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**Teaching the System of English Tenses at Lower Secondary Schools:
A Comparative Analysis of Selected Czech and English Textbooks**

Bakalářská práce

Lenka Ptáčková

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Vedoucí práce: doc. PhDr. Václav Řeřicha, CSc.

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Abstract

As the title suggests, this bachelor thesis deals with *Teaching the System of the English Tenses at Lower Secondary Schools*. The purpose of this research is to analyse the selected English secondary sources, as well as Czech sources. The main objective of this thesis is to determine whether the Project Student's Book, Level 3 explains the rules of English tenses to non-native learners of English sufficiently, or if teachers require any materials in addition to the Project Student's Book, Level 3. For the practical research, two teachers' interviews were used. (Two teachers from the same lower secondary school were questioned individually).

Introduction

English as a second language (ESL), includes many grammatical aspects that cause difficulties for foreign learners of English. Especially, the system of English tenses is full of differences in comparison to the learners' native language, such as Czech, and therefore it belongs among the most complicated parts of English grammar.

Czech learners of English are so influenced by their own language, that they generally can only think about time in terms of past, present, and future.

This thesis is divided into two parts.

In PART I, there is an analysis of several approaches to teaching the selected English tenses, (*the present simple and continuous, the past simple and continuous, the usage of will for future and decisions, the usage of going to, and the present perfect*).

These tenses occur in the Project Student's Book, Level 3. Furthermore, this thesis analyses some excellent secondary sources, (to be discussed in the chapter, *The Review of Literature*), and investigates common mistakes toward helping learners to avoid them.

In PART II, this thesis aims to analyse and evaluate the teaching methods used to explain English tenses, and the approaches to teaching tenses to non-native speakers, in the Project Student's Book 3 as well as in the Workbook of the same Project series. The focus of this analysis is on the *Introduction*, plus four separate chapters in the Project Student's Book, Level 3.

For practical research this thesis uses an interview with two teachers working in a lower secondary school in Moravia. This interview aims to determine whether teachers supplement the Project Student's Book, Level 3, with further exercises, or if they utilize their own methods of how to teach English tenses.

The first reason for conducting this research work is that I have been actively involved in assisting the learning process of English tenses by beginners, through my practical experience, my relatives, and other learners. For this reason, I have had an opportunity to realise some shortages in comprehension of tenses by these learners. The second reason is my own preoccupation with English grammar, especially with English tenses. Finally, the last reason is that as a future teacher of English, I should explore various ways how learners

comprehend English tenses, and how to simplify the methods of teaching English tenses, in order to be a good teacher.

1 The Review of the Literature

Many books and additional sources were used to write this thesis. This summary reviews the books, articles, and additional materials that I read while preparing this thesis.

The main subject of this study is the *Project Student' Book, Level 3*, which I researched. This methodology source was chosen because it is the most used textbook series in lower secondary schools. Additionally, the Project textbook series is focused not only on grammar knowledge but also on the learner's ability to communicate at the respective grammar level.

The whole series of Project textbooks is directed at learners from beginner to pre-intermediate level, from ages 10 - 14. The beginner's progress in many aspects of knowledge in the English language is developed, and motivating topics which appeal to the learners are presented. The aim is the proficiency of the learners in the usage of grammar skills and learned vocabulary, "*in the outside world beyond the classroom.*" (Hutchinson, 2000, p. 4)

Not only do the textbooks focus on English, which is a foreign language to them, but the students also learn about the culture and aspects of life in both Britain and other English-speaking countries, in comparison to living in their mother country.

The grammar books by Aitken, Leech, Quirk, Scrivener, and Murphy, were studied for an analysis of the English tenses as they apply to young people learning.

Teaching English Grammar with the subtitle, *What to Teach and How to Teach It*, written by Jim Scrivener (2010), was studied as the source for the research of the most common mistakes beginners make when using tenses. This book helps teachers to supplement their presentations and grammatical explanations. Suggested exercises are given and aim to lead to an understanding of the usage of the particular grammar. (Scrivener, 2010)

The teacher's resource book *Teaching Tenses*, written by Rosemary Aitken (2002), introduces ideas for presenting tenses and helps to teach the English tenses more efficiently. According to the author's foreword, this book aims to provide a clear basis of the comprehensive analysis of the tenses and their verb forms, functions of the tenses, and learner's errors. (Aitken, 2002)

However, this is just a foundation for other sources which teachers have at their disposal.

