apply: Learners implement the usage of new phrases and vocabulary into writing a message and an answer
Create: Learners write an advertisement and write a response to that using phrases for polite requests
Didactic materials used:
Tests, worksheets

TIME	CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL
10:00-10:30	**Revision test – unit 1** - Grammar, vocabulary, writing a message phrases	**Met.** Instruction based **Act. Type:** writing **Gr.:** individual work **Mat.:** Tests
10:30-45	- **Distribution of writing papers - message** **Writing an answer to a message** - Writing an answer according to instructions in textbook	**Met.:** instruction based, direct method **Act. Type:** writing – writing an answer to a message **Gr.:** individual work **Mat.:** worksheets

1H Writing

A message

I can write a message in response to an advertisement.

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Find a penfriend

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3 Read the task and the message below. Does Dominik provide all of the information that Adam asks for? What does Dominik ask for more information about?

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4 KEY PHRASES Look at the polite requests below. Which one does Adam use in his advertisement? Which one does Dominik use in his message?

Polite requests

Would it be possible for you to ... ?
Could you please ... ? Would you mind if ... ?
Would you mind (+ *-ing* form)? I wonder if ...

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Yes, of course. It's ...

Writing Strategy

Make sure that you a) include all of the points in the task and b) develop each point, that is, add some extra information or detail. Try not to write just one sentence for each point.

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- Describe yourself and your family.
- Explain your reason for wanting a penfriend.
- Request information from Adam.

9 Write your message using your plan from exercise 8.

CHECK YOUR WORK

Have you ...
- referred to and developed each point in the task?
- used a phrase from exercise 4 to request information?
- checked the spelling and grammar?

Message:

Answer:

Unit 1

1 Complete the sentences. Use the past perfect, past continuous, or past simple.

1 When Rachel and Carlos got married, they _____ (not / be) engaged for very long – only a few weeks.

2 You obviously _____ (not/listen) when I _____ (ask) you to turn down the music.

3 It _____ (rain) when we _____ (leave) the cinema.

4 I _____ (not/ buy) anything, because I _____ (leave) my wallet at home.

5 Tessa's father bought her a second-hand car after she _____ (pass) her driving test.

2 Match the words with the explanation:

toddler	**centenarian**	**concerned**	**make up**	**elderly**

1 This person is one hundred years old. _____

2 To invent something – e.g. a story, an excuse . _____

3 Worried about someone or something. _____

4 We use this word to describe an old person. _____

5 This child is learning to walk, speak (1-3years) _____

3 Choose the correct phrasal verb to complete the sentences.

got up to got away with put up with go back on walked out on get along with look up go through with

1 Ted promised to do a bungee jump with us, but he's really scared about it. He'll never _____ it.

2 You said, 'I'll help you to organise the party,' so don't _____ your promise.

3 Can you _____ this word in the dictionary for me? I don't understand what it means.

4 Everybody knows he killed his wife, so I do not understand how come he _____ a murder.

5 I don't like the new classmate. it's difficult to _____ all of his sarcastic jokes.

6 My brother and I don't _____ each other.

7 The started wasn't very tasty, but the main course _____ it.

8 Instead of getting married he _____ pregnant girlfriend.

9 Tell me what you _____ at the weekend.

4 Circle the intentions with the tone of voice you are most likely to use:

1 Remembering something from the past: arrogant nostalgic sympathetic

2 Thanking somebody: accusing bitter grateful

3 Praising somebody: calm complimentary optimistic

4 Complaining about something: optimistic enthusiastic miserable

5 Use the following words in a sentence. One word = one sentence.

LIVE UP TO _____

RUN OUT OF _____

GO IN FOR _____

SPLIT UP _____

6 Explain in English:

PASS AWAY _____

RETIRE _____

INHERIT _____

IN MY THIRTIES _____

7 Translate:

Zvykl jsem si vstávat v šest ráno. _____

Nejsem zvyklý dělat domácí úkoly. _____

Když jsem byl malý, chodívával jsem s babičkou každou neděli do kostela.

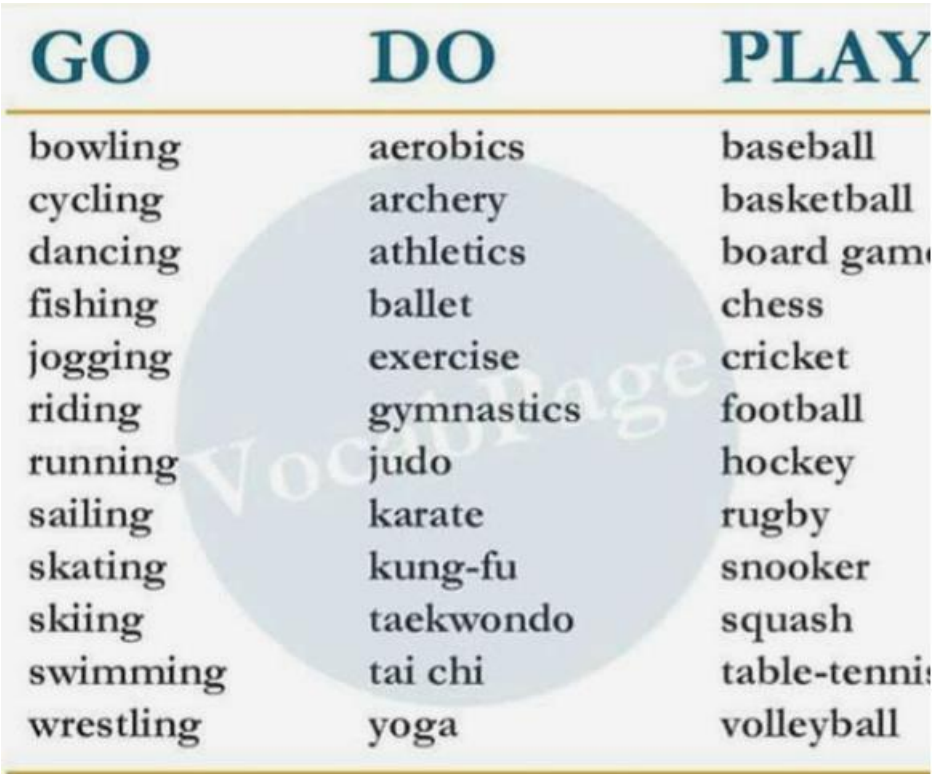
_____

LESSON PLAN 4

Subject: grammar, vocabulary, speaking, writing
Date and time of the lesson: 4.1. 2024, 10:00-45
Class: 3A
Topic: Unit 2 – leisure activities, writing a message, unit 2 – vocab, speaking
Number of learners: 8
Lesson objectives:
Remember: Learners recall vocabulary for leisure activities and sport activities
Understand: Learners classify collocations into groups
Analyze: Learners sort out and match the verbs with nouns to form a collocation
Didactic materials used:
Worksheets, textbook , exercise book

TIME	CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL
10:00-10:10	**Test results/ vocabulary revision** Tests are distributed Checking	**Met.** Direct method **Act. Type:** test correction **Gr.:** whole class **Mat.:** tests
10:10-10:15	**Messages** - Distribution and correction	**Met.** Direct method, communicative language learning **Act. Type:** speaking - interview **Gr.:** whole-class **Mat.:** worksheet –messages
10:15-25	**Collocations and matching** - The learners form individual collocations in groups - Checking with the teacher	**Met.** Communicative language learning, critical thinking **Act. Type:** collocations - matching **Gr.:** group work **Mat.:** worksheets

10:25-30	**Collocations rules** - The learners read about rules for forming collocations - Checking with the teacher	**Met.** Direct method **Act. Type:** collocations-rules **Gr.:** individual work, whole-class teaching **Mat.:** textbook
10:30-40	**Reflective activity** – forming collocations and sentences - Each learner is given one collocation and makes a sentence using the collocation	**Met.** Direct method **Act. Type:** collocations- forming sentences **Gr.:** individual work, whole-class teaching **Mat.:** exercise book



GO	DO	PLAY
bowling	aerobics	baseball
cycling	archery	basketball
dancing	athletics	board game
fishing	ballet	chess
jogging	exercise	cricket
riding	gymnastics	football
running	judo	hockey
sailing	karate	rugby
skating	kung-fu	snooker
skiing	taekwondo	squash
swimming	tai chi	table-tennis
wrestling	yoga	volleyball

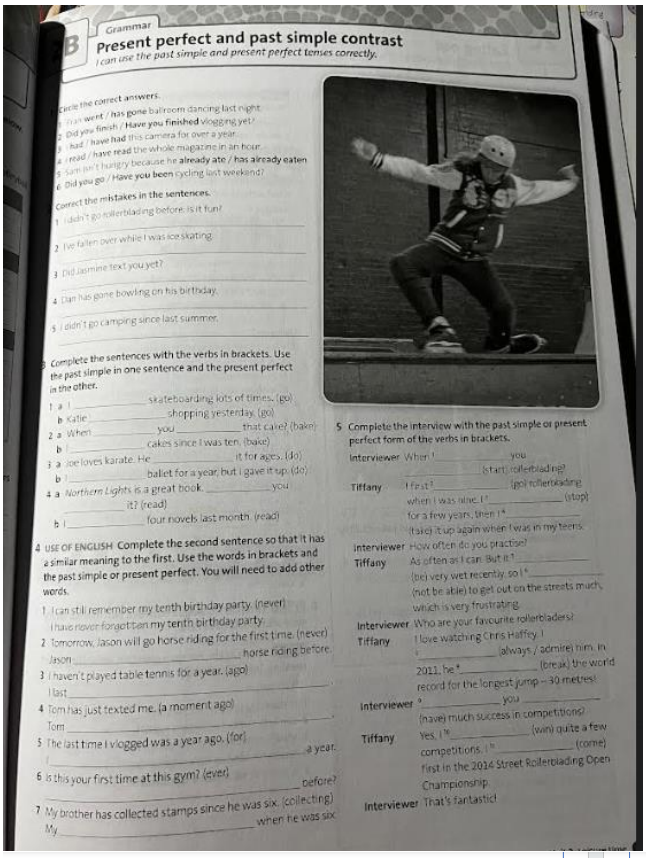
LESSON PLAN 5,6

Subject: grammar, vocabulary, speaking
Date and time of the lesson: 5.1. 2024, 10- 10:45, 10:55 – 11:40
Class: 3A
Topic: Unit 2 – leisure activities, likes and dislikes, present perfect and past simple contrast
Number of learners: 8
Lesson objectives:
Remember: The learners recall the rules for present perfect and past simple
Understand: Learners recall phrases for likes and dislikes
Learners recall vocabulary for leisure activities and sports
Apply: Learners implement the new phrases and vocabulary into speaking activity
Analyze: Learners differentiate the meaning between present perfect and past simple

