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**Teaching English to Lower-Secondary Pupils and  
Adults: Similarities and Differences**

Diplomová práce

Autor: Bc. Kateřina Fröhlichová  
Studijní program: N7503 Učitelství pro 2. stupeň ZŠ  
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Učitelství pro 2. stupeň ZŠ - francouzský jazyk a literatura  
Vedoucí práce: Mgr. Olga Vraštilová, M.A., Ph.D.

**Autor:** Bc. Kateřina Fröhlichová

**Studium:** P111112

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Práce se zaměří na zkoumání výukového procesu v cizím jazyce u zmíněných věkových kategorií, šetřením v terénu se pokusí postihnout případné shody a rozdíly; na základě získaných poznatků praktická část zpracuje vybrané téma pro obě zkoumané věkové kategorie studentů.

HARMER, Jeremy. The practice of English language teaching. 4. vyd. Essex: Pearson Education Limited, 2007. 448 s. ISBN 978-1-4058-4772-8. HORROCKS, Naomi, ROGERS, Alan. Teaching adults. 4. vyd. Maidenhead: Open University Press, 2010. 360 s. ISBN 978-0335235391 LEWIS, Gordon. Teenagers. 1. vyd. Oxford: Oxford University Press, 2007. 114 s. ISBN 978-0194425773. SCOTT, Wendy A., YTREBERG, Lisbeth H. Teaching English to Children. New York: Longman, 1990. 115s. ISBN 0-582-74606. SCRIVENER, John. Learning Teaching. 2. vyd. Oxford: Macmillan Education, 2005. 431 s. ISBN 1-4050-1399-0.

**Anotace:**

Práce se zaměří na zkoumání výukového procesu v cizím jazyce u zmíněných věkových kategorií, šetřením v terénu se pokusí postihnout případné shody a rozdíly; na základě získaných poznatků praktická část zpracuje vybrané téma pro obě zkoumané věkové kategorie studentů. Diplomová práce se zabývá zkoumáním výukového procesu v anglickém jazyce u žáků na 2. stupni základní školy a u dospělých studentů. Cílem této práce je popsat výukový proces u obou zmíněných věkových kategorií a definovat případné shody a rozdíly. Práce se skládá ze dvou hlavních částí. Teoretická část nejprve charakterizuje žáka na 2. stupni ZŠ, popisuje jeho motivaci ke studiu anglického jazyka a zmiňuje metody, které jsou používány k výuce anglického jazyka pro tuto věkovou skupinu. Následně se práce zabývá výukou anglického jazyka u dospělých studentů a uvádí jejich základní charakteristiku, popisuje jejich motivaci ke studiu i vyučovací metody. V praktické části se práce zaměřuje na rozbor učebnic, které se používají při výuce obou věkových kategorií a snaží se zachytit případné shody a rozdíly ve výuce zvoleného tématu. Na základě poznatků je zpracované vybrané téma pro obě zkoumané kategorie studentů.

**Garantující pracoviště:** Katedra anglického jazyka a literatury a oddělení francouzského jazyka, Pedagogická fakulta

**Vedoucí práce:** Mgr. Olga Vraštilová, M.A., Ph.D.

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**Prohlášení:**

Prohlašuji, že jsem tuto diplomovou práci vypracovala (pod vedením vedoucí diplomové práce) samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne .....

Podpis:

Poděkování:

Tímto bych chtěla poděkovat vedoucí mé diplomové práce Mgr. Olze Vraštilové M.A., Ph.D. za užitečné připomínky, vstřícný přístup po celou dobu konzultací a za čas, který mé práci věnovala.

## **Anotace**

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Diplomová práce se zabývá zkoumáním výukového procesu v anglickém jazyce u žáků na 2. stupni základní školy a u dospělých studentů. Cílem této práce je popsat výukový proces u obou zmíněných věkových kategorií a definovat případné shody a rozdíly. Práce se skládá ze dvou hlavních částí. Teoretická část nejprve charakterizuje žáka na 2. stupni ZŠ, popisuje jeho motivaci ke studiu anglického jazyka a zmiňuje metody, které jsou používány k výuce anglického jazyka pro tuto věkovou skupinu. Následně se práce zabývá výukou anglického jazyka u dospělých studentů a uvádí jejich základní charakteristiku, popisuje jejich motivaci ke studiu i vyučovací metody. V praktické části se práce zaměřuje na rozbor učebnic, které se používají při výuce obou věkových kategorií a snaží se zachytit případné shody a rozdíly ve výuce zvoleného tématu. Na základě poznatků z teoretické části a z provedeného výzkumu je zpracované vybrané téma pro obě věkové kategorie studentů.

Klíčová slova: pedagogika, andragogika, výuka anglického jazyka, adolescent, vzdělávání dospělých.

## **Annotation**

FRÖHLICHOVÁ, Kateřina. *Teaching English to Lower-Secondary Pupils and Adults: Similarities and Differences*. Hradec Králové: Faculty of Education, University of Hradec Králové, 2015. 100 pp. Diploma Dissertation.

The diploma thesis deals with the teaching English to lower-secondary pupils and teaching English to adults. The main goal of the thesis is to describe the process of teaching both age groups and to define its similarities and differences. The thesis is composed of 2 main parts. The theoretical part characterizes lower-secondary pupils, their motivation to learn English and the teaching methods which are generally used for their teaching. Then, it gives the characteristic of an adult learner, describes his motivation to study English and states the teaching methods which are commonly used for this age group. The practical part is focused on the analysis of textbooks in both age groups, provide lesson plans and it compares the teaching of one chosen topic to both age groups of learners. Finally, the teaching of another chosen topic to lower-secondary pupils and to adults is described in detail.

Key words: pedagogy, andragogy, teaching English, teenager, adult education

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## **Introduction**

The phenomenon of English language caused an important increase in English language learning and teaching across the globe. People at every age can start to learn English, children as well as adults have their particular needs to learn English. It is generally believed that young people are able to learn a second language better, faster and more effectively than adults. Children are considered to learn English mostly unconsciously while adults learn rather intentionally. Another general assumption is that adult learners have difficulties with the pronunciation of foreign language whilst children catch the right pronunciation immediately.

This diploma thesis deals with the comparison between teaching English to lower-secondary pupils and teaching English to adults. The main goal of thesis is to name and to describe similarities and differences between these two groups of English learners. An insight into the issue of English language teaching that differ according to learners' age is offered. The theoretical part provides the definition of teenage and adult learners of English, states a set of tips that show how to teach them effectively. In addition, it mentions the differences between their motivations to study English and last but not least, it analyses their learning characteristics.

The practical part of thesis is composed of 2 chapters. The first chapter describes a qualitative research focused on the analysis of the textbooks' exercises and provides lesson plans from my school teaching practice in Jaroměř and from a language course of general English at the Centre of andragogy. The topic is teaching the present perfect. I aim at proving or disproving the theoretical information from the first part. In addition, the content analysis of two textbooks used in the empirical part of the thesis is provided. In the last chapter, I add extra-activities for teaching particular topic to both age groups.

I have chosen this topic because I have been teaching English to both mentioned age groups since my studies at the university in Pilsen. I started with teaching private lessons at language schools mostly to adult learners then I continued in my studies at the University of Hradec Králové where I study English language teaching and literature as well as French language teaching and literature to lower-secondary pupils. During my school teaching practice at various primary schools I came to realize that teaching English to these two age groups differ and I would like focus on this topic in detail. In present, I

often move between these both age groups because I teach both languages at the educational centre where my students are mainly adults and at the same time I provide private lessons where the major part of my students are adolescents.

This thesis should help to find differences and similarities between teaching adults and teenagers so that everybody will be able to prepare appropriate lessons for both mentioned age groups, to adapt the lessons to students' particular needs so that the lessons will meet with success. It is important to realize that every age group process new languages in a completely different way. Once you understand these differences, it will be much easier to prepare your lesson plans to fit the needs and abilities of your students.

In the thesis, I use the form of quotation ČSN ISO 690. The direct quotes are stated in italics and paraphrases start and end with paragraphs and are stated by the introductory words.

## Theoretical part

### 1 The phenomenon of English language

English seems to be quite a short and simple word, but still it is so important in everyday lives of people throughout the world. In the last few decades, a significant growth in the role of English language as a lingua franca can be seen.

According to Harmer, the term *lingua franca* means a language that is generally used for communication between people whose first languages (mother tongues) and sometimes also second languages are different. (2007, p. 13)

Scientific, economic and political exchanges that take place every day between people from all over the world are held in English. In other words, English is the standard means through people are able to communicate with other people all over the world. English language is considered by many people to be the universal symbol of globalisation. Although it is possible to mention different reactions to and interpretations of this phenomenon, it is basically impossible to deny the fact that English has entered all means of communication and expression globally.

It is the language of global economy and commerce, of modern technology, tourism and the Internet and last but not least the language of science. English is also a leading language in popular culture. Even people who do not speak English can sing English words in their favourite songs or hear English on subtitled movies getting out of the USA. (Harmer, 2007, p. 15)

English language is everywhere. According to Johnson, “*Some 380 million people speak English as their first language and perhaps two-thirds as many again as their second. A billion are learning it, about a third of the world’s population are in some sense exposed to it and by 2050, it is predicted, half the world will be more or less proficient in it.*” (2009, p. 131)

Due to speedily globalized world in the 3<sup>rd</sup> millennium, teaching English as a communication tool has become even more important than two decades ago. The spread or globalisation of English and its role as an international language caused an important demand for teachers and for English language learning especially in non-native English surroundings.

## **1.1. Terminology**

The thesis is focused on the discipline of English language teaching. This discipline can be interpreted as Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), or Teaching English for Speakers of Other Languages (TESOL). In this context, the difference between TEFL and TESL should be explained because these two terms are mentioned in the thesis and are often confused.

The term ESL (English as a Second Language) or TESL is mostly used in the countries with huge number of immigrants such as the USA or Canada, where many immigrants' mother tongue is not English. Even if the learners' native language, as well as their first language, is not English, they still have to learn English in order to fit in to their new country and make themselves integrated within the immigrant areas. Students of ESL usually live in a target-language community and they need the knowledge of the language for surviving and prospering in that community, namely things like renting a flat, obtaining the health service. (Harmer, 2007, p. 19)

In contrast, EFL (English as a Foreign Language) or TEFL stands for Teaching English as a Foreign Language. This is an acronym that refers to teaching non-native English speakers in a country where English is not the native language. It deals with courses where students are learning English in order to be capable to communicate with other people in the role of tourists, business people and so on. It means the education in their own country or on short courses in the USA, Britain, Australia, Canada etc. (Harmer, 2007, p. 19)

It is evident that the difference between EFL and ESL is rather negligible and these terms are interchangeable. In brief, the main differences between these acronyms are the students who are being taught and the location where English is being taught. ESL is English taught to foreign language speakers living in an English speaking country. On the other hand, English as a foreign language is taught to those wishing to learn English for their studies, work or hobby needs but who live in countries where English is not the first language.

Teaching English in the Czech Republic belongs to the category of Teaching English as a Foreign Language.

## 2 Teaching English to children

People can start to learn English at every age. The fact is that their motivation to study English and the progress of learning foreign language differ according to the student's age. This chapter is dedicated to the process of teaching English to children. Briefly, it describes the real beginning of the process of acquisition and learning the foreign language that is important for understanding and explaining the process of further learning and comparing it with adolescents' and adults' processes of learning English.

Teaching English to children has recently been gaining in significance in education systems throughout the world. It is so-called worldwide phenomenon that even 2 years old children are taught English. The new trend caused that the demand for English is on the increase. Nowadays, parents take advantage of offers of private language schools and optional English courses in kindergartens and they are happy with the early start of English classes in primary schools. They suppose that learning foreign languages is not easy and they believe that children learn English much faster and more easily than adults so that they want their kids to begin learning the sooner, the better.

However, some experts argue about the ideal age to start learning English. Their arguments differ and the definite answer does not exist. According to Lojová, 3 different opinion streams exist (2006, p. 44):

- **The sooner, the better** - this stream presents the opinion that the earlier a child begins, the easier it is to learn a foreign language supposing that children come into contact with English regularly. Studies show that the early start of listening to a foreign language influences the pronunciation of a child. Children are sensitive to new sounds, to intonation patterns and to the rhythm of speech. At this age they can obtain phonetic-phonologic abilities at the level of native speaker. (Scott, Ytreberg, 1990, p. 5)

The emphasis is also put on the plasticity of a brain that enables subconscious learning. Due to subsequent rapid development of the capacity of a brain, children of pre-school age are able to learn not only mother tongue but also other languages. According to certain specialists, the children's brain, which is in the period in high development, is not used enough. The sufficient stimulation is needed for effective development of child's brain. (Scott, Ytreberg, 1990, p. 5)

In this context, we should mention the difference between **language acquisition** and **language learning**. The important role plays the age of our learners and the way how they gain knowledge of foreign language. It is well known that children learn a foreign language in a different way in comparison to adults.

Generally, the term “acquisition” is considered to stand for the subconscious forms of learning while “learning” is the term which is generally used for conscious aspects of learning process. According to Krashen, *“acquisition is very similar to the process children use in acquiring first language”*. (1981, p.1)

Krashen emphasizes that during acquisition children do not concentrate on a form of language but to a message. In addition, he claims that “learning” is a conscious process when students perceive the form and explicit rules. (1981, p. 2)

- The second approach is called: **“later is enough”**. In this stream experts believe that the childhood is primarily the age of play and games and that we should not overcharged children with language learning. They claim that their potential should be encouraged in a natural way. (Lojová, 2006, p. 44).
- The third stream of opinions – **“it depends”** claims that the process of learning language at an early age has both advantages as well as disadvantages. Not every child is capable to learn English in that early age. Their inner and outer conditions should be taken into consideration as well as their developmental age - their maturity of cognitive, language, emotional and social functions. Next important factors are inborn preconditions, the ability of communication and last but not least the level of using of their mother tongue. (Lojová, 2006, p. 44)

One of very famous methods of teaching English to children is **the method Helen Doron English**. Her protagonist is 30 years old British linguist and educator and she is considered to be the world leader in the ESL area. She developed a new methodology of teaching English that aims at children from 3 months to 18 years. She emphasizes the ability of speaking and understanding. In her method children are taught to speak and understand English before they learn to read and write – it corresponds to the natural way of learning children’s mother tongue. (Doron, ©1997-2015)

Her methodology also comprises learning English of babies. Her courses for early English education are based on the principles of positive experience with the language and repeated hearing. The entertainment and the stimulation of the emotional, physical,

creative and intellectual well-being of the young learners are typical for her lessons. In the Eastern Bohemia, we can find several educational centres of the Helen Doron method for example in Hradec Králové, Náchod, Trutnov. (Doron, ©1997-2015)

Young language learner is a very general term. In this regard, we speak about children from the age of five to ten. Childhood is a period of huge changes and development and it means that all education including learning English should definitely make a contribution to this development. The process and speed of development differ from child to child. It is very difficult to make a general characteristic of a child learner of English because every child is unique. Generally, children can be divided into 2 groups, from the age of 5 to 7 and from the age of 8 to 10. (Scott, Ytreberg, 1990, p. 1)

This division can be beneficial for teachers because they should realize and take into account of the characteristics of an average child which helps them in their teaching.

- **Children aged from five to seven** decide about the actions they will do but not about their own learning. They can think logically, their imagination is full of lively visions. Even they do not recognize them yet, they use language skills. They can stay focused and concentrated only few minutes. They usually do not recognize what is reality and what is fiction especially during telling stories. They do not like working in groups, they are rather individuals. Children are very enthusiastic about learning. It is very important to praise them, keep them motivated. Children should gain positive experience with English language learning. They learn unconsciously by playing games, by enjoying their time. (Scott, Ytreberg, 1990, p. 2)
- **Children aged from eight to ten** differ. Especially children at the age of ten have two parts of their being - partly adults, partly children. They can recognize the difference between reality and fiction, they accept and like working in groups, they learn from their classmates. They begin to decide about their own learning. At this age, they use their mother tongue without problems, so they are able to start learning a foreign language. There is a close connection between learning a mother tongue and a foreign language although a universal pattern how to teach a foreign language to children does not exist. (Scott, Ytreberg, 1990, p. 4)

A very nice example of the difference between 5 years old children and 10 years olds can be seen in telling jokes. While a child of 5 laughs because other children do so and they usually do not understand the joke and they are not able to re-tell them, the children of 7 think that the jokes are funny, they memorize them, but they often make mistakes in their telling. The olds remember jokes without problems and they use them promptly. (Scott, Ytreberg, 1990, p. 4)

Teaching children can be enormously rewarding, but on the other hand a very difficult job. It is not only fun and playing games all the time. Sometimes it is not so easy. English teachers who wish to teach children must be aware of the challenges and difficulties they may confront and prepare accordingly. Teaching children requires a lot of energy and creativity. I proved this during my school teaching practice at primary school in Jaroměř. I have taught several lessons in 4<sup>th</sup> class. To be honest, the preparation for these lessons took me rather long time, but I was charged up by the energy from children.