The book *Meaning and the English Verb* was chosen because it systematically explains the usage of English tenses from the point of view of the learners of English as a foreign language. (Leech, 2004)

There is mentioned that the English language has many specific problems, especially in tenses. Therefore, the structure and usage of tenses are described in detail for teachers and advanced students. (Leech, 2004)

To draw a comparison between the English and the Czech languages, the grammar book *Elektronická mluvnice současné angličtiny* by Libuše Dušková was used. It compares English with Czech and describes the morphology and syntax of the English language when concerning the Czech language. It is based on the author's primary contribution. (Dušková, 2012)

While selecting the above-mentioned sources, I read the bachelor's thesis, *The Present Perfect Simple in New English File and New Inside Out*, written by Mgr. Radka Müllerová. The topic of this thesis is significant. The present perfect does not appear in the Czech language, and it is hard for Czech learners to understand the usage of present perfect as the English tense. (Müllerová, 2018)

To summarize, in the most extensive section of the first part of this thesis, the above-mentioned grammar books dealing with selected English tenses were used. When studying these main, and most used sources, authors of these books offer information not only about the tenses themselves, such as form, meaning, and usage, but they also describe common mistakes when learning English tenses and suggest exercises.

2 Selection of an Appropriate Textbook and its Access to Teaching English Tenses

The usage of a good textbook is a fundamental source of teaching materials when explaining English tenses to the learners of ESL (English as a Second Language). Teachers can use the textbook not only in lessons but also for creating homework and tests developing children's knowledge.

Nowadays, in the Czech Republic, bookstores offer a large selection of modern textbooks (including for beginners), written in both Czech and English languages together, and choosing the most suitable one is an essential factor in quality teaching.

The appropriate level of the textbook seems to be a key factor for the choice of the book. When speaking about lower secondary schools, the level of each learner's English ranges from A1 to A2. If learners are inexperienced with the level of study of the textbook, then the comprehension of the vocabulary, grammar, reading, and listening exercises will be too demanding for them.

In addition, the average classroom consists of learners whose level of English skills vary. For this reason, some time for individuality should be reserved. It is critical that the students' motivation, in the form of achievement through language level progression, should be proceeding.

Furthermore, when choosing the appropriate level, textbooks are available in which English grammar rules are explained in part using instructions in the Czech language (for example, English tenses). These bilingual books emphasize the point of view of the Czech-speaking learner.

On the contrary, books written by native English speakers solely in the English language describe English grammar rules, (and explain how these rules work), only from the point of view of the native-English speaker. These books are proven to help students progress toward a better comprehension of English language-only textbooks covering all subjects in their future studies.

However, beginners cannot fully understand complex descriptions of English grammar, given solely in the English language. Therefore, it is more suitable to complement

the teaching of English grammar rules with a comparison to the Czech language as well, in the lessons of beginners.

Finally, there is a balanced overview of provided topics in contemporary textbooks. These include grammar, vocabulary, reading, listening, speaking, and writing sections, all of which provide benefits for teachers. According to this modern system, teachers can divide the lesson into particular parts and focus on those that are more problematic.

When speaking about grammar, a brief review of the grammar rules considering the level of understanding and careful explanation to the learners should be included.

In the vocabulary section, the teachers have a large variety of options in how to teach new vocabulary through games and songs. In vocabulary as well as reading, listening, and speaking activities, each section of the textbooks is supplemented with pictures and topics always with a focus on the learner's interests. A glossary of the vocabulary for each chapter is also included, providing an additional advantage when either studying or teaching the materials.

To help in developing writing skills, the textbooks also provide sample writings and many writing assignments. Frequently, there are also workbooks available, corresponding to each edition of the textbooks, to be used as the coursebook where supplementary exercises can be found.

Among the most frequently used textbooks are, for example, *Our World*, *Impact*, *More*, *Access*, *Way to Win*, *New Challenges*, and *Project*, etc, which are all recommended by the Ministry of Education. (MŠMT, Seznam učebnic, 2019, p. 17 - 27)

This thesis deals specifically with the Project series, Level 3. This series is the most used in the Czech lower-secondary schools (ages 12 - 15).

This research aims to analyse the Project series, Level 3, as effective learning materials in schools, evaluate their explanation of English tenses specifically, and recommend some improvements for teaching English tenses to English language beginners in lower-secondary schools in the Czech Republic.

3 PART I

3.1 Analysis of Secondary Literature

3.1.1 The Present Simple and Continuous Tense

Most of the grammar books for beginners of the English language explain the present simple tense as the first of tenses. To be more accurate, to use the verb *to be*, *to have*, or *to like*, with the present simple tense.

That is the first step in learning the tenses. It is also a useful way of expressing the general and permanent characteristics about them by using the verb *to be* in simple sentences. The basic sentences, for example, “*my favourite colour is*,” “*I am 10 years old*”, “*my parents are businessmen*,” “*I am cold*,” “*I like chocolate*,” are practiced.