Didactic materials used:
Worksheets, textbook, workbook

TIME	CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL
10:00 – 10:10	**Likes and dislikes phrases** The learners recall some phrases for expressing likes and dislikes and then match the phrases into 2 columns	**Met.** Direct method **Act. Type:** grammar – matching **Gr.:** pair-work **Mat.:** worksheet leisure time
10:10 – 11:17	**Asking questions about likes and dislikes** Learners find out which activities their classmates like and dislike doing **Checking** What did you find about your classmates?	**Met.** Direct method/ communicative language learning **Act. Type:** speaking - interview **Gr.:** pair-work/ whole-class **Mat.:** worksheet – leisure time
10:17 – 10:27	**Textbook – present perfect/ past simple contrast** **p. 22 – ex. 2, 3**	
10:27 – 10:45	The learners distinguish the difference between these two tenses and match the phrases to tenses Ex. 5 – Barbie boy The learners fill in gaps missing verbs in a correct form **Learn this – grammar rules** **The learners read the grammar box**	**Met.** Communicative language learning, critical thinking, direct method **Act. Type:** grammar – filling in gaps **Gr.:** whole-class teaching **Mat.:** textbook
10:55 – 11: 20	**Speaking – Have you ever**	**Met.** Communicative language learning**,** critical thinking **Act. Type:** grammar – filling in gaps **Gr.:** individual work, whole-class teaching

	The learners ask their classmates questions – have you ever and classmates add extra information in past simple	**Mat.:** textbook
11:20 – 30	**Workbook – present perfect/ past simple** **Leisure time activities and sports** The learners fill in gaps missing verbs in a correct form	**Met.** Communicative language learning **Act. Type:** speaking - interview **Gr.:** pair- work **Mat.:** leisure time worksheet
11:30-40	**checking**	**Met.** Direct method **Act. Type:** grammar – filling in gaps **Gr.:** individual work, whole class **Mat.:** worksheet



B Grammar

Present perfect and past simple contrast

I can use the past simple and present perfect tenses correctly.

1 Circle the correct answers.
1 I ran went / has gone ballroom dancing last night.
2 Did you finish / Have you finished vlogging yet?
3 I had / have had this camera for over a year.
4 I read / have read the whole magazine in an hour.
5 Sam isn't hungry because he already ate / has already eaten
6 Did you go / Have you been cycling last weekend?

2 Correct the mistakes in the sentences.
1 I didn't go rollerblading before. Is it fun?
2 I've fallen over while I was ice skating.
3 Did Jasmine text you yet?
4 Dan has gone bowling on his birthday.
5 I didn't go camping since last summer.

3 Complete the sentences with the verbs in brackets. Use the past simple in one sentence and the present perfect in the other.
1 a I _____ skateboarding lots of times. (go)
b Katie _____ shopping yesterday. (go)
2 a When _____ you _____ that cake? (bake)
b I _____ cakes since I was ten. (bake)
3 a Joe loves karate. He _____ it for ages. (do)
b I _____ ballet for a year, but I gave it up. (do)
4 a *Northern Lights* is a great book. _____ you _____ it? (read)
b I _____ four novels last month. (read)

4 USE OF ENGLISH Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets and the past simple or present perfect. You will need to add other words.
1 I can still remember my tenth birthday party. (never)
I have never forgotten my tenth birthday party.
2 Tomorrow, Jason will go horse riding for the first time. (never)
Jason _____ horse riding before.
3 I haven't played table tennis for a year. (ago)
I last _____
4 Tom has just texted me. (a moment ago)
Tom _____
5 The last time I vlogged was a year ago. (for)
I _____ a year.
6 Is this your first time at this gym? (ever)
_____ before?
7 My brother has collected stamps since he was six. (collecting)
My _____ when he was six.

5 Complete the interview with the past simple or present perfect form of the verbs in brackets.

Interviewer: When 1 _____ you _____ (start) rollerblading?
Tiffany: I'm not 2 _____ (go) rollerblading when I was nine. I 3 _____ (stop) for a few years, then I 4 _____ (take) it up again when I was in my teens.
Interviewer: How often do you practise?
Tiffany: As often as I can. But it 5 _____ (be) very wet recently, so I 6 _____ (not be able) to get out on the streets much, which is very frustrating.
Interviewer: Who are your favourite rollerbladers?
Tiffany: I love watching Chris Haffey. I 7 _____ (always / admire) him. In 2011, he 8 _____ (break) the world record for the longest jump – 30 metres!
Interviewer: 9 _____ you _____ (have) much success in competitions?
Tiffany: Yes, I 10 _____ (win) quite a few competitions. I 11 _____ (come) first in the 2014 Street Rollerblading Open Championship.
Interviewer: That's fantastic!

Leisure time

1. Likes/dislikes

Sort out the phrases into two columns:

I love/like playing…., I am very keen on…..(verb + ing), I am not a huge fan of…., I can't stand…(verb+ing) , I am not into…., ……. isn't my cup of tea, I'm passionate about verb+ ing, I hate…(verb + ing), I enjoy (verb + ing), I'm crazy about…..(verb + ing), I can't bear (verb+ ing)

Likes	Dislikes

1. Ask each classmate following questions and note down the answers:

Which sports or activities do you dislike doing?	Which sports or activities do you enjoy doing?

Present perfect/ past simple speaking

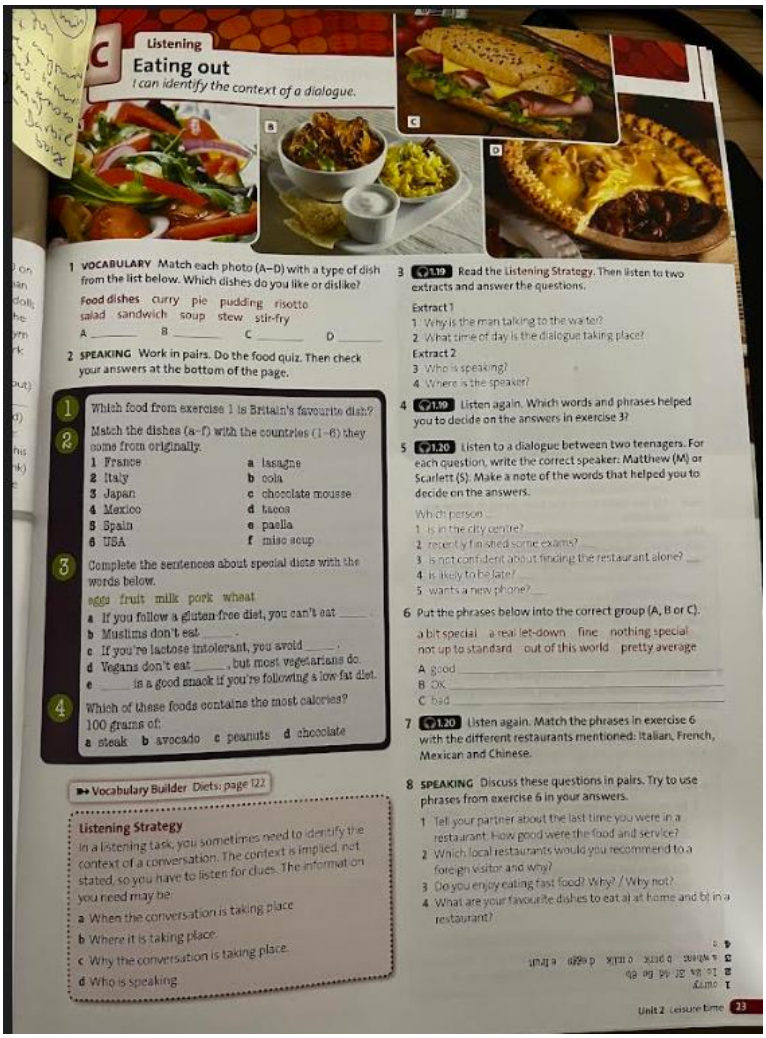
ASK	… for directions when you were lost?	**HAVE**	… a fight and lost?
BAKE	… bread at home?	**HOLD**	… a newborn baby?
BITE	… into an apple that had a worm in it?	**FLY**	… a kite?
BREAK	… your arm or leg?	**LOSE**	… the key to your house?
CALL	… 911?	**MAKE**	… a decision that you regretted afterwards?
CRY	… while watching a film?	**PLANT**	… a tree?
DO	… bungee jumping?	**READ**	… a book in English?
DRAW	… something on a pavement with a piece of chalk?	**RUN**	… a marathon?
DRINK	… tomato juice?	**SEND**	… an email to someone by accident?
EAT	… raw fish?	**SPEND**	… the whole day doing nothing?
FALL	… down the stairs and hurt youself?	**STEAL**	… anything in a shop?
FEED	… pigeons in a park?	**TAKE**	… part in a sports competition?
FIND	… a wallet with a lot of money in it?	**TELL**	… a lie to make someone happy?
GET	… into trouble at school?	**THROW**	… a stone into a river?
GIVE	… bad advice to anyone?	**WRITE**	… a poem?