Only some of differences between teaching English to children and to teens/adults are mentioned because the thesis primarily aims at the comparison between educational processes of lower-secondary pupils and adults. Following subchapters should serve as an introduction to the issue of teaching English to different age learners.

## **2.1. Teaching English to children vs. teaching English to adolescents**

Both mentioned age groups are influenced by huge developmental changes that occur during period of childhood and adolescence. Children as well as teenagers go through the period of mental and physical development that somehow influences their processes of learning foreign language. Teachers of these age groups should be aware of this fact that helps them in their effective teaching.

The first point that should be mentioned is children's ability to pick up a new language that is at this age the strongest ever. Children supposed to be natural language acquirers. They catch the right pronunciation without much effort and vocabulary sticks during this time. In contrast, within pubescence their natural ability to acquire a second language is decreasing and continues to fall down till the adulthood. Small children as well as teens usually do not learn English because they want, they are driven by curiosity or imagination, they are not examples of a driving motivation, but they are self-motivated to



pick up language without conscious learning. The attention span of children and teenagers also differ. Children have a very short attention span. 5 years old child's attention span is about 10-15 minutes. It is claimed that this attention span is increasing by 2 to 3 minutes per year of age so that the attention span of 12 years old student's is double. Teens are also specific by their sense for multi-tasking. (Moran, 2013)

Teachers in classes with children and teens should be creative and dynamic persons. Lessons with children should be based on using their senses, filled with plenty of different activities that change fast in a pace. Movement and a lot of activities are crucial for them. Teachers that work mostly with teenagers should definitely attract their attention by using the topics in which they are interested in for example sport, fashion, media, movies, pop culture or recent events. The biggest challenge for teachers may be the finding out what impact most of pupils and to plan activities that involve almost everyone from a class. (Moran, 2013)

## **2.2. Teaching English to children vs. teaching English to adults**

The differences between adult and children learning English are commonly discussed. According to American educator Malcom Knowles, children's learning is governed by teacher's guidance and it refers to the term - **pedagogy**. He also pointed out that the same method is not used for adults. In this case the term **andragogy** is employed. (1970, p. 37)

He highlights the difference between children's and adults' learning which results from his theory that an adult's learning ability is different. He claims that pedagogy is teacher-focused learning while andragogy is learner-focused. (1970, p. 37)

Although the term andragogy was first used in Europe during the 1800s, Knowles made it famous in the English-speaking world.

Teaching English to children and to adults differ in many ways. Knowles describes several basic assumptions concerning differences between learning adults and children for example a self-concept. Children are still on their way to grow up, to form their identity. They follow the rules and they are influenced by growth patterns determined by their age. Adults are no longer governed by this since they have reached the maturity hence their individuality has the predominance. Adults are independent and tend to assess themselves

or the things in their surroundings. Children are still dependent on rules and instructions under their teacher's guidance. (1970, p. 39-41)

Moreover, adults have difficulties to use their imagination while children are using it permanently. Children employ experiencing for their learning. It means that they use their senses for their understanding. Adults are rather rational, logical, and objective and prefer precise explanations. They also have larger attention spans than children and more endurance for one activity. Children often need the change of focus to keep them interested. (Moran, 2013)

Another important difference we can find in their motivation to study English. Children are managed mostly by their emotions, they are influenced by external factors like competition between peers, peer pressure or the fear of failure. They do not have a driving motivation to learn a language. Their motivation can be stickers, smileys, an extra A. I use this method of motivating pupils in my private lessons and I can confirm that it really works.

Children focus on the immediate or short-term goals. On the contrary, adults are driven by internal motivation. They have specific reasons to learn English for example they need it for their career, they try to get to university or they travel abroad. They feel rewarded by progress itself and are motivated by their own development. They are capable to work on short, medium or long- term goals. (Moran, 2013)

From what have been mentioned above, it is evident that the process of foreign language teaching is not an easy issue. There are many aspects that everyone and especially teachers of a foreign language should realize. They should not underestimate the teaching of all age groups and differences connected with it.

### 3 Teaching English to lower-secondary pupils

At first, the term “pedagogy” and its obscurity should be explained. Malcom Knowles describes the discipline of pedagogy that originated in the monastic schools of Europe between the 7<sup>th</sup> and 12<sup>th</sup> centuries. The origin of term comes from the Greek compound words *paid* (“child”) and *agogus* (“leader of.”) It stands for that pedagogy literally means “*the art and science of teaching children*”. (1973, p. 37).

The majority of assumptions made about learning arose from observations of monks in teaching simple skills to children. These presumptions were further confirmed and reinforced with the spread of elementary schools all over the Europe and North America in the 18<sup>th</sup> and 19<sup>th</sup> centuries. (Knowles, 1973, p. 37)

This chapter looks into the nature of teenagers. It comprises a definition of this age group, its characteristic. It points out to their developmental stages and changes that occur and affect their process of learning English.

#### 3.1. Lower-secondary pupil

A lower - secondary pupil can be defined as a teenager. It refers to a young person that is usually aged between 12 and 19 years. According to Lewis, we distinguish 3 subgroups:

- young teenagers, aged 12-14
- middle teenagers, aged 14-17
- late teenagers, aged 17-19

(2007, p. 6),

Pupils at lower-secondary schools in the Czech Republic belong mostly to the group of young teenagers and partly to middle teenagers. It depends on a class they attend and especially on their individual development. Lewis mentions that children enter adolescence between sixth and eighth class. (2007, p. 5)

In this thesis, the focus will be put on the group of young teenagers who represent a group with special characteristics. John Lounsbury describes the period of growing up or adolescence as "The Wonder Years". (2007, p. 1)

Young and middle teenagers are searching for their identity and they wonder about everything especially about themselves. In addition, parents wonder if they will survive

their child's puberty and teachers wonder how to keep their students focused on learning and how to keep them motivated and interested in.

Furthermore, the early adolescence is considered to be the most difficult phase in a life of an individual. The reason is the accelerated physical and personal development that occurs during this period and which is the greatest in a human life cycle. (Lounsbury, 2000, p. 2)

### **3.1.1. Young teenagers**

As has been mentioned above, young teenagers are confronted by a great number of physical and mental changes that vary in timing and in a rate of growth. While the physical changes are the most visible, great changes are also taking place in social, emotional, mental and moral development. We cannot be surprised that they can be a bit moody and difficult to manage from time to time that is why they are often labelled as disobedient, troubled, undisciplined and problem students. In this age, people are a little bit self-centred. To understand young teenagers, it is important to know that the most important thing in their lives at this point concerns themselves. This natural egocentrism is paired with lots of emotions. Young teenagers feel like nobody understands them. (Lewis, 2007, p. 5)

It seems to be very important to understand how to approach teenagers, to know what is characteristic for this age group. Therefore, following subchapters are closely focused on distinctive features of adolescence which are particularly physical, psychological and social changes.

#### **3.1.1.1. Physical changes**

The most evident changes of young teenagers are physical ones. The speed of these changes differs from child to child. Generally, it is claimed that girls are maturing much faster than their male classmates at this age. These sudden and dramatic changes caused the teenagers' sensitivity to the way how they look. They link their position in a school society and afterwards their level of self-esteem and self-confidence with their appearance. Their self- image depends on their peers' opinions. (Lewis, 2007, p. 7)

Teenagers are constantly exposed to pressure. They have to cope with increase in both height and weight as well as with changes of their voice, skin and sexual development. The physical development also involves the process of sexual maturation in

which most adolescents achieve fertility and have to face the physical changes that accompany it. Male adolescents' maturing is characterized by the growth of body hair. The larynx grows and it causes the change of their voices, it starts to deepen. In this period, the physical strength reaches its peak. (Lewis, 2000)

The same like for males, sexual maturation of female adolescents is characterized by the growth of both pubic and armpit hair. The most apparent change can be seen in breasts development. The hips start to round and the menstrual cycle comes. (Lewis, 2000)

#### **3.1.1.2. Social changes**

Teenagers' priority is to be a part of a whole, to belong to the "group". Groups play very important role in their lives and they are very important means of establishing identity and building up the confidence. Friendships and peer groups influence students significantly, as they claim their independence by getting away from parents and finding their new role models.

Teenagers tend to have friends of the same sex, the girl-boy division is still distinct. Young people struggle between their desire for independence and their need for security. According to Gordon Lewis "*they have one foot in the adult world and one in the world of their childhood.*" (2007, p. 7)

Teachers should accompany them because teens still need their leadership. On the contrary, we must give them responsibility, or else they may be offended and withdraw. They desire to make their personal choices. (Lewis, 2007, p. 7)

The emotional characteristics of adolescents should be also mentioned. Their moods shift rapidly, they are very emotional. It is easy to offend them because they are sensitive to criticism. They aspire for attention, especially for peers' approval. The most significant is their search for the answer to "Who am I?"

#### **3.1.1.3. Intellectual changes**

In comparison with children, young teenagers dispose of longer attention span. They can be concentrated on a single project for an entire lesson, they do not need to change activities in a speed pace. They prefer working in groups unlike children who enjoy working alone but in company of others. One of the most important changes in the transition from childhood to adolescence is the young teen's ability to think in abstract

way. They begin to figure out that the world is complex and they aim at creating a system which analyses their perceptions. They possess a vivid imagination. In this period, they begin to form long-lasting attitudes about learning. (Lewis, 2007, p. 8)

Experts agree that in adolescence the cognitive skills are greatly developing.

Joe Lewis says that explaining the psychological development of teenagers is difficult due to the lack of empirical research and the great variety of teenage behavioural modes. (2000)

### 3.2. Motivation of lower-secondary pupils to learn English

At the beginning, the term “motivation” should be explained. “*Motivation is some kind of internal drive which pushes someone to do things in order to achieve something*” claims Jeremy Harmer. (2007, p. 98)

It is something what drives you to act. Generally, it is believed that motivation has a great effect on a student's capacity to learn. Extrinsic and intrinsic forms of motivation are distinguished:

- **Intrinsic motivation** resides in the inside of the learner who wants to learn for the genuine enjoyment of learning. When we are driven by intrinsic motivation, we perform an action because we enjoy the activity itself. It seems to be quite impossible to find an intrinsically motivated teenage student, but they certainly exist. (Harmer, 2007, p. 98)
- Teenage students that are **extrinsically motivated** predominate. It means that their motivation comes from external sources such as wanting to pass an exam. They want to get good marks or please their parents. The concentration is devoted to the outcome not to process itself. (Harmer, 2007, p. 99)

If we compare both types of motivation, we come to know that the intrinsic motivation achieves the better results than the extrinsic one because if we enjoy the process of learning, it is harder for us to give it up.

The example of extrinsic motivation represents a goal. In teenagers' group, the short-term goals prevail. It can be an approaching exam or a test. Between other sources of external motivation belong for example the attitude of teenager's peers - if they are critical about English language learning in general or about particular activity, individuals who are

interested may lose their enthusiasm. It results from their desire to obtain peers' approval. They really do not want to be different. (Harmer, 2007, p. 98)

Michelle Worgan mentions that one of the problems that teachers of teenagers constantly have to face is the lack of motivation. Teens are not interested in books and the topics in them. If you ask them what topics they would like to discuss in the class, they usually do not come up with a plenty of ideas but they mention just a few. When you bring some materials about their interests, they will not most probably show any enthusiasm. We should be careful about the type of activities involved. The problem seems not to be the topic of the lesson, but the type of activities that we choose. (2010)

### **3.3. How to approach lower-secondary pupils**

Many language teachers are terrified of an idea of teaching pubescent teenagers. This age group puts them fear in their minds. Before my school teaching practice, I felt the same. I imagined bored students or class clowns who are always telling pubescent jokes. That all would definitely put off the balance even more experienced teachers than me.

The group of teenage learners has certainly worse reputation than remaining age groups. The question is if teenagers deserve this reputation. (Lewis, 2007, p. 5)

Adolescents are often described as problem students that represent such a challenge for majority of teachers. James Scrivener states these reasons why teenage class seems to be demanding and unpopular among teachers:

- Pupils are often not self-confident, they are searching for their identity and they are not sure about their feelings. Sexual and romantic feelings appear and pupils start to deal with them.
- Strong emotions dominate - positive as well as negative.
- They are not enthusiastic - their interests are changing all the time, it is easy to bore them.
- Activities focused on speaking can be rejected by teenagers - they may feel embarrassed before their peers.
- Low motivation
- Their disobedience - the problems with discipline.

(2005, p. 329)

However, Jeremy Harmer highlights their great ability for abstract thinking and enthusiastic devotion to what they are doing if they are engaged. According to him *“teens may well be the most exciting students of all.”* (2007, p. 83)

I have to agree with his statement because during my school teaching practice I come across some pupils that were really enthusiastic about learning and were really good pupils. Teenagers also have a great learning potential. However, it is much more difficult to motivate and manage them. Teachers should be aware of the importance of creating a positive learning environment in which adolescents feel satisfied, secure, valued and motivated to learn.

Worgan points out that *“once a teacher finds the correct balance between respect and authority, teaching teenagers can become a rewarding experience.”* (2010)

The key to good teaching is to find out what attracts the students' attention and use it to help them learn. Teaching teenagers, who are in the middle of transitive years, can be an interesting experience. You may have classes with students who sit motionless, in absolute apathy, along with students who are extremely inquisitive and curious. It describes the reality in the most of primary schools.

Despite what has been said above, understanding what teenagers are going through is not enough to manage an enjoyable and effective lesson. The knowledge of the methodology should not be underestimated. Teachers should definitely take advantage of the development of thinking skills in teenage pupils, which has been discussed above.

Lewis states that combination of childlike-playfulness and an adult-like ability to hypothesize and think critically enable students to get the input in both possible ways - by acquisition as well as by learning - in contrast to learners of different age groups. (2007, p. 6)

Following subchapters aim at providing a set of tips how to handle with the challenge of teaching teenage pupils and how to approach them.

### **3.3.1. Teacher - teenager relationship: Respect your students**

Teachers sometimes wonder which approach they should take to their pupils. They doubt if they should be strict and keep the distance or if they should try to become their friend.



As reported by Lewis, teenagers really want from their teachers to be respected. Nevertheless, the “respect” should not be confused with “adopt”. You can show to your students that you know and you are familiar with what is “in”, but in no case they would not appreciate if you started speaking and acting like them. Instead of this, show them your interest in their culture and treat their ideas with respect. He points out that teachers should be friendly but should not try to be teenagers’ friends. Many teens prefer their teachers to respect them rather than being their friends. (2007, p. 2)

During my teaching practice I verified this statement, pupils really appreciated if they were treated with respect, they were not interested in being friends with their English teacher. In my opinion, it is very important to set the rules of mutual relationship at the beginning.

Adolescents respect firm but fair teachers. Teachers are frequently tempted to treat a group of fourteen year- olds as adults, but the fact is that emotionally they are not. If you talk to them as if they were your friends or peers, they will often use this as an excuse not to study or do as you ask. (Worgan, 2010)

The first impression is always essential. In that time, the students assess you and make unconscious decisions about what kind of teacher you are. We should let them know that even though you may be relaxed and friendly, you will have your own rules. (Worgan, 2010)

### **3.3.2. Be interested in your students**

As mentioned several times above, teacher-student relationship is crucial. Teachers should express the interest in their students as human beings. Especially young teenagers are self-centred so we should take an interest in their lives, ask questions. During my private teaching, I do my best to be always interested in their news, lives and I can confirm that the mutual confidence was established and it simply works.

It is necessary that this interest is sincere and does not serve only as a means of getting their students to do what they wish them to do. If a teacher only pretends to care, the students can sense it. Teachers should treat them as counterparts in conversation and as mature thinkers even if their opinions can be one-sided. (Lewis, 2007, p. 10)

### **3.3.3. Take students' opinions in account**

Asking students for their opinions about the teaching may be really helpful and what is more, taking students' opinions and suggestions into account may contribute to positive atmosphere in the lessons. One of the ways of getting students' feedback is by means of class surveys. (2007, p. 10)

To be honest, this approach is not used very often at primary schools in the Czech Republic. In my opinion, it can be practised in private lessons or in courses with a small number of participants rather than in whole class at primary schools.

Lewis agrees that students should be encouraged to express their opinions, but he also emphasises that students should be reminded of some limits in order to prevent disrespectful and offending reactions. (2007, p. 10)

Related with it, teenagers strive for independence. Teachers should give them the opportunity to be responsible for their learning. They have their rights as well as obligations. What appears to be an interesting idea is to decide together with your students on the classroom rules and sign a contract. It is necessary then to require students to follow the rules and accept consequences in case of breaking them (Lewis, 2007, p. 9).