LESSON PLAN 7

Subject: Writing, speaking, listening, vocabulary
Date and time of the lesson: 6.1. 2024, 10:55-11:40
Class: 3A
Topic: Present perfect/ past simple, eating out
Number of learners: 11
Lesson objectives:
Remember: Learners recall new phrases for rating
Analyze: Learners differentiate past simple and present perfect in conversation
Learners identify the context of a dialogue
Apply: Learners implement the usage of new phrases into writing activity
Didactic materials used:
textbooks

TIME	CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL
10:55 – 11:00	- **Listening – past simple/ present perfect** Learners listen to a dialogue from TV show Friends and write down sentences in past simple and present perfect https://www.youtube.com/watch?v=Tutc0UvL0I0	**Met.** Audio lingual **Act. Type:** listening - dialogue **Gr.:** individual work **Mat.:** YouTube, sheets of paper
11:00 – 03	**Vocabulary – food** Learners match the vocabulary with the pictures above p. 23/1 checking	**Met.:** direct method **Act. Type:** vocabulary - matching **Gr.:** individual work/ whole class **Mat.:** textbook
11:03-11:08	**Food quiz** - Learners fill in the quiz in pairs and check the answers - P. 23/2	**Met.:** direct method, communicative language learning **Act.** Type: speaking – discussion **Gr.:** pair-work **Mat.:** textbook
11:08-11:15	**Listening** - Learners read the listening strategy and listen for clues and missing information -ex. 3,4,5	**Met.:** task-based, communicative language learning **Act. Type:** speaking – discussion **Gr.:** pair-work **Mat.:** textbook
11:15-11:17	Vocabulary – matching Learners match the phrases with the descriptions Ex. 6	**Met.:** direct method **Act. Type:** vocabulary - matching **Gr.:** individual work/ whole class **Mat.:** textbook

11:17-21	**Listening** Matching the phrases with the type of restaurant	**Met.:** audio-lingual **Act. Type:** listening for a specific information **Gr.:** individual work/ whole class **Mat.:** textbook
11:21 -31	**Speaking** Answering the questions in pairs p.23/8 checking	**Met.:** communicative language learning, direct method **Act. Type:** speaking - discussion **Gr.:** pair work **Mat.:** textbook
11:31-40	**writing** one sentences with positive review and one with negative	**Met.:** communicative language learning, direct method **Act. Type:** writing sentences **Gr.:** individual/ whole class **Mat.:** textbook



C Listening

Eating out

I can identify the context of a dialogue.

1 **VOCABULARY** Match each photo (A–D) with a type of dish from the list below. Which dishes do you like or dislike?

Food dishes curry pie pudding risotto salad sandwich soup stew stir-fry

A _____ B _____ C _____ D _____

2 **SPEAKING** Work in pairs. Do the food quiz. Then check your answers at the bottom of the page.

1 Which food from exercise 1 is Britain's favourite dish?

2 Match the dishes (a–f) with the countries (1–6) they come from originally.

1 France	a lasagne
2 Italy	b cola
3 Japan	c chocolate mousse
4 Mexico	d tacos
5 Spain	e paella
6 USA	f miso soup

3 Complete the sentences about special diets with the words below.

eggs fruit milk pork wheat

a If you follow a gluten-free diet, you can't eat _____.
b Muslims don't eat _____.
c If you're lactose intolerant, you avoid _____.
d Vegans don't eat _____, but most vegetarians do.
e _____ is a good snack if you're following a low-fat diet.

4 Which of these foods contains the most calories? 100 grams of:

a steak b avocado c peanuts d chocolate

Vocabulary Builder Diets: page 122

Listening Strategy

In a listening task, you sometimes need to identify the context of a conversation. The context is implied, not stated, so you have to listen for clues. The information you need may be:

a When the conversation is taking place
b Where it is taking place
c Why the conversation is taking place.
d Who is speaking

3 1.19 Read the Listening Strategy. Then listen to two extracts and answer the questions.

Extract 1
1 Why is the man talking to the waiter?
2 What time of day is the dialogue taking place?
Extract 2
3 Who is speaking?
4 Where is the speaker?

4 1.19 Listen again. Which words and phrases helped you to decide on the answers in exercise 3?

5 1.20 Listen to a dialogue between two teenagers. For each question, write the correct speaker: Matthew (M) or Scarlett (S). Make a note of the words that helped you to decide on the answers.

Which person ...
1 is in the city centre? _____
2 recently finished some exams? _____
3 is not confident about finding the restaurant alone? _____
4 is likely to be late? _____
5 wants a new phone? _____

6 Put the phrases below into the correct group (A, B or C).

a bit special a real let-down fine nothing special not up to standard out of this world pretty average

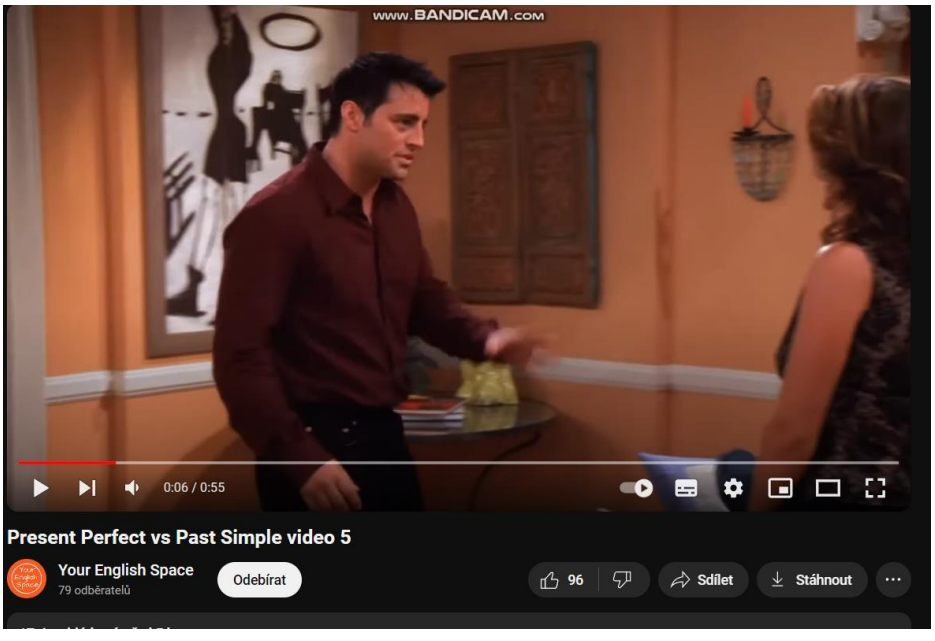
A good _____
B OK _____
C bad _____

7 1.20 Listen again. Match the phrases in exercise 6 with the different restaurants mentioned: Italian, French, Mexican and Chinese.

8 **SPEAKING** Discuss these questions in pairs. Try to use phrases from exercise 6 in your answers.

1 Tell your partner about the last time you were in a restaurant. How good were the food and service?
2 Which local restaurants would you recommend to a foreign visitor and why?
3 Do you enjoy eating fast food? Why? / Why not?
4 What are your favourite dishes to eat a) at home and b) in a restaurant?

Unit 2 Leisure time 23



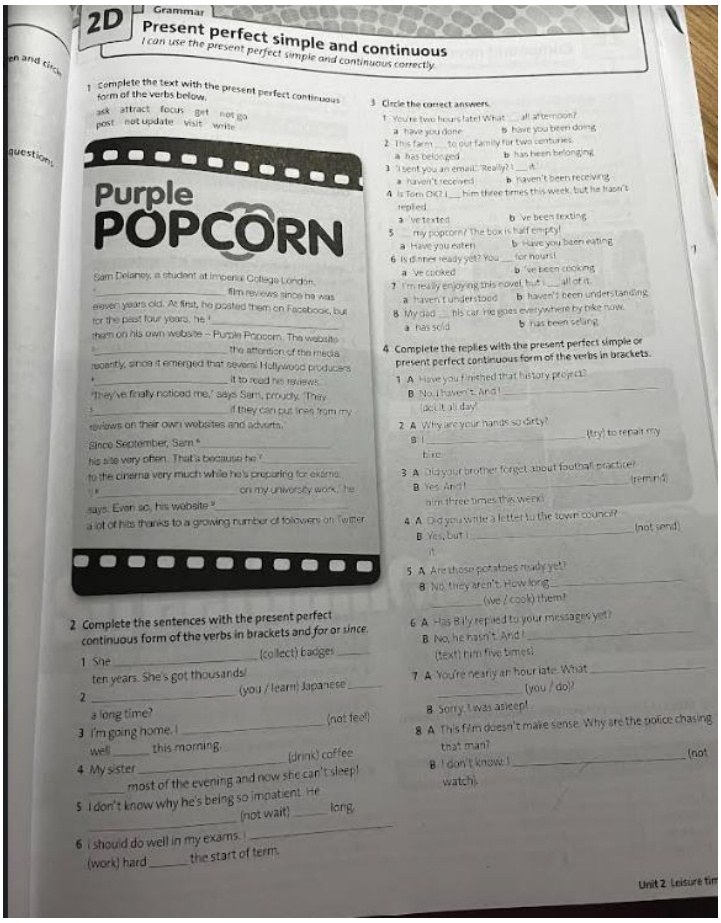
LESSON PLAN 8

Subject: grammar, speaking, listening
Date and time of the lesson: 7.1. 2024, 11:50-12:35
Class: 3A
Topic: Present perfect simple/ continuous
Number of learners: 8
Lesson objectives:
Remember: Learners recall the rules of present perfect simple/ continuous
Understand: Learners explain the difference between present perfect simple/continuous
Apply: Learners implement the usage of present perfect continuous into collaborative activity
Create: Learners produce sentences using present perfect simple and continuous forms

Didactic materials used:
Workbook, textbook, pantomime cards

TIME	CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL
11:50-55	**Dialogue listening** Learners listen to a dialogue between two speakers talking about seeing a movie and they discuss which speaker is more enthusiastic	**Met.** Audio-lingual, direct method, communicative language learning **Act. Type:** listening – listening for opinion **Gr.:** individual work/ whole class teaching **Mat.:** textbook
11:55-12:00	**Learn this!** - Learners complete the rules for the present perfect continuous - P. 24 -	**Met.** Direct method, communicative language learning **Act. Type:** speaking – interview, discussion **Gr.:** pair work/ whole-class **Mat.:** textbook
12:00-12:05	- **Making sentences and answers in present perfect continuous** - **Ex. 4,5**	**Met.** Communicative language learning, critical thinking **Act. Type:** grammar – making sentences **Gr.:** whole-class teaching, individual work **Mat.:** textbook
12:05-12:10	**Present perfect continuous practice** - Learners practice the use of present perfect continuous - P. 21/1	**Met.** Direct method **Act. Type:** grammar – making sentences **Gr.:** whole-class teaching, individual work **Mat.:** workbook
12:10-13	**Present perfect simple/ continuous contrast** - Learn this - Learners fill in the rules and differences between these two tenses **Present perfect simple/ continuous contrast** - Learners practice the contrast - P. 21/3	**Met.** Direct method **Act. Type:** grammar – rules **Gr.:** whole-class teaching, individual work **Mat.:** textbook

12:13-12:18	**Pantomime – present perfect continuous** - Learners work in groups and make pantomime scenes	**Met.** Scenario-based, collaborative learning **Act. Type:** grammar – making pantomime **Gr.:** group work **Mat.:** pantomime cards



2D Grammar

Present perfect simple and continuous

I can use the present perfect simple and continuous correctly.

1 Complete the text with the present perfect continuous form of the verbs below.

ask attract focus get not go post not update visit write

Purple POPCORN

Sam Delaney, a student at Imperial College London, ¹_____ film reviews since he was eleven years old. At first, he posted them on Facebook, but for the past four years, he ²_____ them on his own website – Purple Popcorn. The website ³_____ the attention of the media recently, since it emerged that several Hollywood producers ⁴_____ it to read his reviews.

'They've finally noticed me,' says Sam, proudly. 'They ⁵_____ if they can put lines from my reviews on their own websites and adverts.'

Since September, Sam ⁶_____ his site very often. That's because he ⁷_____ to the cinema very much while he's preparing for exams. ⁸_____ on my university work,' he says. Even so, his website ⁹_____ a lot of his thanks to a growing number of followers on Twitter.

2 Complete the sentences with the present perfect continuous form of the verbs in brackets and *for* or *since*.

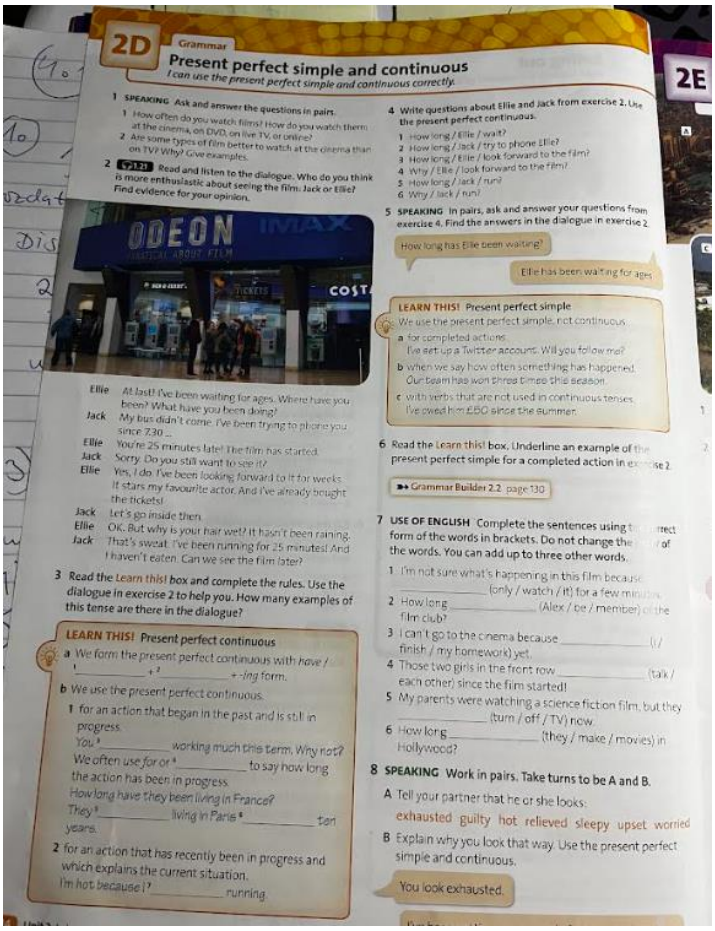
1 She _____ (collect) badges _____ ten years. She's got thousands!
2 _____ (you / learn) Japanese _____ a long time?
3 I'm going home. I _____ (not feel) well _____ this morning.
4 My sister _____ (drink) coffee _____ most of the evening and now she can't sleep!
5 I don't know why he's being so impatient. He _____ (not wait) _____ long.
6 I should do well in my exams. I _____ (work) hard _____ the start of term.

3 Circle the correct answers.

1 You're two hours late! What ___ all afternoon?
a have you done b have you been doing
2 This farm ___ to our family for two centuries.
a has belonged b has been belonging
3 'I sent you an email.' 'Really? I ___ it.'
a haven't received b haven't been receiving
4 Is Tom OK? I ___ him three times this week, but he hasn't replied.
a 've texted b 've been texting
5 ___ my popcorn! The box is half empty!
a Have you eaten b Have you been eating
6 Is dinner ready yet? You ___ for hours!
a 've cooked b 've been cooking
7 I'm really enjoying this novel, but I ___ all of it.
a haven't understood b haven't been understanding
8 My dad ___ his car. He goes everywhere by bike now.
a has sold b has been selling

4 Complete the replies with the present perfect simple or present perfect continuous form of the verbs in brackets.

1 A Have you finished that history project?
B No, I haven't. And I _____ (do it all day!
2 A Why are your hands so dirty?
B I _____ (try) to repair my bike.
3 A Did your brother forget about football practice?
B Yes. And I _____ (remind) him three times this week!
4 A Did you write a letter to the town council?
B Yes, but I _____ (not send) it.
5 A Are those potatoes ready yet?
B No, they aren't. How long _____ (we / cook) them?
6 A Has Billy replied to your messages yet?
B No, he hasn't. And I _____ (text) him five times!
7 A You're nearly an hour late. What _____ (you / do)?
B Sorry. I was asleep!
8 A This film doesn't make sense. Why are the police chasing that man?
B I don't know. I _____ (not watch).



2D Grammar

Present perfect simple and continuous

I can use the present perfect simple and continuous correctly.

1 SPEAKING Ask and answer the questions in pairs.

1 How often do you watch films? How do you watch them: at the cinema, on DVD, on live TV, or online?
2 Are some types of film better to watch at the cinema than on TV? Why? Give examples.

2 1.21 Read and listen to the dialogue. Who do you think is more enthusiastic about seeing the film: Jack or Ellie? Find evidence for your opinion.

Ellie At last! I've been waiting for ages. Where have you been? What have you been doing?
Jack My bus didn't come. I've been trying to phone you since 7.30 ...
Ellie You're 25 minutes late! The film has started.
Jack Sorry. Do you still want to see it?
Ellie Yes, I do. I've been looking forward to it for weeks. It stars my favourite actor. And I've already bought the tickets!
Jack Let's go inside then.
Ellie OK. But why is your hair wet? It hasn't been raining.
Jack That's sweat. I've been running for 25 minutes! And I haven't eaten. Can we see the film later?

3 Read the *Learn this!* box and complete the rules. Use the dialogue in exercise 2 to help you. How many examples of this tense are there in the dialogue?

LEARN THIS! Present perfect continuous

a We form the present perfect continuous with *have* / ¹_____ + ²_____ + *-ing* form.

b We use the present perfect continuous.

1 for an action that began in the past and is still in progress.
You ³_____ working much this term. Why not?
We often use *for* or ⁴_____ to say how long the action has been in progress.
How long have they been living in France?
They ⁵_____ *living in Paris* ⁶_____ *ten years.*

2 for an action that has recently been in progress and which explains the current situation.
I'm hot because I ⁷_____ *running.*

4 Write questions about Ellie and Jack from exercise 2. Use the present perfect continuous.

1 How long / Ellie / wait?
2 How long / Jack / try to phone Ellie?
3 How long / Ellie / look forward to the film?
4 Why / Ellie / look forward to the film?
5 How long / Jack / run?
6 Why / Jack / run?

5 SPEAKING In pairs, ask and answer your questions from exercise 4. Find the answers in the dialogue in exercise 2.

How long has Ellie been waiting?

Ellie has been waiting for ages.

LEARN THIS! Present perfect simple

We use the present perfect simple, not continuous:

a for completed actions.
I've set up a Twitter account. Will you follow me?

b when we say how often something has happened.
Our team has won three times this season.

c with verbs that are not used in continuous tenses.
I've owed him £80 since the summer.

6 Read the *Learn this!* box. Underline an example of the present perfect simple for a completed action in exercise 2.

Grammar Builder 2.2 page 130

7 USE OF ENGLISH Complete the sentences using the correct form of the words in brackets. Do not change the order of the words. You can add up to three other words.

1 I'm not sure what's happening in this film because _____ (only / watch / it) for a few minutes.
2 How long _____ (Alex / be / member) of the film club?
3 I can't go to the cinema because _____ (I / finish / my homework) yet.
4 Those two girls in the front row _____ (talk / each other) since the film started!
5 My parents were watching a science fiction film, but they _____ (turn / off / TV) now.
6 How long _____ (they / make / movies) in Hollywood?

8 SPEAKING Work in pairs. Take turns to be A and B.

A Tell your partner that he or she looks:
exhausted guilty hot relieved sleepy upset worried

B Explain why you look that way. Use the present perfect simple and continuous.

You look exhausted.

TEACH THIS
WORKSHEETS, ACTIVITIES & GAMES

PRESENT PERFECT CONTINUOUS

What have I been doing?

You've been singing in the shower.	You've been eating spaghetti in an Italian restaurant.
You've been doing the housework.	You've been working out at the gym.
You've been flying a kite in the park.	You've been painting your house.
You've been watching a 3D film.	You've been playing badminton at the sports centre.
You've been riding on a roller coaster.	You've been doing your homework in the library.
You've been studying for an exam all night.	You've been sunbathing on the beach.