Teachers should express their requirements and expectations to students and invite them to make suggestions about the course of lessons (Lewis, 2007, p. 10).

### **3.4. How to teach lower- secondary pupils**

Tips for teaching teenagers according to Scrivener:

- Teenagers really do not want to be treated as children so teachers should be careful about using activities that might seem infantile to teenage pupils.
- Rather than using whole-class activities that sometimes do not work, teachers should consider to use group work or pair work.
- The alternation of quiet activities when students work alone and activities based on cooperation between them seems to be successful.
- Pupils are often shy to speak in front of their peers, they feel embarrassed. Teachers should not use too many activities where they are in the spotlight.
- The choice of up-to-date material is crucial.

- Teachers should ask students to bring the material they want to use in English classes.
- Teachers should try to arrange and agree the codes of behaviour with the pupils if discipline seems to be a problem.

(2005, p. 330)

Other tips for teaching English to teenagers are stated:

- **Relation of the matter with students' lives**

For teenagers, it is important to know that their learning makes sense even for their lives out of the classroom. Teachers should show the students that they can profit from the knowledge of particular matter or from particular skill in the real world. (Piccolo, 2010)

- **Up-to-date material**

Students are concerned with the presence, therefore, there is no wonder if they are not interested in reading an interview with a popstar who sang hundred years ago. (Piccolo, 2010)

To generate students' motivation for a particular task, teachers had better capitalise on their students' interests. So if you for example plan to discuss world news from the previous week, teenagers are likely to have more to say about news in lives of contemporary popstars than about politics. (Worgan, 2010)

- **Group work**

We should turn their need of interaction to our advantage and let them work in groups. As far as speaking activities are concerned, group work as well as pair work is one of the ways of maximising student talking time. (Worgan, 2010)

This is absolutely true, pupils like working in groups and rather hate doing the drilling exercises all the time. The learning atmosphere in the classroom can be released by this way.

- **Role-plays**

Role-plays enable students to express themselves freely since what they say and do in a particular activity is perceived by the others as a part they play and not as real “them” Therefore, role-plays might work as a solution for shy students. (Piccolo, 2010).

- **Friendly competition**

Teenagers like to compete because it is the way how they can show off in front of their classmates. Competitions also offer students the opportunity to experience success and it goes without saying that success is one of the strongest motivators. (Piccolo, 2010).

- **Music**

Teachers should use songs to practise listening skills. Contemporary popular songs can serve as a stimulating teaching material for listening comprehension practice as well as an introduction for speaking activities.

Students will probably not enjoy listening to a conversation taking place in a restaurant as much as they would enjoy listening to a song by their favourite singer. (Worgan, 2010)

- **Technology**

Due to technology, there is a wider range of activities that can be done in English lessons in comparison with one or two decades ago. I will comment on this in my practical part of the thesis.

We can let students watch a video, we can organize a contest in which students are required to look up certain information on the Internet or we can ask students to give a presentation using Powerpoint. The trend of present time is called an interactive board. We can also suggest that students establish a blog, we can limit a part of lesson for students' communication with peers from foreign countries, either by means of e-mails or chats or by means of computer programs such as skype, etc. (Lewis, 2007, p. 10).

Technology not only brings a great variety in English lessons, but it represents something which students are familiar with and technology is likely to increase students' motivation. (Lewis, 2007, p. 10).

- **Discipline**

Previous points aimed to discuss how to approach teenagers to be successful in teaching and to prevent discipline problems from occurring. However, if a problem occurs, teachers should not take things too personally. I always struggle with this issue. During my teaching practice I came to know that I get angry very easily and if I want to teach adolescents I have to change it.

Lewis explains that when teenagers are rude to teachers, it is most likely because teachers represent authority in general. It is recommended to remain calm and avoid personal confrontation. It is difficult at times to maintain calmness in the face of aggression. However, teachers should remember that losing their temper or shouting at a student will simply make them weaker. In the class a teacher would lose authority in front of the students. Talking to a student in one-to-one situation after the lesson usually puts teacher in control again (Lewis, 2010, p. 11)

- **Humour:**

We should not forget to humour in our lessons . A good laugh during lessons seems to be crucial. It can motivate teenagers to want to come to class. Make up stories or ask them to help you solve a problem or to introduce a grammar point that they actually know. This will give you and the students an opportunity to relax. They will be much happier about working when they notice the teacher is prepared to tell a story or joke. (Veira, ©2012)

To conclude this chapter, there seems to be a lot of ways of motivating students to be familiar with English. Teachers only have to realize that topics and activities they themselves find stimulating do not always have to meet success with their students. The most important thing is to respond to students' interests and needs whenever possible. In addition to the choice of activities with potential to be interesting and useful, teachers should make their lessons success-oriented. Nothing builds motivation like success.

## 4 Teaching English to adults

Initially, the term **andragogy** should be explained. Malcolm Shepherd Knowles, an American educator, is well known for the use of the term andragogy as synonymous to the adult education. According Knowles, “*andragogy is the art and science of adult learning. It is an emerging technology for adult learning.*” (1970, p. 43)

Adult learning is the subject of great number of educational researches. It is obvious that adults learn differently and have different strategies in learning in comparison with children and also with teens.

Here, some examples differences between andragogic and pedagogical approaches are described by Knowles: (1970, p. 43)

	<b>Pedagogy</b>	<b>Andragogy</b>
• The learner:	The learner is dependent upon teacher for all learning. The teacher is responsible for what is taught and how it is learned.	The learner is self- directed, responsible for his own learning.
• The learner’s experience:	The learner comes to activity with little experience. The experience of teacher is crucial.	The learner brings a greater volume of experience. Different experiences cause diversity in groups of adults.
• Orientation to learning:	Learning is a process of acquiring the particular matter.	Learning should refer to real-life tasks. It is organized around life/work situations rather than subject matters.
• Motivation for learning:	Mostly external pressures, competition, the consequences of failure.	Internal motivators: self-esteem, better quality of life, self- confidence.

It should be also noticed that the term pedagogy is being used since the Ancient Greek times while Alexander Kapp, a German educator, originally used the term andragogy in 1833. (Knowles, 1970, p. 47)

#### **4.1. Adult learner**

This chapter deals with a number of special characteristics of adult language learners. In the book of Jeremy Harmer, following characteristics are stated:

- Adults can rely on abstract thought. In adult classes, teachers can use diverse activities not only games and songs like in children's lessons. Of course, teachers can employ them to release the atmosphere in class. (2007, p. 84)  
During my course I practise it on a regular basis and I can confirm that it works.
- Teachers can make use of a great number of experiences they come to class with. Adult learners have their own expectations about their learning and their use verified patterns of learning. (2007, p. 84)
- They are more disciplined than children and teenagers. Sometimes they have to confront the boredom. (2007, p. 84)
- They know why they are learning English. They usually have strong motivation that often leads them to success. The crucial point is to sustain a level of motivation by holding on to a distant goal in a way that teenagers find more difficult. (2007, p. 84)

Adults are no longer influenced by physical or mental changes, as they have reached maturity and their individuality becomes prevalent.

Knowles identified the six principles of adult learning as:

- *Adults are internally motivated and self-directed*
- *Adults bring life experiences and knowledge to learning experiences*
- *Adults are goal oriented*
- *Adults are relevancy oriented*

- *Adults are practical*
- *Adult learners like to be respected*

(1970, p. 45)

Adults have already reached their maturity, they believe in themselves. They are generally more practical, goal-oriented, multi-tasking, experienced and less open-minded. Generally, they do not like changes. (Harmer, 2007, p. 84)

All these traits effect their motivation, as well as their abilities to learn.

- Adults are responsible for their lives and decisions that make and this is why it is important for them to have control over their learning. They appreciate self-assessment. A good relationship with the lector and initial support are necessary. (Pappas, 2013)
- Adult learners are usually practical. They need information that can be applied to their professional needs. In general, they prefer practical knowledge that will improve their skills, facilitate their work and support their confidence. That is why it is crucial to create a course that will cover their individual needs. (Pappas, 2013)
- They are less open-minded and therefore more resistant to change. Maturity and life experiences connected with it usually lead to toughness, which is the enemy of learning. Therefore teachers or lecturers need to provide the “why” behind the change. (Pappas, 2013)
- It is claimed that aging influence learning and causes the slower learning of adults. Adults tend to learn less rapidly with age. However, the depth of learning tends to increase over time. (Pappas, 2013)
- For adults, the use of personal experience in order to their learning is typical. They have lived longer, seen and done more, have the tendency to link their past experiences to anything new and validate new concepts based on their learning. (Pappas, 2013)
- Adult learners have a lot of things to manage; family, friends, work, and the need for personal free time. This is why it is more difficult for an adult to make place for



learning, while it is absolutely crucial to prioritize. Lectures should take into consideration their students' needs and to create a flexible program, accommodate busy schedules, and accept the fact that personal obligations might influence the learning process. (Pappas, 2013)

- Adult learners are full of expectations about the learning. They want the course will include the things that will be useful to their work, expect to have immediate results. They search for a course that will worth their time and not be a waste of it or money. This is why it is important to create a course that will maximize their advantages, meet their individual needs and address all the learning challenges. (Pappas, 2013)

It should be noticed that adult learners are not completely trouble-free learners. They also have to cope with learning problems. It is essential to be aware of them because of their effective teaching.

- Adults can criticize your chosen teaching method. In past, they probably encountered the particular methodological style which made them uncomfortable. They can be negative or refusing to certain teaching or learning activities that repeat in presence because of resemblance with the teaching they took part earlier.
- Their anxiety or low self-confidence about learning English can be caused by their experience with failure or criticism at school.
- They are concerned about the fact that their intellectual powers may lessen with age.

(Harmer, 2005, p. 85)

Adult learners have long attention span, they can learn indirectly through reading, listening and communicative speaking and writing activities. On the other hand, they are able to learn intentionally. (Harmer, 2005, p. 85)

## **4.2. Motivation of adults to learn English**

Alan Rogers mentions two main characteristics common for teaching adults, firstly that "*the participants are voluntary learners*" and secondly that their process of learning is intentional, which means they have some goal they plan to reach. (2010, p. 27)

In connection with the boom of learning English across the whole world (see the chapter 1), the number of language schools and freelance teachers who organize afternoon courses for adults or give them private lessons considerably increased in last few decades. The reason why adults learn English can be different. Once they need it for their job position, then they endeavour to get a job promotion, they want to study or work abroad or they do it for their pleasure. In my current job, I meet with the different motivations of my students, but their working purposes prevail.

Adults are considered to be problem-centred, results-oriented, they have specific results for their education in their minds. When adults start to study English, they are often internally and highly motivated. It means that in this age group very often appear the examples of **intrinsic motivation**. They are pleased with the process of learning, they try to be the better versions of themselves. **Extrinsic motivation** also occurs. The example can be longing for achieving the profession growth which is often connected with the pay rise.

The motivation is the driving force behind learning and this is why it is crucial to provoke a learner's intrinsic impuls with the right thought-provoking material that will question conventional wisdom and stimulate his mind. (Rogers, 2010, p. 27)

Adults generally have long-term goals. They are often highly motivated in the beginning, but when the goal is not approaching, their motivation is in decline. I face this matter quite often and I try to struggle with it. Teachers should definitely help them to sustain their motivation.

Here in after, some tips how to motivate or sustain the motivation of adult learners are stated:

- Think of creating a course based on interests and needs of your learners. The practical knowledge of language should be emphasized. It is important to design a course that provides immediate relevancy, learning materials that can be put into practice. Adult learners appreciate more practical knowledge, rather than theoretical facts. (Pappas, 2013)
- Use the games in your lessons. The entertaining activities release the atmosphere and challenge the students. Come up with different problem solving exercises and case studies. Make your learners look for and find solutions. (Pappas, 2013)

- Do not forget to humour. It would work great even with the most demotivated learners in your course. (Pappas, 2013)
- Adapt the course to individual interests and career goals. Enable learners to work on these goals and individualize the training to suit their needs. (Pappas, 2013)
- Stimulate your learners. Encourage them to think by either providing them with brain teasers or by asking thought-provoking questions or setting controversial topics. (Pappas, 2013)
- Make the learning visually-compelling. It is claimed that 83% of learning occurs by this means. (Pappas, 2013)
- Get your students emotionally involved. Remind memories, add real-life stories. (Pappas, 2013)
- State examples from their lives or jobs. Provide them a connection with their real lives. (Pappas, 2013)
- Be respectful to them.
- Ask them for feedback. It is motivating for them to know that their opinion contributes to the course.

Unlike with young teenagers, discipline and motivation are generally not a problem. For adult classes one of the major concern is attendance.

Adults often have a lot of obligations: family and job. It requires the majority of their time and English classes are not always a priority. Telling students over and over again the importance of attending class is also not going to make a huge difference in their attendance. Obviously students know they should attend lessons but repeatedly telling them that is unlikely to improve the situation and will only waste even more class time. Often this type of lecturing will feel more like punishment to the students who attend regularly and arrive on time than to those people who come late or miss lessons. In group courses, it can be extremely frustrating when students skip class week after week. The best thing you can do is stay positive about the situation and devote extra attention to the learners who attend.

If you are teaching one-on-one classes, attendance will not affect other students so while it can still be frustrating for you, you can simply save the material you prepared for another lesson. Adult learners can be a pleasure to work with but one of the downsides you are likely to face is having students repeatedly miss class due to conflicts with other commitments. (Busy Teacher, 2007-2015 ©)

### **4.3. How to teach adults**

Teaching adult learners can be very rewarding job, but on the other hand a very challenging task. We should be aware of the fact that we are dealing with individuals who have their own lives and most of them have very busy schedules.

One of the greatest advantages of teaching adult learners is the enormous amount of knowledge and experience they can come to class with. We must not forget that even they may know little English, they can be experts in other area. They know a great deal about something else, whether it is their professional area of expertise or simply a hobby, and these may be things you know nothing about. Teachers should definitely not underestimate their students. (Busy Teacher, 2007-2015 ©)

The best way how to motivate our students is to simply consider their goals. Supposing that they want to learn English to do business, we should plan activities that specifically satisfy their needs and aim at their goal, like job interviews, business realia, or business email writing. If the students learn the language for fun, you should provide them a variety of activities that will keep them engaged, like videos, games, etc.

#### **4.3.1. The role of teacher in teenage and adult classes**

The role of a teacher of a school pupil is not difficult to understand. Besides an educator, the person who leads the lessons and gives marks, a good teacher supports the children in their exploration of the given subject. Concerning foreign languages, it is not only about the acquisition of the given language, but also pupils discover new cultures, learn about people from all over the world and their habits. The teacher of children is expected to help form the personality of the pupil, to be the formative participant on their general education. And although the role of the teacher has been changing currently, from the strict “controller” of homework to almost a colleague, at school still certain rules must be followed. (Rogers, 2001, p. 215)

In contrast, it is generally considered to be more difficult to understand the position of a teacher in the courses for adults.

Harmer states: *“As teachers of adults we should recognize the need to minimize the bad effects of past learning experiences. We can diminish the fear of failure by offering activities which are achievable, paying special attention to the level of challenge presented by exercises. We need to listen to students’ concerns too and, in many cases, modify what we do to suit their learning tastes.”* (2007, p. 41)

In contrast, a language teacher in a language school is confronted by different situations. It may happen that in his/her teaching career he/she will meet people of one or two generations older, very often well-educated with a successful professional career. It happened to me several times. The problem is that novice teachers are not taught how to deal with such a situation. It is not easy and it could be unpleasant for both sides, too. The language teacher is in these situations an equal colleague providing new pieces of information. It is important to get over the beginning and do not panic.