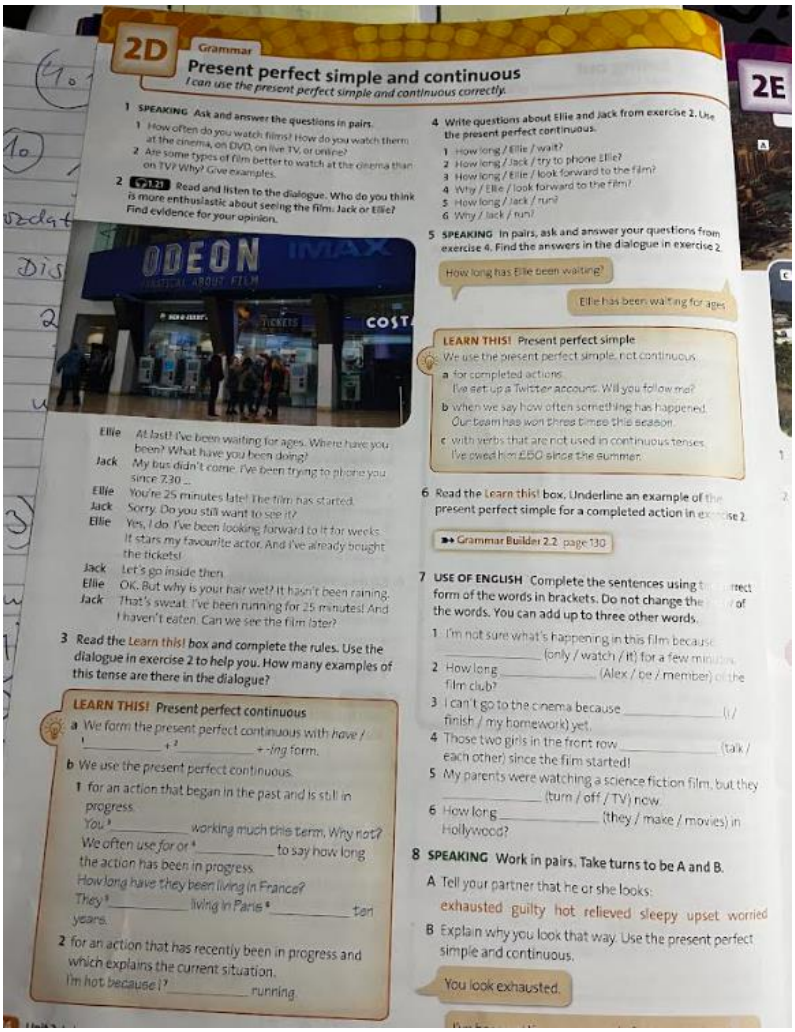
LESSON PLAN 9

Subject: grammar, writing
Date and time of the lesson: 10.1. 2024, 8:55-9:40
Class: 3A
Topic: Present perfect simple/ continuous
Number of learners: 8
Lesson objectives:
Remember: Learners recall the rules of present perfect simple/ continuous
Understand: Learners explain the difference between present perfect simple/continuous
Apply: Learners implement the usage of present perfect continuous, for and since into writing activity
Create: Learners produce sentences using present perfect simple and continuous forms and for and since

Didactic materials used:
Workbook, textbook

TIME	CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL
8:55-9:05	**Present perfect simple/ continuous rules** - Learners study the rules of present perfect simple and continuous, how they are formed and explain the rules to the neighbour - For each rule they make their own sentence - Sharing and checking	**Met.** Direct method / grammar translation **Act. Type:** grammar – rules, writing, speaking **Gr.:** individual work/ whole class teaching **Mat.:** textbook
9:05-9:12	**Short summary on the board** - The summary is provided on the board, learners check it with their explanation and come up with example sentences -	**Met.** Direct method, communicative language learning **Act. Type:** speaking – interview, discussion **Gr.:** whole-class **Mat.:** textbook
9:12-9:22	**Present perfect simple/ continuous contrast** - Learners form the sentences either in present perfect simple or continuous using the verb given Workbook – 21/4	**Met.** Communicative language learning, critical thinking **Act. Type:** grammar – forming sentences **Gr.:** whole-class teaching, individual work **Mat.:** workbook
9:22-9:27	**For and since practice** - **Workbook – 21/2** - Learners form the sentences either in present perfect simple or continuous using the verb given + for or since	**Met.** Direct method **Act. Type:** grammar – forming sentences **Gr.:** whole-class teaching, individual work **Mat.:** workbook
9:27-9:40	**Forming sentences** - Learners form 2 sentences – in present perfect simple/	

	continuous including for and since Writing on the board	**Met.** Direct method/ grammar translation **Act. Type:** writing- forming sentences **Gr.:** whole-class teaching, individual work **Mat.:** textbook



2D Grammar

Present perfect simple and continuous

I can use the present perfect simple and continuous correctly.

1 SPEAKING Ask and answer the questions in pairs.

1 How often do you watch films? How do you watch them: at the cinema, on DVD, on live TV, or online?
2 Are some types of film better to watch at the cinema than on TV? Why? Give examples.

2 1.21 Read and listen to the dialogue. Who do you think is more enthusiastic about seeing the film, Jack or Ellie? Find evidence for your opinion.

Ellie At last! I've been waiting for ages. Where have you been? What have you been doing?
Jack My bus didn't come. I've been trying to phone you since 7.30 ...
Ellie You're 25 minutes late! The film has started.
Jack Sorry. Do you still want to see it?
Ellie Yes, I do. I've been looking forward to it for weeks. It stars my favourite actor. And I've already bought the tickets!
Jack Let's go inside then.
Ellie OK. But why is your hair wet? It hasn't been raining.
Jack That's sweat. I've been running for 25 minutes! And I haven't eaten. Can we see the film later?

3 Read the Learn this! box and complete the rules. Use the dialogue in exercise 2 to help you. How many examples of this tense are there in the dialogue?

LEARN THIS! Present perfect continuous

a We form the present perfect continuous with *have* / _____ + [2] _____ + *-ing* form.

b We use the present perfect continuous.

1 for an action that began in the past and is still in progress.
You [3] _____ working much this term. Why not?
We often use *for* or [4] _____ to say how long the action has been in progress.
How long have they been living in France?
They [5] _____ living in Paris [6] _____ ten years.

2 for an action that has recently been in progress and which explains the current situation.
I'm hot because I [7] _____ running.

4 Write questions about Ellie and Jack from exercise 2. Use the present perfect continuous.

1 How long / Ellie / wait?
2 How long / Jack / try to phone Ellie?
3 How long / Ellie / look forward to the film?
4 Why / Ellie / look forward to the film?
5 How long / Jack / run?
6 Why / Jack / run?

5 SPEAKING In pairs, ask and answer your questions from exercise 4. Find the answers in the dialogue in exercise 2.

How long has Ellie been waiting?

Ellie has been waiting for ages.

LEARN THIS! Present perfect simple

We use the present perfect simple, not continuous:

a for completed actions.
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b when we say how often something has happened.
Our team has won three times this season.

c with verbs that are not used in continuous tenses.
I've owed him £80 since the summer.

6 Read the Learn this! box. Underline an example of the present perfect simple for a completed action in exercise 2.

Grammar Builder 2.2 page 130

7 USE OF ENGLISH Complete the sentences using the correct form of the words in brackets. Do not change the order of the words. You can add up to three other words.

1 I'm not sure what's happening in this film because _____ (only / watch / it) for a few minutes.
2 How long _____ (Alex / be / member) of the film club?
3 I can't go to the cinema because _____ (I / finish / my homework) yet.
4 Those two girls in the front row _____ (talk / each other) since the film started!
5 My parents were watching a science fiction film, but they _____ (turn / off / TV) now.
6 How long _____ (they / make / movies) in Hollywood?

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A Tell your partner that he or she looks:

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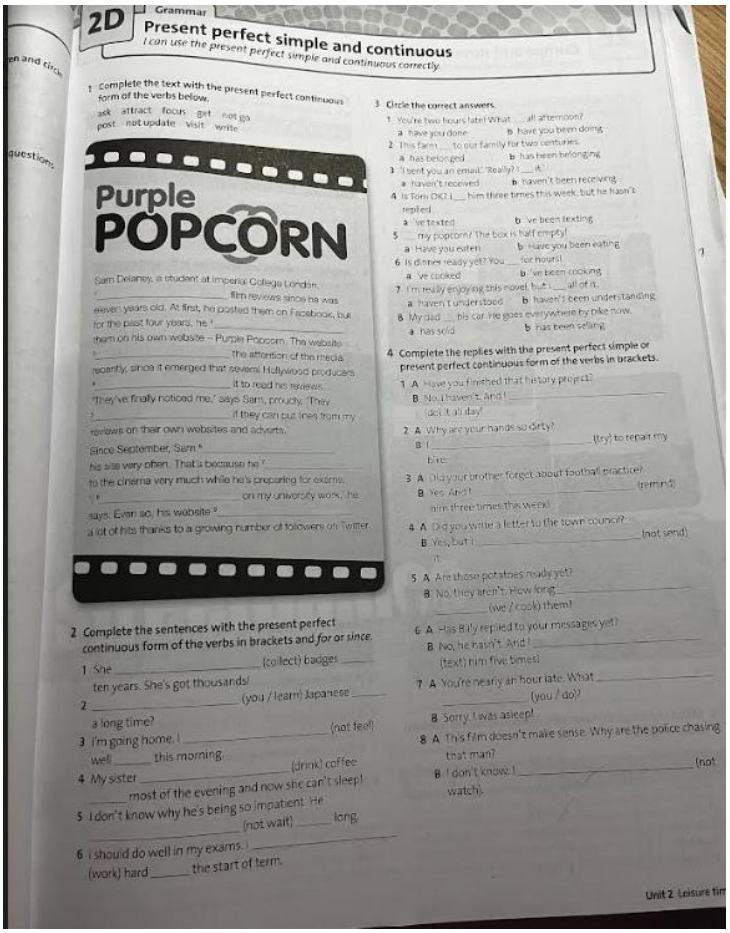
B Explain why you look that way. Use the present perfect simple and continuous.

You look exhausted.



2D Grammar

Present perfect simple and continuous

I can use the present perfect simple and continuous correctly.

1 Complete the text with the present perfect continuous form of the verbs below.

ask attract focus get not go post not update visit write

Purple POPCORN

Sam Delaney, a student at Imperial College London, [1] _____ film reviews since he was eleven years old. At first, he posted them on Facebook, but for the past four years, he [2] _____ them on his own website – Purple Popcorn. The website [3] _____ the attention of the media recently, since it emerged that several Hollywood producers [4] _____ it to read his reviews.

'They've finally noticed me,' says Sam, proudly. 'They [5] _____ if they can cut lines from my reviews on their own websites and adverts.'

Since September, Sam [6] _____ his site very often. That's because he [7] _____ to the cinema very much while he's preparing for exams. '[8] _____ on my university work,' he says. Even so, his website [9] _____ a lot of hits thanks to a growing number of followers on Twitter.

2 Complete the sentences with the present perfect continuous form of the verbs in brackets and *for* or *since*.

1 She _____ (collect) badges _____ ten years. She's got thousands!

2 _____ (you / learn) Japanese _____ a long time?

3 I'm going home. I _____ (not feel) well _____ this morning.

4 My sister _____ (drink) coffee _____ most of the evening and now she can't sleep!

5 I don't know why he's being so impatient. He _____ (not wait) _____ long.

6 I should do well in my exams. I _____ (work) hard _____ the start of term.

3 Circle the correct answers.

1 You're two hours late! What ___ all afternoon?
a have you done b have you been doing

2 This farm ___ to our family for two centuries.
a has belonged b has been belonging

3 'I sent you an email.' 'Really? I ___ it.'
a haven't received b haven't been receiving

4 Is Tom OK? I ___ him three times this week, but he hasn't replied.
a 've texted b 've been texting

5 ___ my popcorn! The box is half empty!
a Have you eaten b Have you been eating

6 Is dinner ready yet? You ___ for hours!
a 've cooked b 've been cooking

7 I'm really enjoying this novel, but I ___ all of it.
a haven't understood b haven't been understanding

8 My dad ___ his car. He goes everywhere by bike now.
a has sold b has been selling

4 Complete the replies with the present perfect simple or present perfect continuous form of the verbs in brackets.

1 A Have you finished that history project?
B No, I haven't. And I _____ (do it all day!

2 A Why are your hands so dirty?
B I _____ (try) to repair my bike.

3 A Did your brother forget about football practice?
B Yes. And I _____ (remind) him three times this week!

4 A Did you write a letter to the town council?
B Yes, but I _____ (not send) it.

5 A Are those potatoes ready yet?
B No, they aren't. How long _____ (we / cook) them?

6 A Has Billy replied to your messages yet?
B No, he hasn't. And I _____ (text) him five times!

7 A You're nearly an hour late. What _____ (you / do)?
B Sorry, I was asleep!

8 A This film doesn't make sense. Why are the police chasing that man?
B I don't know. I _____ (not watch).

Unit 2 Leisure tim

LESSON PLAN 10

Subject: writing, speaking, vocabulary, pronunciation
Date and time of the lesson: 12.1. 2024, 10:55-11:40
Class: 3A
Topic: Compound nouns
Number of learners: 11
Lesson objectives:
Remember: Learners recall individual compound nouns
Apply: Learners implement the usage individual compound nouns into writing activity and speaking activity
Create: Learners produce and form sentences using compound nouns
Didactic materials used:
Textbooks, workbooks, compound nouns cards

TIME	CONTENT	METHOD / ACTIVITY TYPE / GROUPING OF LEARNERS / MATERIAL
10:55-11:00	- **Brainstorming** - The learners think about the meaning of compound nouns and come up with examples in pairs	**Met.** Communicative language learning, brainstorming **Act. Type:** vocabulary – brainstorming, speaking **Gr.:** pair work/ whole class **Mat.:** -
11:00-11:09	**Compound nouns cards** -Learners match the nouns with suitable nouns to form a compound noun Checking the meaning	**Met.:** communicative language learning, critical thinking **Act. Type:** vocabulary matching **Gr.:** group work **Mat.:** compound nouns cards
11:09-11:14	**Compound nouns and pictures** Matching the individual words with pictures	**Met.:** task-based, communicative language learning **Act. Type:** vocabulary - matching **Gr.: whole**-class/ individual work **Mat.:** textbook
11:14-16	**Pronunciation - stress** The learners decide if the stress is put on the first or second word	**Met.:** task-based, communicative language learning, audio lingual **Act. Type:** pronunciation – stress, speaking - discussion **Gr.:** individual work/ whole class **Mat.:** textbook
11:16-18	**Grammar box** - The learners read the rules for forming - compound nouns	**Met.:** task-based/communicative language learning, direct method, grammar translation **Act. Type:** grammar - rules **Gr.:** whole class **Mat.:** textbook
11:18-25	**Workbook – 22/1,2**	

	Learners practice individual compound nouns – match the words with pictures	**Met.:** task-based/communicative language learning, direct method **Act. Type:** vocabulary - matching **Gr.:** individual work/ whole class **Mat.:** workbook
11:25-35	**Writing sentences on the board** Each learner is given one compound and use it in a sentence	**Met.:** direct method **Act. Type:** writing – making sentences **Gr.:** individual work/ whole class **Mat.:** -
11:35-40	**HW – 22/3**	

2E Word Skills

Compound nouns and adjectives

I can use compounds correctly.

1 Complete the sports venues with the words below. Then use six of them to label the photos.

basketball bowling boxing court football golf ice room studio swimming track wall

1 _____ alley
2 _____ course
3 athletics _____
4 _____ rink
5 tennis _____
6 _____ ring
7 _____ court
8 dance _____
9 climbing _____
10 _____ pitch
11 weights _____
12 _____ pool

a _____

b _____

c _____

d _____

e _____

f _____

2 Match the words to make more compound nouns. Use each word only once.

1 mountain ☐	a road
2 flood ☐	b block
3 main ☐	c net
4 sea ☐	d range
5 tennis ☐	e player
6 safety ☐	f shore
7 tower ☐	g lights

3 Complete the table with compound nouns from exercises 1 and 2. Write one under A, three under B and four under C.

A adjective + noun	B *-ing* form + noun

C noun + noun

4 Complete the compound adjectives in the sentences with the words below.

25 air full open sound well

1 It's an amazing house. There's a _____-sized bowling alley in the basement!
2 There's also a new _____-air swimming pool in the garden.
3 Is it healthy to spend all day in _____-conditioned offices?
4 The gym has a _____-equipped weights room.
5 She reached the top of the _____-metre climbing wall in less than a minute.
6 They record the podcasts in a _____-proof room.

VOCAB BOOST!

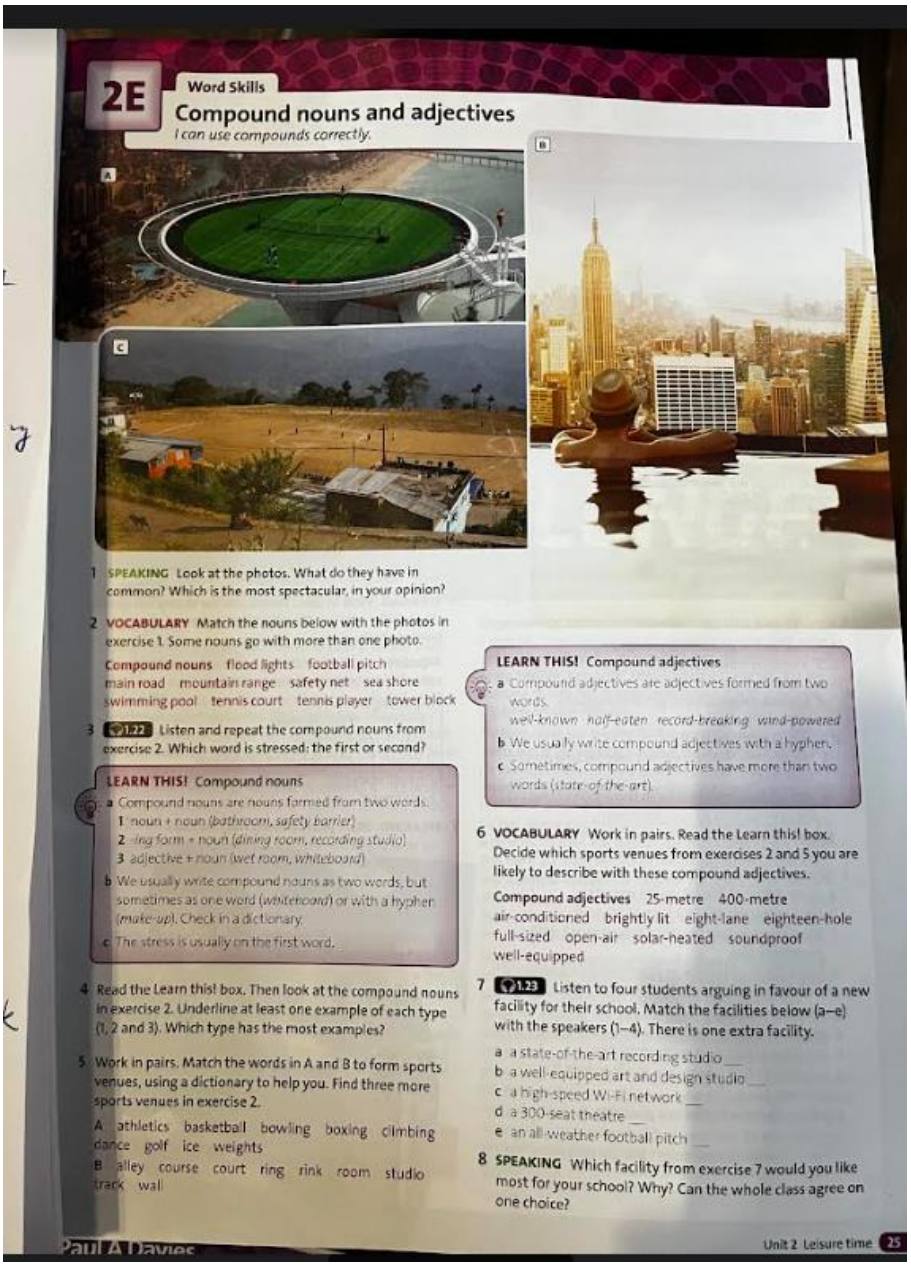
Many compound adjectives are not in the dictionary because they are formed from other words. When you come across a new compound adjective, you need to work out the meaning by looking at the words which form it.

a three-wheeled motorbike = a motorbike with three wheels

a well-drawn picture = a picture which has been drawn well

5 Read the *Vocab boost!* box. Then complete the second part of each sentence with an explanation.

1 A three-headed monster is a monster with three heads.
2 A man-eating lion is a lion _____
3 A million-dollar apartment is an apartment _____
4 A five-storey house is a house _____
5 A well-prepared student is a student _____



2E Word Skills

Compound nouns and adjectives

I can use compounds correctly.