Alan Rogers mentions other roles of the teacher of adults:

- *As leader of the group (whose purpose is to keep the group together, to keep things going)*
- *As teacher, an agent of change*
- *As member of the group*
- *As audience, outside of the group, the person before whom the group members will perform their newly acquired learning in search of evaluation and reinforcement*

(2001, p. 161)

#### **4.3.2. Tips how to teach adult learners**

- **Be interested and dynamic**

It is essential to be interested in the topic we introduce to our students. Adults can sense immediately if you do not have an interest in what is going on during lesson and they will

rather to switch off. Teachers should carry away their students. (Busy Teacher, 2007-2015 ©)

- **Identify students' learning styles**

Every student has a different way of learning and adults do not differ. Visual learners tend to be the most common and you should keep this in your mind. Teacher should try to recognize the students' specific styles. It will then be easier to engage the appropriate techniques into the class. (Busy Teacher, 2007-2015 ©)

- **Be flexible**

Although you have your lesson plan written, you should be aware of the fact that pupils can come up with their ideas or desires. Do not be concentrated only on your lesson plan and be prepared to change the activity or topic. (Busy Teacher, 2007-2015 ©)

- **Keep your students engaged**

Your principal goal should be to have as many active students in your class as possible. You should try to include everybody in the class equally by asking various questions more to those who do not speak so often. They become accustomed to this activity and they stop to be shy and feel uncomfortable when expressing their opinions. Think of fair distribution of talking time among your students. Make sure that everybody gets a chance to speak and practice the new skills. It is important to come up with an idea or an activity whereby everyone can be involved. (Busy Teacher, 2007-2015 ©)

- **Attract their attention**

Your lessons should be focused on the students' needs and goals they want to achieve. The lesson should contain various activities to practise different skills (reading, speaking, writing, listening). Teacher encourages students in their learning and provides them a feedback. Remember that no one desires to participate in a boring lesson. That why it is important to make the class fun which will in turn engage the students a lot more. Think of various games and ideas which can be done that will get everyone involved. It will also help to loosen up the atmosphere a bit and get some of the more shy students talking. (Busy Teacher, 2007-2015 ©)

## **5 Comparison: Teaching English to lower-secondary pupils and to adults**

The fifth chapter summarizes what have been mentioned in previous parts and finally draws a comparison between teaching English to lower-secondary pupils and adults. The principal element that teachers should take into account before they start to teach is the age of their learners. Pupils of different age require diverse needs as well as teachers use different approaches and activities to particular age groups. People of different age vary in their level of cognitive skills and have different competences. One of the most widespread beliefs about the age and language learning is that children learn faster and more effectively than other age groups. Most people believe this because of children's ability to pick up quickly a new language when they move to foreign country. As we know from the previous chapters this belief is partly a myth. The truth is that children who moved house have facility to learn the pronunciation what sometimes make troubles to older learners. However, do not forget the teenagers and their increased cognitive abilities. Various studies show that the adolescents make more progress than younger pupils and that they are more effective learners. Nor adults are behind – they have the strong internal motivation. (Harmer, 2007, p. 81)

It follows that none of age groups has a privilege to be considered as the best language learners. Children, teenagers as well as adults learn in a different way and each student is an individual.

### **5.1. Similarities - teenagers and adults**

- **Cognitive skills**

One of the most important changes in the transition from childhood to adolescence is the young teen's ability to think in an abstract way. They begin to figure out that the world is complex and they aim at creating a system which analyses their perceptions. Adolescents as well as adults are endowed with highly developed cognitive skills. They can think abstractly that significantly influences the process of their learning.

- **Attention span**

Both groups have rather long attention span. They are able to concentrate on one activity for a while so that teachers do not have to switch between activities as fast as they do in children's lessons.

- **What they need is respect**

Teenagers as well as adults would like to be treated with respect. Even the young teens prefer the teacher who respects them instead of teacher who attempts to be their friend.

- **Up-to-date and relevant material**

The choice of learning material for the class of children and adults seems to be crucial. Young students are concerned with the present, therefore, we cannot be surprised if they are not interested in reading an interview with a popstar who sang hundred years ago. They prefer the articles about current pop stars or music. We should attract their attention by using relevant material or activities. They should not get bored!

Adults need relevant material in their class to reach their goal – the reason why they started to learn English. It should correspond with their particular needs for learning English.

- **Discipline**

In both groups, teachers face the problems with discipline. Teenagers are often rude or undisciplined because of their emotional fight with themselves. They need to show their rebellion towards adults. They may be also undisciplined because of your choice of inappropriate studying material or activities. They started to get bored.

Adults generally break the discipline in another way. They often have a lot of obligations besides learning English: family and job for example. It requires the majority of their time and English classes are not always their priority. They often miss the classes. In group courses, it can be extremely frustrating when students skip class week after week because it affects the whole group.



## **5.2. Differences - teenagers and adults**

- **The discipline of science**

Pedagogy is a discipline that deals with the theory and the practise of the education of children and adolescents. Knowles states that pedagogy is “*the art and science of teaching children*”. (Knowles, 1973, p. 37).

The process of life-wide education of adults is studied by the discipline of andragogy. It consists of learning specifics of adult learners and the teaching strategies focused on them.

- **Developmental changes**

The period of adolescence is highly influenced by a large amount of developmental changes - physical, mental and social ones. All mentioned changes somehow affect the learning abilities and the learning process of teens. John Lounsbury describes the period of adolescence as "The Wonder Years". They are still searching for their identity and wonder about everything. In contrast, the adulthood is considered to be the period of physical and mental maturity.

- **Motivation to learn English**

When comes to teaching teenagers, teachers often have to face their students' lack of motivation. In contrast, adult learners are often highly motivated. In teenage class the short-term goals predominate meanwhile adults usually have long-term goals.

In most cases, teenagers have extrinsic motivation - for example the approaching test or exam. They want to get good marks or please their parents. Intrinsically motivated teenagers are difficult to find.

Adults are often internally motivated - they do it because of their self-esteem or self-confidence. On the other hand, they can be motivated by external sources for example by job promotion which is often connected with the pay rise.

- **Classroom activities**

Teenagers prefer group or pair work while adults prefer working alone or attending individual lessons. In this way, the lessons can be easily focused on their goals.

- **The direction of learning**

Adults' learning is self-directed while teenagers' learning should be still directed by teacher.

- **Experience**

The teenager comes to lesson with little experience. By contrast, the adults dispose of a large amount of them. It should be used in their profit.

- **The place of learning English**

Teenagers unlike adults usually learn English at school that is free. Adults mostly attend afternoon or evening classes in language schools or they have private lessons that they have to pay. In some companies, employees are allowed to visit language courses which are often paid by the employer. It is some kind of employment benefit.

- **Open-minded or narrow-minded**

Most teenagers have less real world experience than adults. Without life experience, teenagers have no way to shape their own unique opinions about certain things. Most teenagers are very loyal to their friends. This loyalty can cause that the teenager accept the opinions of his/her friends as their own until their experiences change their opinion. Adult learners generally do not welcome changes. They like things to be in some order.

## **Practical part**

The first chapter of the practical part is dedicated to the research where I try to prove or disprove the theoretical information stated in previous chapters. The topic of my research is a comparison between teaching present perfect to lower-secondary pupils and adult learners. Both groups of students have the same level of English according to CEFR - A2.

I have chosen the topic of the present perfect because I consider this grammar issue to be rather neglected, especially in the past. Most of ESL or EFL students effectively use only three tenses: present, past, and future. And they will most likely make themselves understood, but only by resorting to these three. The present perfect is one of those tenses that is soon forgotten, easily replaced by past simple. In addition, in the past, there was almost no place for the present perfect in the Framework Education programme.

In the first part of my research I states and describes exercises and activities concerning the teaching present perfect. I assess whether the theory corresponds to the reality in teenage classes at primary school Na Ostrově in Jaroměř and in the English language course at the educational centre in Hradec Králové.

The second chapter of practical part provides extra-activities designed for both age groups concerned in this thesis. These activities are not piloted. Their proposal is based on the theoretical information from this thesis and on the experience acquired from my research. The topic is travelling.

## **6 Research**

The main goal of my research is to find and name similarities and differences between teaching English to lower-secondary pupils and teaching English to adults. The examined topic of the research is teaching the present perfect to both age groups. The research is based on two steps. The first part describes my school teaching practice at the primary school Na Ostrově in Jaroměř. The second part investigates the course of English language that took place at the educational centre in Hradec Králové.

## **6.1. Teaching practice - primary school Na Ostrově in Jaroměř**

### **6.1.1. Profile of the school**

I executed my school teaching practice at the primary school Na Ostrově in Jaroměř in October - November 2012. I observed 4 lessons and taught 20 lessons of English in 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. The headmaster of this school is Mgr. Miloš Tomek and my supervisor during practice was Mgr. Lucie Kubálková.

Number of pupils varied according to particular classes. In 2012, there were 4 teachers of English language and still there are. The school disposes of an equipped English classroom. We can find there a library with English books and magazines, an interactive board, headsets and many wall posters with vocabulary and photos from English speaking countries. Unfortunately, the most of lessons are held in other rooms with insufficient equipment. The reason is that the only one equipped English classroom is not enough for so many English classes.

The school does not have a native speaker who would be very useful for the pupils' comprehension, because they are not used to English and they are shy to speak and communicate in English. It is a pity that there are not any English excursions or cooperation with pupils from foreign schools abroad. During my previous teaching practice at the primary school Štefcova in Hradec Králové in 2011, pupils were communicating through the skype with the pupils from the Philippines and I find this idea very beneficial.

### **6.1.2 Pupils**

For the purpose of my research, I have chosen the lessons in 8<sup>th</sup> grade to describe.

Number of pupils: 16 - 9 girls, 7 boys

Number of lessons: 6

Characteristic: Teaching in the 8<sup>th</sup> grade was influenced by a large number of pupils in the class. It was quite difficult to handle classroom discipline, to prevent boredom, to manage the class. Pupils' behaviour and nature were typical for teenage learners - moody, full of emotions, longing for peers' approval with the low level of motivation. However, I consider this class to be the best from all my classes in this school. There was quite

positive learning atmosphere. The most of students were either motivated and curious about learning or passive. Apart from the frequent manifestations of pubescent behaviour of particular individuals, they were almost trouble-free learners. They did not mind to speak in front of their classmates or express their opinions. They cooperated and sometimes even came up with their own ideas and proposals. In this class, I often used the group work or pair work and it was worth it.

### **6.1.3. Project 3 - Unit 5 - Experiences**

During my teaching practice, we were using the textbook *Project: third edition* by Tom Hutchinson. As I mentioned before, I have chosen lessons from the 8<sup>th</sup> class to describe.

At the beginning of my teaching practice in October 2012, the pupils in 8<sup>th</sup> grade were going through the unit 4. At first, I observed 2 lessons that were managed by Mrs. Kubáľková. Then I finished this unit with them and finally, we started together the unit 5. This unit is called Experiences and the title indicates that it deals with the present perfect. It was for the first time pupils met this grammar point.

The fifth unit introduces the present perfect simple - its formation and use, expressions connected with this tense - like *ever, never, just*. Pupils extend their vocabulary stock by verb-noun collocations connected with talking about life experiences. They practise describing what they have just done, experienced. Reading skills are practised by a text about the environment. Listening skills are trained by listening to a swimmer's narration about his experience and plans. Sentence stress and the difference between strong and weak forms are explained to pupils in this unit. In the writing part of unit, pupils are taught to organize a text. Culture pages deal with the heroes and heroines in Britain, across the curriculum part is dedicated to music - especially to the melody and rhythm. The project work about famous people is suggested to teachers and the song *I'm only sleeping* ends this unit.

During my teaching practice in 8<sup>th</sup> class, we went through the section A of the unit 5. At the end of this chapter, I add my lesson plans.

## Section A: They've been successful

The goal of section A is to introduce the present perfect to pupils because they have not met this grammar issue yet. In this chapter, pupils learn a set of verb-noun collocations so they are able to speak about their ambitions, experiences. This vocabulary is needed for the practice of the present perfect.

Exercises from the section A stated hereinafter, you can find in the **appendix A**.

- **Vocabulary 1:** This exercise aims to practise verb-noun collocations. Pupils have a look at the pictures and they try to guess what is in each picture. Teacher explains what a collocation means - some words match together – for example *do homework* and some words we cannot link, for example *make homework*. Pupils try to complete the exercise with verb-noun collocations: win a competition, win a race, see a UFO, see a sports event, visit a place, visit friends, ride a bike, ride a horse, be on TV, be in a film, do some work, do karate. It is a whole-class activity. After students finish, the teacher writes the right answers on the board. Pupils check them and they write them to their exercise books. Then the teacher asks if they know any other verb-noun collocations - they write them on the board. (Gault, Hutchinson, 2008, p. 62)
- **Comprehension 2, 3:** At first, pupils look at the pictures and they describe what they see. Who is in the picture? Then the recording is played. Two persons speak about their ambitions, about their idols. After the record finishes, they check if their guess was right. They read the texts for themselves and they continue with the exercise 3. They complete the chart. It is a whole-class activity again. They complete the name of person, his/her ambition and favourite hero/heroine and the reason why they admire him/her. (Gault, Hutchinson, 2008, p. 62)
- **Grammar 4, 5:** At this moment, the teacher starts to explain the grammar - the present perfect. The teacher writes 4 gapped sentences (stated in the texts) to the board and pupils come to the board and complete them. Pupils are told to write the sentences to their exercise books. Then the teacher writes 2 sentences from the text to the board: "*I've seen nearly all her films.*" and "*I saw one of her films last Wednesday.*" The teacher asks students when both actions happened. One action happened in the past and we can say exactly when - last Wednesday - so in this case we employ the past simple. In the second

case, we do not know when the action happened, so we use the present perfect. The teacher writes this rule on the board and pupils copy it to their exercise books. In 4b, the rules of using the present perfect are explained once more: *"We use it to talk about experiences up to now. We aren't interested in when. When we say the actual time, we must use the past simple."* (Hutchinson, 2008, p.57)

In 4c, the formation of present perfect is discussed. At first, students are told to look at the exercise 4a and to explain how we make the present perfect. The teacher writes the explanation on the board - have/has + past participle. The teacher clarifies that the past participle is a special form of the verb - pupils go back to the exercise 4a and search for the past participles. (Hutchinson, 2008, p.57)

The exercise 4d deals with the past participles of regular verbs. The pupils look them up in the text and they come to realize that the past participle's form is the same like the form of past simple. They revise its formation: *play => played, study => studied, live => lived, stop => stopped* (Hutchinson, 2008, p.57)

Afterwards, pupils look again to the exercise 4a to check the past participles of verbs. They discuss if it is the regular or irregular past participle. The teacher explains to pupils that they have to learn the irregular past participles by heart - the irregular past participles constitute the third column of verb forms that are stated in the list of irregular verbs at the back of the workbook. The teacher suggests different ways how to learn them effectively - pupils can write them on cards, they can think up their personal sentences with them.

The fifth exercise is also devoted to past participles. Pupils return to exercise 1 and they form the past participles of the mentioned verbs: *win => won, see => seen, be => been, visit = visited, do => done, ride => ridden*. It is important to mention that pupils are allowed to use the list of irregular verbs from the workbook. (Hutchinson, 2008, p.57)

In 5b section, pupils work in pairs. They are asked to say if or if not they have done things in the exercise 1. The teacher walks through the class and checks the pupils' understanding. If it is needed, the teacher corrects them. (Gault, Hutchinson, 2008, p. 63)

- The teacher's book suggests another idea of activity. It is also pair work - pupils tell each other what they have done and when they did it - for example: *I have won the music competition. I won it last year*. By this means they practice the difference in using the present perfect and past simple. (Gault, Hutchinson, 2008, p. 63)

- **Speaking and listening 6, 7:**

In the sixth exercise, pupils work in groups and play a game. The game is based on the repeating of statements. The first pupil says what he/she has done. The second pupil repeats it and adds the information about himself/herself. The third pupil has to say two previous statements and add his own one. The game continues. The pupil who cannot remember anything is out of the game. The game continues until the only one pupil remains. (Gault, Hutchinson, 2008, p. 63)

*A: I've seen a UFO.*

*B: He's seen a UFO and I've done a bungee jump.*

*C: He's seen a UFO. She's done a bungee jump and I've played the rugby.*

(Hutchinson, 2008, p. 57)

The exercise 7 is dedicated to listening. There are various pictures and pupils have to decide which pictures are correct. They choose from two pictures and decide what people have or have not done. The teacher plays an audio recording, pupils listen to and tick their answers. They listen to the recording twice and after that, they check their answers together with their teacher. In part b, they write 2 sentences about each person, for example: *They've done the London Marathon. They haven't done the New York Marathon.* (Hutchinson, 2008, p. 64)

The eighth exercise deal with the sentence stress.

The exercises from the textbook are accompanied by the revision exercises from the workbook.

**Workbook: Section A:**

- **Exercise 1:** This exercise deals with the collecting money for children in Africa. Pupils describe the jobs they have done for obtaining money. Pupils complete the sentences concerning the present perfect with the form *have/has*.