A

B

C

1 **SPEAKING** Look at the photos. What do they have in common? Which is the most spectacular, in your opinion?

2 **VOCABULARY** Match the nouns below with the photos in exercise 1. Some nouns go with more than one photo.

Compound nouns flood lights football pitch main road mountain range safety net sea shore swimming pool tennis court tennis player tower block

3 1.22 Listen and repeat the compound nouns from exercise 2. Which word is stressed: the first or second?

LEARN THIS! Compound nouns

a Compound nouns are nouns formed from two words.
1 noun + noun (*bathroom, safety barrier*)
2 *-ing* form + noun (*dining room, recording studio*)
3 adjective + noun (*wet room, whiteboard*)

b We usually write compound nouns as two words, but sometimes as one word (*whiteboard*) or with a hyphen (*make-up*). Check in a dictionary.

c The stress is usually on the first word.

4 Read the Learn this! box. Then look at the compound nouns in exercise 2. Underline at least one example of each type (1, 2 and 3). Which type has the most examples?

5 Work in pairs. Match the words in A and B to form sports venues, using a dictionary to help you. Find three more sports venues in exercise 2.

A athletics basketball bowling boxing climbing dance golf ice weights

B alley course court ring rink room studio track wall

LEARN THIS! Compound adjectives

a Compound adjectives are adjectives formed from two words.
well-known half-eaten record-breaking wind-powered

b We usually write compound adjectives with a hyphen.

c Sometimes, compound adjectives have more than two words (*state-of-the-art*).

6 **VOCABULARY** Work in pairs. Read the Learn this! box. Decide which sports venues from exercises 2 and 5 you are likely to describe with these compound adjectives.

Compound adjectives 25-metre 400-metre air-conditioned brightly lit eight-lane eighteen-hole full-sized open-air solar-heated soundproof well-equipped

7 1.23 Listen to four students arguing in favour of a new facility for their school. Match the facilities below (a–e) with the speakers (1–4). There is one extra facility.

a a state-of-the-art recording studio ___
b a well-equipped art and design studio ___
c a high-speed Wi-Fi network ___
d a 300-seat theatre ___
e an all-weather football pitch ___

8 **SPEAKING** Which facility from exercise 7 would you like most for your school? Why? Can the whole class agree on one choice?

Paul A Davies

Flood	lights
Football	pitch
Main	road
mountain	range
Safety	net
sea	shore
swimming	pool
tennis	court
tennis	player
tower	block
athletics	track
basketball	court
bowling	alley
boxing	ring
climbing	wall

Golf	course
ice	rink
dance	studio
weights	room

Appendices D (observation forms)

a) experimental group

Lesson 1 (participant observer)

Observation form – experimental group

Class: 2.F

Date: 15.12. 2023

Time: 7:10-7:55

1. **Are learners interested in individual activities? If so, how is it demonstrated?**

Yes, especially the first two on Mentimeter. The learners seem to enjoy them.

2. **Describe the classroom atmosphere.**

Friendly, relaxed. I did not pay attention to one learner who was struggling with my instructions (I did not understand them). But I noticed that a bit later which was a mistake. I was more focused on the computer than weak learners, which was a mistake.

3. **Does the teacher provide clear instructions? Do the learners understand the instructions?**

Not always, I am aware of the fact that I should have checked the understanding more then just once and ask other learners to explain the instructions to other learners before all activities.

Lesson 1 (non-participant observer)

Observation form – experimental group

Class: 2.F

Date: 15.12. 2023

Time: 7:10-7:55

1. **Are learners interested in individual activities? If so, how is it demonstrated?**

Yes, completed activities right away.

2. **Describe the classroom atmosphere.**

Relaxed, except for one student who was getting a bit depressed as he didn't understand the instructions. Moreover, he expressed that in a way that he doesn't know what to do.

3. **Does the teacher provide clear instructions? Do the learners understand the instructions?**

Not always= due to not paying attention, doing something different or whatever. I recommend checking the understanding of the instructions.

In one activity= the students couldn't do the exercise as they may not understood the instructions.

Lesson 2 (participant observer)

Observation form – experimental group

Class: 2.F

Date: 18.12. 2023

Time: 11:50-12:35

1. **Are learners interested in individual activities? If so, how is it demonstrated?**

Diverse activities. Not bored. Enjoyed when they had to choose a classmate to respond to a question.

2. **Describe the classroom atmosphere.**

Relaxed, friendly.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Clear, comprehensible. In ca se of misunderstanding – raised hands.

Lesson 2 (non-participant observer)

Observation form – experimental group

Class: 2.F

Date: 18.12. 2023

Time: 11:50-12:35

1. Are learners interested in individual activities? If so, how is it demonstrated?

Curious to learn more. (what it is going to be about)

Actively participating (role play, wordwall, phrases)

Listening: not interested – didn't know what they should listen to – were talking to each other and not listening to the teacher

2. Describe the classroom atmosphere.

Relaxed, friendly.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Mostly. Sometimes the teacher adds up the instructions during an activity.

Sometimes students themselves ask for clarification.

Lesson 3 (participant observer)

Observation form – experimental group

Class: 2.F

Date: 5.1. 2024

Time: 10:55-11:40

1. **Are learners interested in individual activities? If so, how is it demonstrated?**

They particularly liked the activities with multimedia usage – Mentimeter, Quizlet Live.

2. **Describe the classroom atmosphere.**

Quite noisy.

3. **Does the teacher provide clear instructions? Do the learners understand the instructions?**

Not always clear instructions. Quizlet Live – did not understand them properly

Lesson 3 (participant observer)

Observation form – experimental group

Class: 2.F

Date: 5.1. 2024

Time: 10:55-11:40

1. **Are learners interested in individual activities? If so, how is it demonstrated?**

Yes. The first two activities were interactive. They enjoyed that – using “likes”

Listening – neutral, no emotions evoked, no sign of enjoyment

Quizlet – yes, sign of enjoyment, excitement, asked for replaying the game

2. Describe the classroom atmosphere.

Too relaxed – not respectful towards the teacher

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Not always clear instructions. Quizlet = some learners were discussing the instructions while playing. They didn’t catch the instructions.

Lesson 4 (participant observer)

Observation form – experimental group

Class: 2.F

Date: 10.1. 2024

Time: 8-8:45

1. Are learners interested in individual activities? If so, how is it demonstrated?

Showed enthusiasm in all activities.

2. Describe the classroom atmosphere.

Relaxed, Calm.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Instructions clear.

Lesson 4 (non-participant observer)

Observation form – experimental group

Class: 2.F

Date: 10.1. 2024

Time: 8-8:45

1. Are learners interested in individual activities? If so, how is it demonstrated?

Lend x borrow = yes, immediately engaged. 2nd conditional = yes, enjoyed reading each other's sentences

Gr. Ex.: they were practising grammar – immediately started working, seemed engaged

2. Describe the classroom atmosphere.

Relaxed.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Yes - mostly

Lesson 5 (participant observer)

Observation form – experimental group

Class: 2.F

Date: 11.1. 2024

Time: 11:50-12:35

1. Are learners interested in individual activities? If so, how is it demonstrated?

Yes = got interested in Mentimeter using their mobile phones. Completed activities in textbook right away.

2. Describe the classroom atmosphere.

Calm, relaxed.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Always comprehensible.

Lesson 5 (participant observer)

Observation form – experimental group

Class: 2.F

Date: 11.1. 2024

Time: 10:55-11:40

1. Are learners interested in individual activities? If so, how is it demonstrated?

Yes= got engaged in talking (asking and answering questions)

They listened to each other's answers, paying attention classmates' answers

2. Describe the classroom atmosphere.

Calm, relaxed.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Yes. Instructions were repeated by students. If anyone isn't sure if he understood correctly, he asks for clarification.

Lesson 5 (non-participant observer)

Observation form – experimental group

Class: 2.F

Date: 11.1. 2024

Time: 10:55-11:40

1. Are learners interested in individual activities? If so, how is it demonstrated?

Yes= got involved in talking (asking and answering questions)

They listened to each other's answers, paying attention classmates' answers

2. Describe the classroom atmosphere.

Calm, relaxed.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Yes. Instructions were repeated by students. If anyone isn't sure if he understood correctly, he asks for clarification.

Lesson 6 (participant observer)

Observation form – experimental group

Class: 2.F

Date: 12.1. 2024

Time: 7:10-7:55

1. Are learners interested in individual activities? If so, how is it demonstrated?

Yes= they seem to enjoy new and updated activities. They particularly liked the board game.

2. Describe the classroom atmosphere.

Relaxed, friendly.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Yes, the instructions were explained clearly.

Lesson 7 (participant observer)

Observation form – experimental group

Class: 2.F

Date: 15.1. 2024

Time: 11:50-12:35

1. Are learners interested in individual activities? If so, how is it demonstrated?

Wordwall – Yes, they actively watched the sentences on the board. They were listening to each other, participating.