- **Exercise 2:** Pupils practise the short forms of the present perfect. They transcribe the sentences from the exercise 1.
- **Exercise 3:** It serves for a revision of verb-noun collocations. Pupils match two columns together.
- **Exercise 4:** In the fourth exercise, pupils practise the present perfect by completing the expressions from the exercise 3 to the sentences.
- **Exercise 5:** There are several pictures of different people that do various actions. Students finish the sentences with the expressions from the box - *find gold, fly in a plane, buy a car, see a ghost, catch a fish, paint the room*. This exercise aim at revising the present perfect.
- **Exercise 6:** This exercise is focused on the present perfect - negative forms. Students fill the gaps with the correct forms of the verbs in the box.  
(Edwards, Hutchinson, 2008, p. 44 - 45)

**Past participle pairs:** In the teacher's book, the activity for learning and memorising the past participles of irregular verbs is suggested. It consists in the division of pupils into pairs. Each pair is given a set of word cards. They have to mix them up and they put them face down on the desk. Pupils turn 2 cards and they try to find the base form and the past participle of the irregular verb that match together. If they find a pair, they keep the cards. The game continues till there are no cards remaining. The winner is the pupil who owns more cards. (Gault, Hutchinson, 2008, p. 97) (see the **appendix B**)

**The DVD** offers a wide range of additional activities. At the beginning of the DVD lesson for unit 5, the teacher finds out what types of competitions pupils know or have taken part in. The teacher writes the types of competition on the board and by this means, he/she prepares the vocabulary needed for following activities. (Gault, Hutchinson, 2008, p. 126)

Pupils see the recording about the experiences with competitions. They are asked which kinds of competitions from the board are mentioned in the recording. After that, they match the names with their experiences, complete the speech bubbles and at the end of this lesson part, they write about their experiences with competitions. (Gault, Hutchinson, 2008, p. 126)

Then they watch the second part of the DVD that deals with the travelling experiences of different people. They write the names to the statements.

The last part of the DVD lesson is dedicated to the heroes and heroines of Britain. Pupils watch the video and complete the facts like for example name, the place of birth, school, first job, died age etc. Two mentioned heroes in this video are Ian Fleming and James Bond. Just to remind, Ian Fleming created the movie character - James Bond. (Gault, Hutchinson, 2008, p. 126)

The teacher's book also provides after watching activities. I have chosen the activity C to describe. Pupils were divided into groups, they write questions about Fleming or Bond and they read them to the other groups. The group which responds the first obtains the point and the group with the most points wins. (Gault, Hutchinson, 2008, p. 119)

### **Section B: Have you ever climbed a mountain?**

The goal of the section B is to practise using the present perfect to talk about personal experiences. The pupils form the questions in the present perfect and practise the expressions that are connected with this verb tense: ever/never. Pupils revise the verb-noun collocations from the section A.

Exercises from the section B are stated in the **appendix C**.

- **Comprehension 1, 2:** The beginning of the section B is constituted by a cartoon story of Sweet Sue and Smart Alec. This story is inspired by a proverb: *Pride comes before a fall*. Pupils listen and read the story of Smart Alec who boasts about what he has done in his life. At the end of the story, he has fallen to the hole and Sweet Sue laughs. The teacher asks students the questions to check their understanding. In the exercise 2, they complete the sentences with the name of Sweet Sue or Smart Alec. They can work alone or in pairs. (Gault, Hutchinson, 2008, p. 64)
- **Grammar 3, 4:** The focus is put on the making questions and to short answers of the present perfect. The teacher writes the gapped questions and short answers on the board. Pupils look them up in the text and come to board to complete the gasps. They write the sentences to their exercise books. Pupils themselves tell the rule for making questions in the present perfect and find further examples in the text. In fourth exercise, the

expressions *ever/never* are introduced. They fill the dialogue from the story. The teacher explains that *ever* describes the period up to now and *never* is described as not up to now. The teacher also explains the placement of these expressions in the sentence, questions and negative forms. (Gault, Hutchinson, 2008, p. 65)

The teacher's book suggests an optional activity. Different activities are written on the board, for example: win the Nobel Prize, talk to Michael Jackson, visit the United States of America. Pupils are told to ask questions and answer about these activities. They practise the use of *ever* and *never*. (Gault, Hutchinson, 2008, p. 65)

- **Speaking 5, 6:** Pupils work in pairs, they ask and answer the questions about what Sweet Sue and Smart Alec have or haven't done. During this activity, the teacher goes through the class and checks their activity. They train making questions and short answers in the present perfect. Then they speak about themselves - they look at the pictures and say if they have or have never done that activity. After that, they go on with working with their partners. (Gault, Hutchinson, 2008, p. 97)
- **Pronunciation 7:** In the last part of the section B, pupils learn about the weak forms.

A very interesting activity is suggested in the teacher's book. It is called **Job hunting**. It consists in asking and giving information about life experiences. In the first step, pupils are divided into 2 groups called employers and job seekers. Each employer gets one card and each job seeker gets two cards from the set chosen by chance. The pupils, who try to find a job, go through the class and they ask employers for a job. They use the information on their cards to reply to the interview questions. On the other hand, the employers introduce the job to job seekers and they ask about their experience by using the information on the card which should help them to think up the questions. They notice the obtained information on the paper. The employer interviews 4 people. At the end of activity, each employer chooses someone for the job position and the job seeker decide if he/she accepts this job offer or not, they give reasons for their decision. (Gault, Hutchinson, 2008, p. 97) (see **the appendix D**)

**The section C** of the unit 5 includes reading activities. The topic is the protecting of the environment and the article is about a Japanese mountain climber Ken Noguchi who describes his own life experience, he has climbed Mount Everest five times. His intention

is to make people aware of the rubbish problem. The listening activity deals with the interview with Lewis Gordon Pugh, swimmer who has swum in different oceans and icy water.

**The section D** is focused on the everyday English, the useful expressions from real life are taught to pupils.

**Culture pages** introduce 4 famous British people from the history - William Shakespeare, Bob Geldof, Florence Nightingale and finally Ellen MacArthur.

A music lesson is given to pupils in the part called **English across the curriculum**. Vocabulary like for example a chord, the key of a scale, a crotched is explained and practised.

The **revision** page follows and the unit ends with a **project work**. This unit suggests a project about famous people from pupils' countries. The pupils are told to choose 2 famous people and write a text about them.

The song activity is offered at the end of fifth unit. The song's title is *I'm only sleeping*. Pupils extend their vocabulary stock as well as they practice the pronunciation – they try to find the words that rhyme in this song.

I rewrote my lesson plans from my teaching practice at the primary Na Ostrově in Jaroměř in 2012. Moreover, I add my self-evaluation of the lesson. The original lesson plans with my notes can be found in **the appendix E**.

### **6.1.5. Lesson plan 1**

Date: 29. 10. 2012

Class: 8<sup>th</sup> grade

Focus: speaking, vocabulary, reading, listening

Aim: introduction - present perfect, verb-noun collocations

- 1) 5 minutes: short conversation: What did you do during your autumn holiday? (past simple revision) + results of the tests – unit 4
- 2) 5 minutes: Interactive board: Finding the way (matching exercise - the revision from the unit 4)
- 3) 5 minutes: textbook Project 3 – Unit 5 - p. 56/ 1 vocabulary - Experiences - verb-noun collocations
- 4) 5 minutes: Interactive board - verb- noun collocations - matching exercise (make a cake, do homework, make a bed, take a photo, do the shopping etc.)
- 5) 10 minutes: 56/2 Reading and listening - Ambitions - the pupils read and listen to the stories, 56/3 – they complete the chart – a whole-class activity + checking the answers
- 6) 15 minutes: Grammar - present perfect – 57/4 a, b, c, d, e – HW – 57/5 b+ Workbook 44/1, 2.

**Self-evaluation of the lesson:** After autumn holiday, pupils were a little bit absent-minded. At the beginning of the lesson, they disturbed, were distracted. The class was rather noisy. During the lesson, they calmed down. In this lesson, we started with the unit 5. The usage of interactive board for vocabulary exercises was beneficial - pupils were put in motion.

**The lesson was successful:** Rather yes (the discipline of pupils)

**Because:** interactive board exercises, introducing a new topic

**The students learned what I expected (desired):** Hope, so - I will check it the next lesson

**What was it (the expected):** My goal was to introduce the grammar issue of the present perfect and to learn and practise several verb-noun collocations.

**Proper choice of the activities (with regard to the students and their level of English):**  
Rather yes.

**Timing:** OK

**TTT:** 50 % (Although the inductive approach for teaching grammar was used, I had to explain the rules of forming and using the present perfect to pupils)

**Active participation of students:** Rather not - as I said before, at first, pupils disturbed or were passive. In the course of the lesson, they calmed down, but they stayed passive. In this lesson, the whole-class activities prevail.

#### **6.1.6. Lesson plan 2**

Date: 31. 10. 2012

Class: 8<sup>th</sup> grade

Focus: speaking, listening

Aim: present perfect - revision, irregular past participles, speaking about life experiences

- 1) 5 minutes: Interactive board - Present perfect – a matching exercise for revision
- 2) 5 minutes: checking HW
- 3) 5 minutes: speaking - textbook 57/6 - pupils are divided into groups of 4, they play the game - they repeat the statements - the practice of the present perfect.
- 4) 5 minutes: listening - textbook 57/7 a + b
- 5) 15 minutes: DVD - unit 5 - activity 1, 2, 3.
- 6) 10 minutes: Teacher's book: Unit 5a, p.97 - Past participle pairs

**Self-evaluation of the lesson:**

**The lesson was successful:** Definitely yes

**Because:** different kinds of activities, playing games

**The students learned what I expected (desired):** This lesson confirmed that the formation and the use of present perfect were understood by most of pupils in the class. This lesson was rather revising.

**What was it (the expected):** The aim of this lesson was to check the understanding of the present perfect of pupils and its revision.

**Proper choice of the activities (with regard to the students and their level of English):**

Yes. Pupils appreciated especially the game activities and the DVD exercises.

**Timing:** OK

**TTT:** Minimal

**Active participation of students:** Yes - pair work and group work were used in this lesson.

## **6.2. English course - Centre of andragogy, Ltd. in Hradec Králové**

### **6.2.1. Centre of andragogy, Ltd.**

Centre of andragogy, Ltd. is an educational and consulting company that specializes in the field of human resources development and streamlining of companies and organizations. Its main seat is situated in Hradec Králové, but its offices can be also found in Prague, Hustopeče or in Bratislava.

As the name of company suggests, it deals with the andragogy - the education and a comprehensive corporate training of adult people in different fields of study. It mainly assures a company education including languages, highly-specialized technical courses or educational services in the field of soft or hard skills. The company has its unique methodology called Global skills®.

It organizes opened and closed educational events in its building in Svobodné Dvory in Hradec Králové where the offices and the conference rooms for lectures and training courses are well-equipped. The company cooperates with 150 external lecturers with extensive experience from real practice.

I work in this company as a project manager, a coordinator of language education and as a lecturer of English and French language. We assure the language education in diverse companies across the Czech Republic. I can name for example Rubena, Plc. (Hradec Králové, Náchod), C.S.CARGO, Plc. (Jičín, Brno, Liberec) and Continental Automotive Czech Republic, Ltd. (Trutnov, Adršpach).

I am in charge of identifying and meeting the clients' needs and demands concerning language education, defining learning goals together with the client and providing the lecturer and the material needed for language teaching. Moreover, I teach different courses especially in our Centre or in its surroundings.

The majority of our courses are held in English, but we also organize the courses of Russian, German, Italian, Spain and French languages.

The courses can be differently specialized for example: Business English, Technical English, English in tourism, German in transport, English for chemical industry. On the other hand, the courses of general language are also provided: for example English or German for beginners.

Most of our language courses take place in particular companies, but we also offer intensive English courses in our Centre in Hradec Králové. In June 2015, we are going to introduce the language courses aimed at general public.

#### **6.2.2. Students**

From all my language courses in the Centre of andragogy, I have chosen the course *English language in transport* for elementary students of the company C.S.Cargo, Plc. to describe.

- Specification: English language in transport
- Date: 5. 9. 2015 - 26. 6. 2015
- Place of education: Centre of andragogy, Ltd.
- Company: C.S.Cargo, Plc.
- Participants: 4
- Level: A2 (according the Common European Framework of Reference for Languages)

The main goal of this course is to improve students' language skills to assure the successful communication with the foreign suppliers and shippers of the company and by this means to assure the problem-free transport and delivery. The students were supposed to learn general English and to enlarge their vocabulary about the topics from the transport.



The course lasts from September 2014 till the end of June 2015. We have a 60-minute lesson a week.

In this course, there are four students. It is important to mention that they attend the course voluntarily. In August 2014, their employer offered them the possibility to attend this course as a benefit and they agreed.

Student 1: Markéta G. - logistician

Student 2: Jaroslav Š. - logistician

Student 3: Marek F. - transport manager

Student 4: David G. - transport manager

The atmosphere in this learning group is quite good, relaxed. The students are colleagues, they know each other very well and they have good relationships. They seem to be motivated, interested in the language learning. The fact is that they need English for their work, they use it every day. During the course, they ask questions and discuss. In this course, students do not miss the lessons very often. Their knowledge and skills concerning English language correspond to the level A2 according to the Common European Framework of Reference for languages. It is an advantage that all students in this group have nearly the same level, they all are false beginners. In my opinion, the less motivated student is David - he seems to be fully occupied with the job issues, his mobile phone is always ringing and he misses the lessons from time to time.

### **6.2.3. New English File Elementary - Unit 9**

In this course, we work with the textbook New English File Elementary. The ninth unit is focused on the introduction of the present perfect to adult learners. This unit is the final one and it includes two sections. The page of Practical English, writing section as well as the revision part are absent in this unit. Moreover, I bring a lot of extra-material to my lessons.

In **the appendix F**, you can find copies with the exercises below mentioned.

## **Section A: Before we met**

The title for this lesson is inspired by a book called *Before we met* written by Julian Barnes. The book describes the story of very jealous man and his girlfriend. In this lesson, the form and the use of the present perfect for past experiences is introduced. However, only the past participle *been* is practised in this section. Students come to know that the verb *have* is also an auxiliary verb. Here in after, I state the exercises from the unit 9 concerning the present perfect. (Latham-Koenig, Oxenden, Seligson, 2004, p. 130)

- **Exercise 1: Speaking and reading:**

The first activity deals with the questionnaire on the topic: Are you jealous? If it is necessary, the teacher explains the meaning of *jealous*. Pupils are divided into pairs and they ask and answer the questions. When they finish, the teacher asks the feedback - He finds out what is the majority opinion for question 4: Who do you think are more jealous, men or women? At first, students read 3 questions. Then the teacher plays the recording - students read and listen to the extract from the book *Before we met* about Charlotte and Rob and they try to answer the questions. Students check their answers with their partners or they check the answers together with the teacher. Pupils read the text again and they focus on the highlighted words - they try to explain them in English. (Latham-Koenig, Oxenden, Seligson, 2004, p. 130)

- **Exercise 2: Grammar - Present perfect**

Pupils find answers to 4 questions from the text. They go back to text from the exercise 1 and are told to underline the examples of +, - and ? forms of *have been*. They complete the chart with *have, has, haven't, hasn't*. (Latham-Koenig, Oxenden, Seligson, 2004, p. 101)

At this time, the book refers to Grammar Bank 9A on page 138 where the students read the rules of forming the present perfect of verb to be. The affirmative, negative and interrogative forms are explained, as well as the contraction forms. This section also explains that we use the present perfect for past experiences. The difference between *has been to* and *has gone to* is also pointed out. On the second page of grammar bank, there exercises for practising the particular grammar issue. (Latham-Koenig, Oxenden, Seligson, 2004, p. 138)

#### **Exercise 4: Listening**

This exercise is dedicated to the listening. The teacher plays the track for the time and the students hear the rest of the conversation between Charlotte and Rob. This first question is who phones. The teacher plays the record for the second time and the students complete the sentences with a name- Charlotte, Rob, Jessica. They compare the results with their partners and for checking, they listen to the recording once more. (Latham-Koenig, Oxenden, Seligson, 2004, p. 131)

#### **Exercise 5: Speaking**

The speaking activity consists in the game: Find a person who...Students are told to move round the class and ask the questions from the exercise, for example: Have you ever been to a very hot country? They ask the question until someone says yes and they write his name to the box. Time limit is set to 5 minutes. After that, students sit down and the teacher asks feedback. The teacher asks and pupils answer the names. Then the teacher asks the person another questions - when? Where? (Latham-Koenig, Oxenden, Seligson, 2004, p. 101)

In the workbook, you can find 2 pages of the exercises for revision. It can be set as homework for next lesson (pages 76-77).

An additional exercise for the present perfect is on the page 172 in teacher's book. It can serve as a revision exercise for the beginning of next lesson. Pupils complete the present perfect forms according to the sign: – negative, + affirmative, ? question. (Latham-Koenig, Oxenden, Seligson, 2004, p.172)

A communicative activity for the unit 9A is called Where have you been? It is a pair work information gap exercise when pupils practice asking and answering the present perfect questions. It serves for practicing of the present perfect questions and short answers. At first, pupils are divided into pairs and each pupil is given a worksheet. There are two types of work sheets - for pupil A and for pupil B. The teacher explains that the countries marked with tick are countries they have visited. The countries marked with cross, they have not visited yet. The students start to ask and write down the partner's answers. Then he answers the question. The goal is to find 3 countries where neither of them has been to.