Boardgame – yes, engaged

Mentimeter – yes, started immediately writing, enjoyed the answers on the board

2. Describe the classroom atmosphere.

Calm.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Yes. One student didn't understand so he asked for clarification

Lesson 7 (participant observer)

Observation form – experimental group

Class: 2.F

Date: 12.1. 2024

Time: 7:10-7:55

1. Are learners interested in individual activities? If so, how is it demonstrated?

Neutral- they didn't evoke any emotions in many activities. When it comes to mock test – they liked that they could find out what their results are.

2. Describe the classroom atmosphere.

Calm, friendly.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Yes – comprehensible and understandable instructions

Lesson 7 (non-participant observer)

Observation form – experimental group

Class: 2.F

Date: 12.1. 2024

Time: 7:10-7:55

1. Are learners interested in individual activities? If so, how is it demonstrated?

Yes – cooperating in pairs, working on the tasks, engaged in the activity.

2. Describe the classroom atmosphere.

Calm.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Yes – comprehensible and understandable instructions

Lesson 8 – no observations filled

Lesson 9 (participant observer)

Observation form – experimental group

Class: 2.F

Date: 22.1. 2024

Time: 13:10-13:55

1. Are learners interested in individual activities? If so, how is it demonstrated?

Yes – particularly enjoyed typing down the sentences on PC.

2. Describe the classroom atmosphere.

Relaxed.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Yes – comprehensible and understandable instructions

Lesson 9 (non-participant observer)

Observation form – experimental group

Class: 2.F

Date: 22.1. 2024

Time: 13:10-13:55

1. Are learners interested in individual activities? If so, how is it demonstrated?

Yes – in pairs they were discussing the correct answers. But overall – not always engaged.

2. Describe the classroom atmosphere.

Relaxed.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Yes – comprehensible and understandable instructions

Lesson 10 (participant observer)

Observation form – experimental group

Class: 2.F

Date: 24.1. 2024

Time: 8-8:45

1. Are learners interested in individual activities? If so, how is it demonstrated?

They particularly enjoyed Kahoot! However, they did not seem to be engaged in other activities.

2. Describe the classroom atmosphere.

Calm.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Yes – comprehensible and understandable instructions, no one had to ask for clarification

Lesson 10 (non-participant observer)

Observation form – experimental group

Class: 2.F

Date: 24.1. 2024

Time: 8-8:45

1. Are learners interested in individual activities? If so, how is it demonstrated?

1st and 2nd activity – partly (the students who were creating the sentences were interested, engaged, listening. The others were not into it, they were just sitting, bored, not active

Exercises – engaged, immediately started working

Mentimeter – yes, enjoyed, they immediately started typing the sentences

2. Describe the classroom atmosphere.

Calm.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Yes – comprehensible and understandable instructions, no need for clarification

b) Traditional group

Lesson 1 (participant observer)

Observation form – traditional group

Class: 3. A

Date: 13.12. 2023

Time: 8:55-9:40

1. Are learners interested in individual activities? If so, how is it demonstrated?

Shy at the beginning.

Enjoyed the activities focused on unit test revision.

2. Describe the classroom atmosphere.

Calm., quiet atmosphere.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Simple and clear instructions.

Lesson 1 (non-participant observer)

Observation form – traditional group

Class: 3. A

Date: 13.12. 2023

Time: 8:55-9:40

1. Are learners interested in individual activities? If so, how is it demonstrated?

Yes – engaged in the activities. Cooperated with each other.

2. Describe the classroom atmosphere.

Relaxed. Students were not stressed by the teacher's attitude. Not afraid to ask questions when they needed clarification.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Simple and clear instructions. All learners were doing what they were supposed to do. However, two learners didn't know what to do and they did not even ask for clarification.

Lesson 2 (participant observer)

Observation form – traditional group

Class: 3. A

Date: 15.12. 2023

Time: 10:55-11:40

1. Are learners interested in individual activities? If so, how is it demonstrated?

Not always. They were against repeating the answers in front of the class when practising phrasal verbs.

2. Describe the classroom atmosphere.

Calm, relaxed.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Simple and clear instructions.

Lesson 2 (non-participant observer)

Observation form – traditional group

Class: 3. A

Date: 15.12. 2023

Time: 10:55-11:40

1. Are learners interested in individual activities? If so, how is it demonstrated?

Yes – they were talking and discussing questions – seemed to be engaged.

The last activity – No. They did not want to talk. They were just sitting and staring at the board (they didn't see the point – they had already answered the questions in pairs).

2. Describe the classroom atmosphere.

Relaxed.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Yes, students know what to do. If not – it can be due to not listening and talking to each other.

Lesson 3 (participant observer)

Observation form – traditional group

Class: 3. A

Date: 18.12. 2023

Time: 10:00 – 10:45

1. Are learners interested in individual activities? If so, how is it demonstrated?

Yes – they particularly liked writing responses to their classmates during writing task.

2. Describe the classroom atmosphere.

Relaxed.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Comprehensible and simple instructions.

Lesson 3 (non-participant observer)

Observation form – traditional group

Class: 3. A

Date: 18.12. 2023

Time: 10:00 – 10:45

1. Are learners interested in individual activities? If so, how is it demonstrated?

Yes – they seemed to be enjoying the activity. Completed the task right away.

2. Describe the classroom atmosphere.

Relaxed.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

1st past of the activity – everyone knew what to do.

2nd part – the instructions were introduced while some students were writing the message and they were not listening.

Lesson 4 (participant observer)

Observation form – traditional group

Class: 3. A

Date: 4.1. 2024

Time: 10:00 – 10:45

1. Are learners interested in individual activities? If so, how is it demonstrated?

Partly – some activities should have been shortened so some learners started to get bored. But other activities were engaging and appealing for the learners.

2. Describe the classroom atmosphere.

Funny, relaxed.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Comprehensible and clear.

Lesson 4 (non-participant observer)

Observation form – traditional group

Class: 3. A

Date: 4.1. 2024

Time: 10:00 – 10:45

1. Are learners interested in individual activities? If so, how is it demonstrated?

At the beginning – seemed to be overwhelmed by a number of activities. But then, they started to enjoy the lesson.

2. **Describe the classroom atmosphere.**
Funny, relaxed.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?
Almost clear.

Lesson 5-6 (non-participant observer)

Observation form – traditional group

Class: 3. A

Date: 5.1. 2024

Time: 10:00 – 10:45, 10:55 – 11:40

1. Are learners interested in individual activities? If so, how is it demonstrated?

Yes – engaged in all activities.

2. Describe the classroom atmosphere.
Relaxed, friendly.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?
No need to clarify the instructions. Clear and comprehensible.

Lesson 5-6 (participant observer)

Observation form – traditional group

Class: 3. A

Date: 4.1. 2024

Time: 10:00 – 10:45

1. Are learners interested in individual activities? If so, how is it demonstrated?

Partly – some activities should have been shortened so some learners started to get bored. But other activities were engaging and appealing for the learners.

2. Describe the classroom atmosphere.

Funny, relaxed.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Comprehensible and clear.

Lesson 7 (participant observer)

Observation form – traditional group

Class: 3. A

Date: 6.1. 2024

Time: 10:55-11:40

1. Are learners interested in individual activities? If so, how is it demonstrated?

Interested in the first activity.

Not in listening tasks – boring

2. Describe the classroom atmosphere.

Neutral.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Comprehensible and clear.

Lesson 7 (non-participant observer)

Observation form – traditional group

Class: 3. A

Date: 7.1. 2024

Time: 11:50 -12:35

1.Are learners interested in individual activities? If so, how is it demonstrated?

Not interested in the activities. Nothing original.

2. **Describe the classroom atmosphere.**

Boring, tiring.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Comprehensible and simple.

Lesson 8 (participant observer)

Observation form – traditional group

Class: 3. A

Date: 6.1. 2024

Time: 10:55-11:40

1. Are learners interested in individual activities? If so, how is it demonstrated?

Not interested in the activities. They were tired of completing the exercises in the textbook. However, liven up by the last activity.

2. Describe the classroom atmosphere.

Boring, tiring.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Comprehensible and simple.

Lesson 8 (non-participant observer)

Observation form – traditional group

Class: 3. A

Date: 6.1. 2024

Time: 10:55-11:40

1. Are learners interested in individual activities? If so, how is it demonstrated?

Not engaged in the lesson. They were not listening to the instructions – doing something else.

2. Describe the classroom atmosphere.

Boring, too relaxed

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Comprehensible instructions – but the students were not listening to them and playing attention to the teacher.

Lesson 9 (participant observer)

Observation form – traditional group

Class: 3. A

Date: 10.1. 2024

Time: 8:55-9:40

1. Are learners interested in individual activities? If so, how is it demonstrated?

Engaged in the lesson – due to the fact that they finally understood the differences between the tenses.

2. **Describe the classroom atmosphere.**

Calm.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Comprehensible instructions

Lesson 9 (non-participant observer)

Observation form – traditional group

Class: 3. A

Date: 10.1. 2024

Time: 8:55-9:40

1. Are learners interested in individual activities? If so, how is it demonstrated?

Appealing lesson. The learners enjoyed discussing and havind debate with their peers.

2. Describe the classroom atmosphere.

Calm.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?

Comprehensible instructions.

Lesson 10 (participant observer)

Observation form – traditional group

Class: 3. A

Date: 12.1. 2024

Time: 10:55-11:40

1. Are learners interested in individual activities? If so, how is it demonstrated?

The learners evoked enthusiasm in the lesson. Especially enjoyed the brainstorming task.

2. Describe the classroom atmosphere.
Happy, enjoyable

3. Does the teacher provide clear instructions? Do the learners understand the instructions?
Comprehensible instructions.

Lesson 10 (non-participant observer)

Observation form – traditional group

Class: 3. A

Date: 12.1. 2024

Time: 10:55-11:40

1. Are learners interested in individual activities? If so, how is it demonstrated?

The learners evoked enthusiasm in the lesson. Actively participating in the lesson unit.

2. **Describe the classroom atmosphere.**
Happy, calm.

3. Does the teacher provide clear instructions? Do the learners understand the instructions?
Comprehensible instructions.