(the USA, Australia and Morocco) After that, they have to decide as a pair to which country of these 3 they would like to go the most and say why. (Latham-Koenig, Oxenden, Seligson, 2004, p. 217)

### **Section B: I've read the book, I've seen the film**

This section is mainly dedicated to the survey about cinema experiences. In this lesson, students learn also about the present perfect for past experiences. They practise the forms of regular and irregular past participles, the use of *ever*. At the end of section, the difference in the use of present perfect and past simple is explained and practised.

**In the appendix G**, you can find copies with the exercises below mentioned.

#### **Exercise 1: Speaking**

The questionnaire about cinema experiences is provided in this exercise. At first, the teacher explains the use of *ever* (at any time in your life). The teacher points out to the past participles: spoken is the past participle of the verb *speak*. At first, pupils complete the questionnaire with the past participles and together with their teacher, they check their answers. Then students work in pairs. They ask the questions from the questionnaire. If the partner says "Yes, I have", he gets the following-up question from the second column (these questions are in the past simple). Pupils interview each other. During the activity, the teacher moves round the class, but he should avoid the constant correcting of the students. In this exercise, the emphasis is put on the communication not to accuracy. (Latham-Koenig, Oxenden, Seligson, 2004, p. 133)

#### **Exercise 2: Vocabulary**

In this exercise, pupils learn about the past participles-regular and also irregular ones. They find the past participles in the exercise 1a and decide which ones are regular and irregular. On the page 154 where is the list of irregular verbs they underline the irregular participles that differ from the past simple forms. (Latham-Koenig, Oxenden, Seligson, 2004, p. 133)

### **Exercise 3: Pronunciation**

Students train the correct pronunciation of the irregular past participles. They listen to the recording and divide provided past participles into 3 columns according to their pronunciation. Finally, they check their answers listening and finally, they repeat them. (Latham-Koenig, Oxenden, Seligson, 2004, p. 133)

### **Exercise 4: Grammar**

In this part, pupils compare the use of the present perfect and past simple. They decide if the question is general or specific. On the page 138 in the student's book, they can find a chart with the rules and drilling exercises for its practice. (Latham-Koenig, Oxenden, Seligson, 2004, p. 133)

### **Exercise 5: Listening and speaking**

At first, students have a look at the pictures of four books. They discuss if they have read them or if they have seen the films. The books stated are: *Gone with wind* by Margaret Mitchell, *Goldfinger* by Ian Fleming, *Jurassic park* by Michael Crichton and finally *The Lord of the Rings* by J.R.R. Tolkien. In pairs, the pupils discuss which book/film they like best and why. Then pupils have 1 minute to read the website information about *The Book Programme on radio South*. Then the teacher asks: What is the tonight's programme about? The teacher plays the tape for the first time. Students listen to 3 people phoning the programme. They chose the person who is the most positive about films that are made from books. After that they listen for the second time and they mark the sentences T (true) or false (F). They check it with the teacher or with their partner. After that, students try to think up and write on the board any other films based on a book. (Latham-Koenig, Oxenden, Seligson, 2004, p. 134)

The workbook exercises on the pages 78-79 serve again as the revision of the grammar issues from the section 9B.

An additional class mingle speaking activity where students practice the present perfect and past simple questions is suggested in the teacher's book. The teacher gives every student in the class a question. They are told not to show their question to anybody. The teacher explains that students are going to do a survey. Students go through the class and

ask their question. If someone answers “Yes, I have”, they ask the second (specific) question. At the end of activity, the teacher gets the feedback. Ha asks: How many people have ever won a cup or medal? Students answer. (Latham-Koenig, Oxenden, Seligson, 2004, p. 184)

Hereinafter, I provide my lesson plans from the course of English at the Centre of andragogy concerning the topic of teaching the present perfect. (see **the appendix H**)

#### **6.2.4. Lesson plan 1**

Date: 29. 5. 2015

Level: A2

Focus: speaking, vocabulary, reading, listening

Aim: vocabulary - materials, introduction - present perfect

- 1) 5 minutes: short conversation: Tell me about your business meeting with your business partners from Germany last week (past simple revision)
- 2) 15 minutes: English vocabulary in Use - vocabulary: Materials, shapes, p. 130 + 131 + communication 62.5. - pair work
- 3) 10 minutes: NEF unit 9, p. 100 – Are you jealous? Discussion + exercises 1 a, b, c. Student read and listen to the story about Rob and Charlotte.
- 4) 15 minutes: NEF: Grammar bank 9 A - explanation , p. 138 + exercises on the page 139, p. 101 exercise 2 b, c.
- 5) 15 minutes: NEF 9A Communicative – teacher’s book p. 217. Students work in pairs - Where have you been? (the practice of countries)

**Self-evaluation of the lesson:**

**The lesson was successful:** Yes

**Because:** new vocabulary issues, a lot of pair work and communication activities

**The students learned what I expected (desired):** Yes, but the further practice is needed.

**What was it (the expected):** My goal was to introduce the grammar issue of the present perfect (verb to be) and new vocabulary connected with the materials and shapes.

**Proper choice of the activities (with regard to the students and their level of English):**  
Rather yes.

**Timing:** OK

**TTT:** 50 % (Deductive approach for teaching grammar was used. I explained the rules of forming and using the present perfect to my adult students and then we practised it.)

**Active participation of students:** Yes. At the beginning of the lesson, they were rather pessimistic about learning the present perfect - it seemed to them too difficult, but during lesson they lost their prejudices.

### **6.2.5. Lesson plan 2**

Date: 5. 6. 2015

Level: A2

Focus: speaking, listening, pronunciation, vocabulary

Aim: present perfect - revision, present perfect x past simple, irregular past participles, speaking about cinema experiences, books and films

- 1) 5 minutes: speaking - My plans for summer/holiday
- 2) 5 minutes: Travel dominoes (see in chapter 8)
- 3) 10 minutes: revision of the present perfect. Students do revision of its formation and use - I write it on the board. + 9 A p. 172 - Teacher's book - grammar exercise
- 4) 10 minutes: NEF 9B - Cinema experiences - discussion + 1 a, b, - students work in pairs - questionnaire.
- 5) 5 minutes: Past participles, exercise 2 a, b, p. 102 in the student's book.
- 6) 5 minutes: Pronunciation - exercise 3 - irregular past participles
- 7) 10 minutes: Present perfect x past simple - explanation, student's book 103/ 4 a, b.
- 8) 10 minutes: Books/films discussion, student's book 103/5 a, b.

HW - Grammar bank 52/ 1+2

**Self-evaluation of the lesson:**

**The lesson was successful:** Rather yes

**Because:** Travel dominoes, pair work, discussions.

**The students learned what I expected (desired):** Yes, we were focused on the past participles - especially on irregulars. The students have to learn them by heart and we have to go on in our practising. The difference between the present perfect and past simple was also stated.

**Proper choice of the activities (with regard to the students and their level of English):**

Yes. Students appreciated especially the game activity and a lot of discussions. This group of my students really likes activities focused on speaking.

**Timing:** OK

**TTT:** 50 % - grammar explanation - deductive approach

**Active participation of students:** Yes - students in this group really enjoy pair or group work. They seem to be internally motivated.



## 7 The content analysis of textbooks

The textbook **Project: third edition** takes pride in a mark of well-established, international and tested textbook. It is one of the most frequently used textbooks at primary schools in the Czech Republic. The third edition of “Project” is considered to combine traditional and contemporary approaches to language teaching and make use of international experience of students. The previous series of this textbook have been used by teachers from many countries for many years. (Gault, Hutchinson, 2008, p. 4)

The whole course consists of five levels and it is intended for learners aged 10 – 15.

In 8<sup>th</sup> grade, we were working with “Project 3” that follows to “Project 1” and “Project 2”.

The textbook includes a lot of suggestions for project work, it uses a task-based methodology and presents cross-curricular themes. It also provides a good vocabulary framework and a grammar overview. (Gault, Hutchinson, 2008, p. 4)

A significant part of the course is devoted to cultural topics. It builds a bridge between the language learning and real life. The textbook is also praised for presenting and practising the language in the classroom as well as out of the classroom - in real life.

The textbook is clearly structured into six topic-based units. Each unit introduces:

- eight pages of vocabulary, grammar, pronunciation and skills tasks
- a culture page
- an English across the curriculum page
- a revision page
- a project
- a song (Gault, Hutchinson, 2008, p. 4-6)

The textbook is accompanied by workbook with additional exercises for practising the grammar, vocabulary from particular units from the textbook. We can find there also exercises for pupils’ entertaining. At the end of each unit in workbook, there is a progress

check where pupils can check their understanding. At the end of workbook, the grammar overview can be found as well as a wordlist with new words belonging to particular units.

The third edition is modernized by CD-ROM that is included in the workbook. There are extra exercises for practising grammar, vocabulary, culture sections with short video shots and games. It can be used by students at home for their home practising or at school on computers or interactive boards as a part of lesson. It aims at attracting students by learning English by means of new technology that should motivate them. (Gault, Hutchinson, 2008, p. 5)

Another innovation is that teacher's book concludes a DVD with extra activities for Culture pages and extra materials for revising and extending of what has been taught. (Gault, Hutchinson, 2008, p. 5)

The last component of Project: third edition set is a teacher's book. It includes lesson notes, a key for activities, tips for early-finishers, extra-activities for a whole class, photocopiable worksheets that accompany the DVD and last but not least various tests for pupils. (Gault, Hutchinson, 2008, p. 6)

In "Project", the stress is laid on the teaching new vocabulary at the beginning of each lesson. After that the new vocabulary is practised and used in relation to the grammar and skills of the unit. Teaching grammar is based on cognitive approach. It includes guided activities that aim at figuring out as much as possible by pupils themselves. The inductive approach is used in this textbook. This happens in three stages:

- *Students find and complete sentences from the comprehension text which illustrate the grammar point.*
  - *Using their completed sentences, they identify the pattern or rule and complete a table or description of the rule.*
  - *They do controlled practice activities to consolidate their knowledge of the rule.*
- (Gault, Hutchinson, 2008, p. 5)

Task-based activities that engage one or more skills (Listening, Speaking, Reading, Writing) follow the grammar section. Each unit includes exercises for practising all skills.

In these activities learners practice grammar and vocabulary in everyday situations and are learnt to be able to understand and express themselves effectively in English.

The textbook is also focused on the matter of correct pronunciation. Pupils should distinguish differences between short and long vowel, they should use the word stress or be aware of the sentence intonation. International phonetic symbols are introduced as well. Pronunciation is practised on various chunks, songs, rhymes and tongue twisters. (Gault, Hutchinson, 2008, p.6)

Culture pages make students familiar with different aspects of life in English speaking countries. In “Project 3”, topics as families, types of transport or the emergency system in the UK are introduced. They are compared with life in the students’ country. (Gault, Hutchinson, 2008, p. 6)

In the section called English across the curriculum, various topics from different school subjects (Biology, Science, Maths, Geography) are stated. Pupils extend their knowledge from other subjects by means of English language. The method CLIL (Content and Language Integrated Learning) is based on this principle. (Gault, Hutchinson, 2008, p. 6)

Then a revision part follows. At the end of each unit, there is a suggestion for project work. It associates the various aspects of the language and topic that have been taught in particular unit. The each unit finishes by a song activity that supplements listening activities and develops listening skills.

Oxford University Press provides a website concerning the textbook *Project: Third edition* with a wide range of additional supportive materials for teachers and for pupils to use and practise English freely.

The second textbook is **New English File Elementary** by Christina Latham-Koenig, Clive Oxenden and Paul Seligson. New English File series presents itself as a general English course for adult learners. It comprises 6 levels - New English File Beginner, Elementary, Pre-intermediate, Intermediate, Upper-intermediate and Advanced. The textbook New English File Elementary is aimed at pupils of the level A1-A2 of the CEFR for languages. The set of learning tools for this level consists in a student’s book, a workbook with a CD-

ROM, a teacher's book with a multi-ROM, class-audio CDs and a DVD. (Latham-Koenig, Oxenden, Seligson, 2004, p. 8)

The New English File series is focused on all four skills, however its main goal is to make students talk, to prepare them for real situations. It includes a real-life content even at the beginning level.

New English File textbooks include 9 units. Each unit contains:

- 4 sections: A, B, C and D (each section has 2 pages) - Grammar, pronunciation and vocabulary focus, a great variety of reading, listening and speaking exercises
- Practical English part - it describes real-life situations, social English
- Writing section - one-page with different writing exercises and suggestions for writing tasks
- Revise and check part (Latham-Koenig, Oxenden, Seligson, 2004, p. 10)

The emphasis is put on the clear and memorable presentations of grammar in Grammar Banks. As well as in the Project, the inductive approach in teaching grammar is being used. However, some people may do not like that they have to browse the textbook for the grammar explanation - it is situated at the back of the textbook. (Latham-Koenig, Oxenden, Seligson, 2004, p. 8)

Every lesson in the textbook focuses on high frequency vocabulary and common lexical areas and it refers to the real life situations. At the end of student's book, we can find tips for communication activities, listening scripts, grammar bank, vocabulary bank, a list of irregular verbs and sound bank. The emphasis of the course is put on the students' ability to speak in English. If we want our learners to speak, we have to practice grammar, vocabulary as well as pronunciation. In New English File, all three elements are given the same importance. (Latham-Koenig, Oxenden, Seligson, 2004, p. 4)

In the workbook, the revision exercises are provided for more practice of the textbook's content. A new addition to the workbook is the Multi-ROM which contains a revision of Grammar, Pronunciation and Vocabulary activities for students' studying at home.

Teacher's book is filled with the detailed lesson plans and additional exercises. The series also includes a test booklet, classroom CDs and a DVD with an extra material for your lessons.

## **8 Evaluation of research**

In this part, the outcomes of the qualitative research are evaluated. At the end of theoretical part of this thesis, the similarities and differences between teaching English to lower-secondary pupils and adults are stated. The aim of research was to prove or disprove them and by this means to compare the theory with reality.

- **Cognitive skills**

As far as I can consider, adult students in my language course have fully developed cognitive skills, concretely they have ability to store and recall the information (for example - new vocabulary about materials), the ability to perceive, analyse and think in visual images. In case of teenage students, their cognitive skills differ according to their individual characteristics and particular grade. In my classes, there were also some pupils with learning disabilities for example ADHD. We cannot generalize at all - their level of cognitive skills depends on their individual development.

- **Attention span**

The research confirms that both age groups' attention span is rather long. During my school practice, I taught 2 project lessons that showed that pupils can stay focused on the particular activity for a whole lesson. Adults are the same case - they are able to stay concentrated on the activity for rather long while. However, I try to change activities as much as I can because of the speed pace of the lesson and sustaining the students' motivation.

- **What they need is respect**

The students of the language course appreciated that at the beginning of our lessons in September 2014, I asked their opinions about the course plan and that they could influence it in some way. It was the expression of respecting the students as my learning partners. I also try to react to their desires and needs during the whole course. Pupils at the primary school were rather different. I did not try to be their friend, it was almost impossible

because we had only 20 lessons together, but in this case, I was completely in different situation. I taught them only for a while, they knew the fact and some of them did not respect myself. However, after the first week of my teaching the situation got better and we respected each other.

- **Up-to-date and relevant material**

The research confirms that the choice of learning material for class of children as well as adults is crucial. During my lessons at the primary school, we were working mainly with the coursebook, there was almost no place to add my extra activities. To be honest, I was told by my headteacher Mrs. Kubálková what should be done in particular classes and I had to respect it. The reason is the following the Curriculum. In all my classes, we were using the book *Project: third edition*. I know this book very well because when I was studying at primary school, we were working with it as well. I have to admit that this third edition seems to be better than our first one. It corresponds to current demand for up-to-date student's book. In fact, I missed there more exercises focused on speaking and listening. On the other hand, the book's layout is modern and well-arranged especially for teenagers. Various sections of this book is easily recognizable by colours. It is full of pictures, photos, comics and interesting texts, but in my opinion for today's pupils those texts are out of date. Grammar is very simply explained with help of grammar spots and following exercises. In Project, we can also find a lot of writing tasks, suggestions on writing projects that I find very helpful. At the end of each unit, we can find writing section with different ideas for building the writing habit. The research shows that teenagers respect the book, but they more enjoy extra activities or project lessons.

The different situation is in my language course where I can choose the learning material by myself. We follow the textbook New English File Elementary, but I also provide extra material from different sources to my students. I accommodate the content of lessons to my students respecting the goals of the course as a whole and their particular demands and it really works. We practise what they need to brush up. The result of the research is that the material and activities should be rather relevant than up-to-date.

- **Discipline**

Although the discipline was the hottest issue during my lessons in teenage classes, we cannot generalize at all. It depends on the particular classes or individuals. Some pupils were undisciplined because of their emotional swings or their boredom. In this case, some pupils also wanted to show me their rebellion because I was not their teacher but only trainee.

In my adult course, I do not have to face the discipline problems. Students' attendance is quite good.

- **Developmental changes**

As far as I can consider, pupils in my teenage classes were influenced by a large amount of developmental changes - physical, mental and social ones. All mentioned changes somehow affected their learning process. They were less concentrated on the learning itself, they were longing for their peers' approval, they were showing off. They dealt with relationships rather than with learning. In contrast, adult students are fully concentrated on the process of learning and they are not influenced by the developmental changes. The research also proved the statement.

- **Motivation to learn English**

The research shows that the low-secondary pupils' and adults' motivation to learn English differ. In teenage classes, the short-term goals and extrinsic motivation predominated. The example is that they started to learn because of the approaching test in which they did not want to fail. Moreover, in most classes I had to face up the lack of pupils' motivation. In contrast, the students of the language course are internally motivated. Their motivation is intrinsic - they need it for their work. In addition, the level of their English also influences their self-confidence and self-esteem.

- **Classroom activities**

According to my research, teenagers as well as adults prefer group work or pair work. In this case, the research disproves the theory. In both textbooks, group or pair work activities prevail. In my opinion, they activate students, get them into action. The research also proves that teenagers are motivated by using the technology - especially using the interactive board during my school teaching practice met with success.

- **Experience**

It is evident that the level of experience of pupils from the primary school and the students of the language course differ. It goes for life and working experience as well as for experience with the English language learning. It is given by their age and it is expressed mostly in discussions. The textbooks also reflect this fact by its content. It follows that the statement was proved.

- **The place of learning English**

During my research, the pupils were learnt at school and adult learners at the educational centre - the places of their learning generally differ as it was stated in the theoretical part.

- **Narrow-minded or open-minded**

This statement cannot be proved or disproved because of the rather short time of my research and the lack of possibilities to consider this.



## 9 Topic: Travelling

In the last part of my thesis, I provide several examples of activities that are designed for both age categories - to lower-secondary pupils as well as to adults. Their choice is based on the information from the theoretical part and the results gained from the research. These activities are not piloted, but they aim to reflect the results of my empirical part of thesis.

The chosen topic is **travelling**. The reason is that travelling is my passion and moreover, I am going to teach two courses called *English on holiday* at the Centre of Andragogy in July 2015, so that I will be able to utilize activities from the thesis in practice and to prove my assumptions. This topic can be reflected in several aspects. Teenagers need the vocabulary connected with the travelling for their exchange programmes at schools or school trips to Great Britain etc. In contrast, adults should be able to communicate in English on their business trips for example when the problem occurs during the check-in at the airport, or they need it for their work or simply they want to be able to order a meal in a restaurant on their holiday abroad. The reasons for teaching this topic are various.

In this chapter, I propose several activities concerning the topic of travelling that are designed for lower-secondary pupils as well as for adults of the pre-intermediate level in order to illustrate its diversity.

### 9.1. Teaching Travelling to lower-secondary pupils

#### Activity 1: Travelling board game

Almost everyone likes games. Even if teenagers do not like to be treated like children, they have a very competitive nature and giving them a chance to show off and compete in small groups is a great way to bring an interaction to the class. This board game can be a great warm-up activity in the beginning of lesson. Because of the present perfect questions, this activity will suit to pupils of 8<sup>th</sup> or 9<sup>th</sup> grade. (see **the appendix I**)

- group work
- 15 minutes
- a board, dices, counters of different colours
- speaking, grammar - present perfect, past simple

Pupils are divided into small groups of 5. Each player has his counter of different colour. Students place their counters on Start and throw the dice. The player with the highest number begins the game. Depending on the square they land on, they have to answer the question. The winner is the first person at final destination.

While playing, pupils practise the vocabulary connected with travelling, past simple and present perfect. During the game, I walk through the class, listen and check their answers.

## **Activity 2: Project work: Across the Globe**

Doing projects is very popular among the teachers at primary schools in the Czech Republic. This dynamic classroom approach is described as the project-based learning where students actively explore real-world problems and challenges and acquire a deeper knowledge. I find this method very effective and rewarding, and I use it in my classes as often as possible. I propose to do this project in 8<sup>th</sup> or 9<sup>th</sup> grade.

- group work
- 2 lessons
- different objects, paper, pencils, pictures, glue, Internet, dictionaries
- writing, speaking

### **Lesson 1**

The teacher brings to class the set of things or pictures that are typical for particular countries. Students guess the countries from which they come from - for example: sombrero - Mexico, the picture of Buddha - India, wine - France. Teacher writes the names of countries on the board.

Then, the pupils are divided into 4 groups - each group represents a travel agency - the first task is to think up the name for their agency. They work as a team and their goal is to create a leaflet or a travel guide. They choose one country or more countries where they would like to invite their clients - they can create a leaflet with particular tour (price, places of interest, accommodation provided) or they can choose only one country and describe it in detail as we can find in a tourist guide. They can draw, stick the pictures. Pupils cooperate within the team, brainstorm the ideas. They are allowed to use dictionaries or the

Internet. They should communicate among themselves just in English. During the lesson, the teacher checks their work by walking through the classroom.

Next lesson, they continue in their work. They can bring some pictures from home to improve their projects.

They should finish their masterpieces 20 minutes before the end of lesson. Each team chooses its seller who presents their work to others and tries to sell them their product. At the end of lesson, pupils vote the best piece of work.

Pupils' projects can be graded or put on the notice board in the classroom.

### **Activity 3: Role - plays: At the airport**

The activities which consist in playing different roles are quite popular among the pupils. It is also a great opportunity for teachers to heighten the students' talking time during the lesson and to get the pupils to practise their English. They simulate real life situations and allow them to act out what they would do in a real situation.

- pair work
- 15 minutes
- worksheets
- speaking

Pupils work in pairs. One student is a custom officer and the other student is a passenger at the customs office. In the worksheet, there are some different situations. Students must create different dialogues. Then, they change the roles. The teacher walks through the class and checks their conversation.

## **9.2. Teaching Travelling to adult learners**

### **Activity 1: Board game - Travel dominoes**

This activity aims at the practice of vocabulary, collocations connected with air and train travel by playing a game of dominoes, matching the words that go together for example departure lounge, arriving hall etc.

- group work
- pre-intermediate
- 15 minutes
- cut worksheets
- speaking, vocabulary

The teacher explains to students the principle of playing a game of dominoes. The object of game is to get rid of all their dominoes. They create the groups of 3 and each group gets the set of dominoes. They are asked to deal out 3 dominoes each and to leave the rest in a pile, face down. While they are playing, the teacher goes around to each group and checks to see if they are playing correctly. (see **the appendix J**)

### **Activity 2: Role -plays: Travel-trouble**

This practical activity provides the opportunity for students to practise their speaking skills by creating dialogues. They have to cope with different situations during their holiday and in this exercise they will try to solve them. Students turn into the travellers and the service personnel.

- pair work
- pre-intermediate
- 15 minutes
- worksheets
- speaking

Students make pairs and the teacher distributes them worksheets with the real situations. Student A has a red card - personnel, student B has a blue one - traveller. They make conversation and try to solve the problem which occurred. On the blue card, there are 3 possible problems and on the red one 3 possible answers – it is up to the students how the dialogue will look like. The teacher goes through the class and checks their conversation.

### **Activity 3: Power-point presentation - At the airport**

The last activity is designed especially for visual learners - people who learn through the visual perceptions. The power-point presentation is made by pictures showing different situations than can occur at the airport.

- whole-class activity / individual work
- pre-intermediate
- 15 minutes
- power-point presentation, notebook or computer, data projector
- vocabulary, speaking

The teacher shows the presentation to students, they comment on what is happening in the pictures, describing the situation in a detail. The teacher asks the questions - the practice of vocabulary concerning travelling by plane.

## Conclusion

The thesis deals with the phenomenon of English language and its teaching to different age groups of learners, particularly to the lower-secondary pupils and adult learners. Its main goal is to point out and describe the similarities and differences in their teaching and to comment on the general beliefs in this matter. The theoretical part provides the background for the practical part where the adult and teenage lessons are studied in detail.

As it was stated in the introduction, it is generally believed that young people are able to learn a second language better, faster and more effectively than adults. The fact that arises from the thesis is that we cannot say that one age group learns better than the other, they learn differently. It was proved by the theoretical part as well as the practical one. The teenagers are influenced by their developmental, intellectual and emotional changes while adults are considered to be mature, fully concentrated on the learning. Both age groups have different motivation to study English. I often had to face up the lack of motivation in my teenage classes at the primary school in Jaroměř while the students of the English language course from C.S.CARGO, Plc. seem to be internally motivated. They need English for their work, they have rather long-term goals.

However, we are able to find several common traits. The choice of relevant material and activities that keep them engaged and motivated is crucial for both categories. To be honest, the song *I'm only sleeping* in the Unit 5 in Project 3 could be replaced by the song from U2: *I still haven't found what I'm looking for* where pupils could practise the present perfect and I am sure that this activity would meet with success among the students. When it comes to teaching different age groups, teachers should definitely take into the consideration the students' interests, general characteristics and their reasons for learning. The lessons should be focused on particular individual or group.

Another general assumption is made about the adult learners who supposedly have more difficulties with the pronunciation of foreign language. As long as I can consider, I did not notice this difference during my teaching practice at the primary school and the language course. However, I am aware of the fact that children are generally exposed to English language from their childhood as it is a contemporary trend while adults often

begin with the English language in their adulthood. I admit that differences can show up, but I did not notice them during my research.

In both parts of the thesis, a great number of tips concerning how to approach both age groups and how to teach them effectively are stated. The analysis of two textbooks that were being used during my research is also provided. I come to know that technology really motivates the teenage groups of learners and that they appreciate games even it is stated that they do not like be treated as children. The group work as well as pair work was really successful in both of my classes. The layout of the textbook is also important for particular groups - the textbook designed for adolescents is full of colours in comparison to the textbooks aimed to adult learners. In both textbooks, the grammar is taught inductively. However, in my adult classes I prefer the deductive way of teaching which result from my lesson plan. It proved to be useful and successful among my students. They appreciate the clear explanation and then practice.

As I stated before, I have chosen this topic because I have been teaching English to both mentioned age groups since my studies at the university in Pilsen and I still move between these both groups. When I started to work on my thesis, I was not decided if I would rather teach teenagers at primary schools or if I would like to have lessons with adults, but this thesis contributed to my decision to deal with adults. I really appreciate their motivation and determination to be better versions of themselves.

As long as I can assess, the aim of the thesis to show how to prepare appropriate lessons for both mentioned age groups and how to adapt the lessons to students' particular needs were achieved.

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## Appendix A

# 5 Experiences

Grammar • present perfect, ever and never, just

## A They've been successful

### Vocabulary

#### Experiences

**1 a** Complete phrases 1–6 with the verbs.  
see visit be win do ride

1 \_\_\_\_\_  
a competition  
a race



2 \_\_\_\_\_  
a UFO  
a sports event



3 \_\_\_\_\_  
a place  
friends



4 \_\_\_\_\_  
a bike  
a horse



5 \_\_\_\_\_  
on TV  
in a film



6 \_\_\_\_\_  
some work  
karate










**b** Make one more expression with each verb.

### Comprehension

**2** 2.18 Read and listen. Who are the people in the pictures?

### Ambitions

**1** My name's Greta. I want to be an actress. I've been in some plays at the theatre. Last year, I was in our school play. I haven't been in any TV programmes or films, but I'd love to. My favourite actress is Angelina Jolie. I've seen nearly all her films. She became famous when she was very young, but she hasn't done anything silly like taking drugs and things like that. She's also done a lot of voluntary work to help refugees. She started this work in 2001 when she saw some refugees in Cambodia, while she was making *Tomb Raider*. Since then, she's visited refugee camps in Asia and Africa for the United Nations and she's given a lot of her own money to help refugees, too.



**2** My name's Terry. I want to be a Formula One driver. I love go-karting and I'm pretty good at it. I've won several races. Last week, I was in the County Championship. I didn't win it, because my car broke down. My hero is Lewis Hamilton. He started go-karting when he was only eight years old. Then he moved up to bigger and bigger cars, and in 2007 he became a Formula One driver. Since then, he's won lots of races. I haven't seen a real Grand Prix, because I don't live near a racetrack. I've only watched them on TV, but I'd love to go to one and meet Lewis Hamilton.

- 3 Read the texts again. Complete the chart.

Name	Ambition	Hero / heroine	Reason
Greta	to be an actress		

## Grammar

### Present perfect

- 4 a Complete the sentences from the texts.

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

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

Present perfect: I've been in some plays at the theatre.  
Past simple: Last year, I was in our school play.

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

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

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

play played live lived stop stopped

**e** Find some irregular past participles in the texts.

win won

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

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

I've ridden a bike.

I haven't ridden a horse.

## Speaking and listening

- 6 Work in a group. Play the game.

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

- 7 a 2.14 Listen. What have the people done? Tick (✓) the correct picture in each pair.



**b** Write about each person.

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

## Pronunciation

### SENTENCE STRESS

- 8 a 2.15 Listen. Mark the words with the stress. There are two in each sentence.

- I've seen that film.
- We've read these books.
- He's ridden a horse.
- They've climbed a mountain.
- She's won an award.
- I've written a book.

**b** 2.15 Listen again and repeat.

## Appendix B

### Unit 5a Past participle pairs

<i>bite</i>	<i>bitten</i>	<i>break</i>	<i>broken</i>
<i>build</i>	<i>built</i>	<i>dig</i>	<i>dug</i>
<i>cost</i>	<i>cost</i>	<i>fly</i>	<i>flown</i>
<i>go</i>	<i>gone</i>	<i>read</i>	<i>read</i>
<i>steal</i>	<i>stolen</i>	<i>swim</i>	<i>swum</i>



## Appendix C

### B Have you ever climbed a mountain?

#### Comprehension

1 **2-16** Read and listen to the story. Why is Sweet Sue happy at the end?

1 Have you ever played golf, Sweet Sue?

No, I haven't. I've never played any sport.

2 I've played almost every sport – golf, tennis, football, basketball, ice hockey.

Have you won any competitions?

3 Yes, I have. I've won lots of trophies. Have you ever climbed a mountain, Sweet Sue?

No, I haven't, but my brother has.

4 Really? Has he climbed Mount Everest?

No, he hasn't.

5 I've climbed Mount Everest twice, you know.

Oh, have you?

6 Yes, I've done so many things in my life. I've travelled to every continent. I've seen the Pyramids. I've flown in a balloon. I've ridden a camel.

I've never done any of those things.

7 I've ... Aargh!

8 But I've never fallen into a hole in the pavement, either. Heh, heh.

2 Complete the sentences with Sweet Sue or Smart Alec.



- 1 \_\_\_\_\_ hasn't flown in a balloon.
- 2 \_\_\_\_\_ has never played basketball.
- 3 \_\_\_\_\_ has won lots of competitions.
- 4 \_\_\_\_\_ hasn't climbed Mount Everest.
- 5 \_\_\_\_\_ has travelled to Africa and Asia.
- 6 \_\_\_\_\_ has played golf.
- 7 \_\_\_\_\_ has visited Egypt.
- 8 \_\_\_\_\_ has fallen into a hole in the pavement.

## Grammar

### Present perfect: questions

3 a Complete the questions and short answers.

- 1 \_\_\_\_\_ won any competitions? Yes, I <sup>2</sup> \_\_\_\_\_.  
No, I haven't.
- 3 \_\_\_\_\_ climbed Mount Everest? Yes, he has.  
No, he <sup>4</sup> \_\_\_\_\_.

b How do we make questions in the present perfect?

c Find more examples of questions in the story.

### Present perfect: ever and never

4 a Complete the dialogue from the story.

- SMART ALEC Have you \_\_\_\_\_ played golf,  
Sweet Sue?
- SWEET SUE No, I haven't. I've \_\_\_\_\_ played  
any sports.

b We often use **ever** and **never** with the present perfect.

- Ever means up to now.  
Never means not up to now.

c Where do **ever** and **never** go in the sentence? Put them into these sentences.

- 1 Have you flown in a balloon?
- 2 I've played basketball.

## Speaking

5 Have Sweet Sue and Smart Alec done these things? Ask and answer with a partner.

- Has Sweet Sue ever played golf?
  - No, she hasn't.
- 1 Sweet Sue / play golf
  - 2 Smart Alec / win any trophies
  - 3 Sweet Sue / travel to Antarctica
  - 4 Smart Alec / fly in a balloon
  - 5 Sweet Sue / see the Pyramids
  - 6 Smart Alec / ride on a camel
  - 7 Sweet Sue / climb a mountain
  - 8 Smart Alec / fall into a hole in the pavement

6 a Look at the pictures and the cues. Say the things you have / have never done.

*I've ridden a bike. I've never ridden a bike.*



1 ride a bike

2 win a prize

3 climb a mountain



4 be in a play

5 meet a film star

6 be late for school



7 play chess

8 see a ghost

9 drive a go-kart

b Work with a partner. Ask and answer.

- Have you ever ridden a bike?
- Yes, I have. / No, I haven't.

## Pronunciation

### WEAK FORMS

7 a Say these words:

do does can could to at are from have

b 2.17 Listen. What happens to the words in sentences?

c 2.17 Listen again and repeat.



## Appendix D

### Unit 5b Job hunting

<b>Employer card 1</b> You have to find someone for the job of TV sports presenter. This person will be on programmes about tennis, golf and football. The presenter will also be at events in China and South America. Interview some people and choose the best. Use the table to help you.	<b>Name</b>				
	Played tennis?				
	Played golf?				
	Played football?				
	Been on TV?				
	Visited China?				
	Visited South America?				
<b>Employer card 2</b> You have to find someone for the job of TV travel presenter. This person will be on programmes about travel to the USA and Australia. The programmes will also show mountain climbing and crocodile hunting. Interview some people and choose the best. Use the table to help you.	<b>Name</b>				
	Been on TV?				
	Climbed a mountain?				
	Hunted crocodiles?				
	Visited the USA?				
	Visited Australia?				
<b>Employer card 3</b> You are a film director. You have to find someone to act in your next film. In the film, the person will be a Formula 1 motor racing driver. He / She will climb mountains and ride a horse. You will make the film in France and India. Interview some actors and choose the best. Use the table to help you.	<b>Name</b>				
	Acted in a play or film?				
	Done motor racing?				
	Climbed a mountain?				
	Ridden a horse?				
	Visited France?				
	Visited Asia?				
<b>Employer card 4</b> You are a police commissioner. You have to find someone for the job of detective. A famous American actor and golfer died when he fell off a horse while he was climbing a mountain in France. The detective has to work in France and the USA to solve the crime. Interview some people and choose the best. Use the table to help you.	<b>Name</b>				
	Played golf?				
	Ridden a horse?				
	Climbed a mountain?				
	Solved a crime?				
	Visited France?				
Visited the USA?					

<b>SPORT</b>	I played golf on holiday last year.	<b>SPORT</b>	I won a tennis competition in July.	<b>SPORT</b>	I played football for my country last summer.	<b>SPORT</b>	I learnt to drive a racing car last June.	<b>SPORT</b>	I had riding lessons last summer.
<b>ACTIVITY</b>	I was on TV last February.	<b>ACTIVITY</b>	I acted in the school play at Christmas.	<b>ACTIVITY</b>	I climbed Mount Everest in 2006.	<b>ACTIVITY</b>	I caught a crocodile in Australia in 2005.	<b>ACTIVITY</b>	I caught a thief two years ago.
<b>COUNTRY</b>	I was in China in 2006.	<b>COUNTRY</b>	I had a holiday in France in 2007.	<b>COUNTRY</b>	I worked in the USA from 2002 to 2006.	<b>COUNTRY</b>	I went to Rio de Janeiro Carnival last year.	<b>COUNTRY</b>	I was born in Australia.



## Appendix E

18.A1

Lesson plan 29.10.

• PRESENT PERFECT, VERB-NOUN COLL.

1, 6 min. ⇒ fast reply - HOLIDAY →

ACTIVITIES

• ROZDAT TESTY - UNIT 4

NEZAPOMENOUTI VERBAT ZPAMY!

2, Inter. BOARD - FINDING THE WAY - REVISION

• 3DAF - MATCHING (5 min.)

3, VERB-NOUN COLLOCATIONS - UNIT 5 56/1

+ Int. BOARD - DALSI COLLOCATIONS

• (10 min.)

4, 56/2 AMBITIONS - Q. 23 CP2/

WA - kontrola domy

(10 min.)

5, PRESENT PERFECT 57/4a, 4c, d,

• 2, (15 min.)

[HW] - WB 57/58 & 57/112 → reflex - present verb.

⇒ PORADY / TEMPO, 0  
M+M ⇒ delší HW ⇒  
příště psal i jiné 5bV

HW - pro NB.

INTERAKTIVNA - ↑ - NA PP  
NEJAKÉ cvičení?

BRANATINA - SÁD OK

ADDA 2 ←

PODÍVAT SE PO BOARD GAME

NA PRESET 9.0

8A - LESSON PLAN VIDEO, <sup>8</sup> SPOKEN / SBC  
(3.10) PRESENT PERFECT (MICHAEL, MARTIN HW?)

1) INTERACTIVE → (5 MIN) - TP EXERCISE ⇒  
POPLÁČKA TÚRE - NAPISAT NA TABULI

2) HW - <sup>pin</sup> <sup>yellow</sup> - <sup>middle</sup> <sup>pink</sup> <sup>green</sup> <sup>blue</sup> <sup>purple</sup>  
(5 MIN)

3) 54/6 GAME - (REPEATITION) → SKUPINKY  
PO 40 (5 MIN)

4) LISTENING 04/08 54/4 A+B

5) DVD → worksheets, mp3it - cv. 1, 2, 3,  
(15 min)

6) TEACHER'S BOOK 94 str. (KOPIE 10X!)  
PAIRS (10 min)

OPÁČKO - V-A CALCULATIONS X  
PP - VETÝ X

ČAS OK, <sup>?</sup> M+N - HOMEWORK V,

④ GAMES, DVD, GROUP WORK, TP - ZDA SE OK

⑤ OPET HLK, APÉLA → OPET IBA OHAČE - ?

## Appendix F

# 9

# A

G present perfect  
V been to  
P sentence stress

Have you been to Madrid?  
No, I haven't. But I've been to Barcelona.


## Before we met

### 1 SPEAKING & READING

a In pairs, answer the questions.

## ARE YOU JEALOUS?

- 1 Are you jealous?  
☐ often  
☐ sometimes  
☐ hardly ever / never
- 2 Can you remember a time when you were jealous of...?  
 a. a brother or sister  
 b. a friend  
 c. another person
- 3 Do you know a very jealous person? Who?
- 4 Who do you think are more jealous, men or women?



b Read and listen to the beginning of a story and answer questions 1–3.


- 1 Which cities has Rob visited?  
 Tick (✓) the boxes.  
 Barcelona ☐  
 Lisbon ☐  
 Madrid ☐  
 Rome ☐  
 Venice ☐  
 Florence ☐
- 2 Who is Jessica? Where is she now?
- 3 Why doesn't Charlotte want to go to these three places?

c In pairs, guess the meaning of the highlighted words. Check with your teacher or a dictionary.

Rob is going out with Charlotte, a woman who works in the same company as him. They want to go away somewhere for the weekend.

It was a Thursday evening in June when we sat down in Charlotte's living room with the holiday brochures. 'I got these from the travel agent's today,' said Charlotte. 'This is going to be fun! Have you been to Italy?' 'Yes, I have,' I replied. 'I've been to Rome and Florence.' 'On holiday?' 'Yes... with Jessica.' 'Oh! There was a long silence.' 'But I haven't been to Venice. What about Venice?' 'No. Forget Italy. Have you been to Spain?' 'Yes, I've been to Barcelona.' 'With Jessica?' 'Yes, but...'

She picked up a brochure for Lisbon. 'Don't tell me. You've been there too. With Jessica.' 'No, I've never been to Portugal. Look, what's the problem? Jessica's not my girlfriend now. She's thousands of miles away. She lives in Canada. Why are you so jealous of her?' 'Me? Jealous? I'm not jealous.' There was another long silence.



## 2 GRAMMAR present perfect

- a Look at this sentence from the story in 1 and answer questions 1–4.

I've been to Rome and Florence.

- Does Rob know Rome and Florence? **yes / no**
- Do we know exactly *when* Rob went to Rome and Florence? **yes / no**
- What verb is 've?
- What verb is *been*?

- b Look at the story in 1 again. Underline (+), (=), and (–) examples of *have been (to)*.

- c Complete the chart with *have*, *has*, *haven't*, or *hasn't*.

	+	=	–
I, you, we, they	I _____ been to Rome.	I _____ been to Venice.	_____ you been to Lisbon?
he, she, it	She _____ been to Rome.	She _____ been to Venice.	_____ he been to Lisbon?

- d p.138 Grammar Bank 9A. Read the rules and do the exercises.

## 3 PRONUNCIATION sentence stress

- a Listen and repeat this dialogue. Copy the rhythm.

A Have you been to Italy?

B Yes, I have. I've been to Venice.

A Have you been to New York?

B No, I haven't. I haven't been to the USA.

- b Play *Have you been to...?*

## 4 LISTENING

- a Listen to the rest of the conversation between Rob and Charlotte. Who phones?



- b Listen again. Complete the sentences with *Charlotte*, *Rob*, or *Jessica*.

- \_\_\_\_\_ hasn't been to Paris.
- \_\_\_\_\_ likes the hotel.
- \_\_\_\_\_ 's mobile rings.
- It is \_\_\_\_\_.
- \_\_\_\_\_ doesn't want to talk on the phone to \_\_\_\_\_.
- \_\_\_\_\_ is angry with \_\_\_\_\_ and leaves the house.

## 5 SPEAKING

Stand up and move around the class. Ask *Have you been to...?* questions until somebody answers 'yes'. Write their name in the questionnaire.

### Find a person who...

- has been to a very hot country \_\_\_\_\_
- has been to a karaoke bar \_\_\_\_\_
- has been to a big sports event \_\_\_\_\_
- has been to an opera \_\_\_\_\_
- has been to a spa \_\_\_\_\_
- has been to a fortune teller \_\_\_\_\_
- has been to another continent \_\_\_\_\_
- has been to a big pop concert \_\_\_\_\_



## Appendix G

# 9

# B

**G** present perfect or past simple?  
**V** past participles  
**P** irregular past participles

Have you seen the film?  
Did you like it?


## I've read the book, I've seen the film

### 1 SPEAKING

## CINEMA

### EXPERIENCES

Have you ever...?		Yes	No	
1	spoken to a film actor or actress	<input type="checkbox"/>	<input type="checkbox"/>	Who was it? What did you say?
2	seen a film more than three times	<input type="checkbox"/>	<input type="checkbox"/>	What film? When was the last time you saw it?
3	cried in a film	<input type="checkbox"/>	<input type="checkbox"/>	What film was it? Why did you cry?
4	heard a 'soundtrack' from a film	<input type="checkbox"/>	<input type="checkbox"/>	What film was it? Did you like the film?
5	fallen asleep in the cinema	<input type="checkbox"/>	<input type="checkbox"/>	What film was it? Why did you leave?
6	seen somebody in the back row	<input type="checkbox"/>	<input type="checkbox"/>	What film was it? Why did you sleep?
7	seen somebody in the back row	<input type="checkbox"/>	<input type="checkbox"/>	Who was it? Did you see the film?



a Complete the questionnaire above with these past participles:  
slept bought cried kissed left spoken seen

b Interview a partner with the questionnaire. If he / she says 'Yes, I have', ask the other two questions.

### 2 VOCABULARY past participles

a Look at the past participles in 1a. Which ones...?

- are regular \_\_\_\_\_
- are irregular (and the same as the past simple) \_\_\_\_\_
- are irregular (and different from the past simple) \_\_\_\_\_

b p.154 Irregular verbs. Highlight the past participles that are different from the past simple.

### 3 PRONUNCIATION irregular participles

a Put three irregular past participles in each column.

begun	bought	broken	caught	done
driven	drunk	given	known	made
paid	spoken	taken	worn	written

--	--	--	--	--

b 9.4 Listen and check. Practise saying them.

#### 4 GRAMMAR present perfect or past simple?

a Look at the dialogue. In pairs, answer the questions.

- 1 What tense is question A?
- 2 What tense are questions B and C?
- 3 Which question is general?
- 4 Which questions are specific?

**A** Have you ever spoken to an actor or actress?  
Yes, (I have).  
**B** Who was it?  
Jude Law.  
**C** What did you say to him?  
I asked him for his autograph.

b p.138 Grammar Bank 9B. Read the rules and do the exercises.

#### 5 LISTENING & SPEAKING

a Look at the four books and answer the questions.

- Have you read the book?
- Have you seen the film(s)?



b Read the website information about *The Book Programme* on Radio South. What is tonight's programme about? What are listeners going to do?

##### The Book Programme – listeners' phone-in.

Our question tonight: Do good books make good films?  
When a book becomes a bestseller, we know that a film version is soon going to appear. But which is usually better, the book or the film?  
Phone 0845 8769922 and tell us what you think.

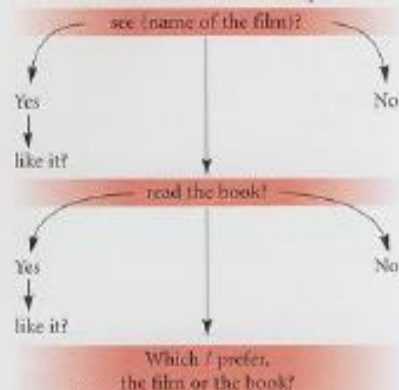
c Listen to Carl, Linda, and Sam phoning the programme. Which person is *most* positive about films made from books?

d Listen again. Mark the sentences T (true) or F (false).

- 1 Carl thinks books are usually better than films.
- 2 He loved the *Lord of the Rings* films.
- 3 Linda says people read a lot.
- 4 She thinks people buy books after they see a film.
- 5 Sam thinks good books make bad films.
- 6 He preferred the James Bond books.

e In pairs, think of a film based on a book and make a class list on the board.

f Look at the chart. What are the questions?



g In pairs, ask and answer about the films in e.

## Appendix H



centrum  
andragogiky

L/BA → KOPIE! NOTAS  
ZMEN HISTOASTI - A.6!  
PREZ LIŠTINA PODPISYD.

nositeľ ocenení  
VZDĚLÁVACÍ INSTITUTE ROKU 2012

C.S. CARBO - 7A' 10:00 → 29.5

• SMALL TALKS MEETING IN DICK - LAST WEEK?  
DESCRIBE IT, PROBLEMS OCCURED?

• VOCABULARY ⇒ ENGLISH VOC. IN USE MATERIALS, SHAPES  
62 ⇒ WHAT TYPES OF MATERIAL DO YOU KNOW?  
OBJECTS IN THE ROOM (P. 136 + 131)  
162.5 - IN PAIRS! 15 MIN

• REF-9 PRESENT PERFECT  
100/194 ARE YOU SEALONG? DISCUSSION  
PAIRS - 1A - QUESTIONAIRE ⇒ FEEDBACK  
READING + LISTENING 10 MIN

• GRAMMAR - PRESENT PERFECT 15 MIN  
GRAMMAR BANK - 168! 5 2b, c,  
+ "THE GOOD GRAMMAR BOOK" ⇒ PRESENT!

• LISTENING 101/194 + 6 5 MIN

• QA + COMMUNICATIVE QA TB 214  
PAIR WORK 15 MIN / HW 16 / 18 X



Serióznosť / Profesionalita / Flexibilita / Vstúpnosť / Otvorenosť

1.1.1.2008.06

Centrum andragogiky, s.r.o., K Školskej 89/89, 900 11 Hradec Králové, IČ: 27469998, kontakty: +420 491 41 796, info@centrumandragogiky.cz, www.centrumandragogiky.cz

1/1



NOTES; PROČ PP? - NEGATIVNÍ PŘÍSTUP  
PP - psu jeho pilot → PARKETA, NAREK  
DAVID - X - OVIČENÍ NA NAIL?  
TRAVELLING - ROLE - PLAYS - LAST LESSON -  
ENGLISH FOR HOLIDAY? → připavit m. přem.



TEST → 28.6.!

LS-CARGO PA' 10:00 - 5.6

- PLAN FOR HOLIDAY? = TRAVEL DIARIES  
(10 min)
- PRESENT PERFECT - REVISION → THEY EXPLAIN  
- I WRITE ON THE BOARD 10 min + ~~STAY~~ HW  
+ 9A - TO 192
- ACP - 9B, DIARY EXPERIENCES, - DISCUSSION  
1A + B - IN PAIRS - QUESTIONNAIRE (10 min)
- 2- PAST PARTICIPLES - REGULAR & IRREGULAR (5 min)
- 3- PRONUNCIATION - (5 min)
- 6BB - 4.52 | 1+2 - HW
- PP perfect x Past simple - SB 103 4A, B (10 min)
- BOOKS / FILMS - DISCUSSION (10 min)  
103/5A, B → pusha note
- PAST PARTICIPLES - POKRÁČKA, HOLIDAY - TOPIC



## Appendix I



## Appendix J

Book B  
**16** *Travel Dominoes*

[www.moveupenglish.com](http://www.moveupenglish.com)  
Solutions for English Teaching  
Move Up Elementary  
Resource Pack