The correct form of the verbs (in an affirmative and negative sentence and in the question) is emphasised. There is an evident association with the presence of the beginners. Therefore, they can use the present simple easily. But the problem appears with the learning of the present continuous combining it with the present simple. As an example, the verb *to do* is used. Students learn to talk about regular activities in the simple form of the verb. It could be confusing when they want to express the moment of speaking in the further learning of tenses.

Scrivener regards mistakes as a significant way of avoiding them. That could be useful by teaching and learning. Beginners are mistaken frequently. When correcting mistakes in the tenses, it is appropriate to explain where the mistake is and why it was made. It leads the students to the own evaluation and other contemplation for developing another knowledge. (Scrivener, 2010)

At first, Scrivener (2010, p. 100), points that the most common error is the completely omitting of the verb *to be* in the sentence.

× “*She doctor.*”

The verb *to do* is wrong used in questions.

× “*Do you be sad*”?

Further, Scrivener (2010, p. 105), states that the *-s* ending with the present simple form of the verb is often missing, and the *-ing* form instead of the present simple is using.

× *“Maria like chocolate.”*

× *“He living in China.”*

Regarding the negative sentence, Scrivener (2010, p. 108), mentions the auxiliary verb *to do*. The negative form is used only with the main verb in the Czech language. For example, *“já nepůjdu”*. Therefore, the auxiliary verb is omitted by the beginners.

× *“She not drive to school.”*

And with the use of *does*, the other *“s”* to the main verb is added.

× *“He doesn’t works here now.”* (Scrivener, 2010)

With the usage of the present continuous, students make mistakes in the very form of the verb. It is different in English and in the Czech language. The Czech language does require just one form of the verb for the present, as well as using only the main verb.

As the present continuous consists of two verb forms, the auxiliary verb is either omitted or the main verb is without *-ing* ending, and students use the bare infinitive.

× *“I swimming,”*

× *“He is work very hard.”* (2010, p. 122)

Additionally, the present continuous is inappropriately used with the state verbs that commonly take the present simple.

× *“I am liking this very much.”*

× *“She is not believing Father Christmas.”* (2010, p. 122)

Most errors are made when the present simple contrasts with the present continuous. The Czech language covers the present simple and continuous tense as one tense for presence. Therefore, it is hard for beginners to understand the meaning of the present tenses in English because they have two verbs using different forms.

Dušková (Dušková, 2012), shows on examples:

“Water boils at 100°C.”

In comparison with,

“The water for tea is boiling.” (Dušková, 2012)

In the first sentence, there is the general truth considered as a rule. While in the second sentence, the person is making tea at the moment of speaking. It must be emphasized, that it is not happening regularly or all the time. The Czech speaker says.

“Voda se vaří při bodu varu.”

On the contrary,

“Já si vařím čaj.” (Dušková, 2012)

The verb form in the Czech language is the same, and the tense is usually not distinguished. However, the verb form and the meaning of the tense are different in the English language.

3.1.2 The Past Simple Tense

In comparison to the present simple (which refers to the present, past, and future) or the present perfect (referring to the past and present), the past simple is easier to distinguish for young students who are learning English as a second language.

When expressing the past for the first time, beginners use the past simple. It refers to the past and completed events that predate the present time. In other words, it expresses a situation that was set in a certain time in the past. As Dušková (1971, p. 145), claims the past simple tense expresses past events which have no connection with the present time. (Dušková, 1971)

This statement is valid unless advanced grammar is considered. As a note on usage of the Attitudinal Past, Quirk (1990, p. 50), explains that it is used in conversation to ask more politely about the present state. Usually with the verbs *to want*, *to need*, or *to wonder*, for example,

“I wondered whether you were free tomorrow.” (Quirk, 1990)

Aitken (2002, p. 33), asks the question if it is better to teach the beginner first the regular verbs or rather irregular verbs because the more problematic irregular verbs are most widely used. (Aitken, 2002)

Many student’s books divide the grammar parts in the given order: the usage of the verb *was/were*, past simple-regular verbs, and past simple-irregular verbs. This means, that the learners are taught the usage of *was/were* separately for the sentence such as,

“I was in Berlin when I was young.”

or,

“We were happy in our childhood.”

Scrivener (2010, p. 131), draws attention to the possibility of the problem that the meaning might be understood as the only form of the past, and therefore that the past can be expressed with other verbs. These mistakes occur.

× *“I was go to the shop.”*

× *“She was listen to me.”*

Therefore, it is important to highlight to the students that *was/were* is the past form of the verb *to be* and at the same time, each verb has its own past form. (Scrivener, 2010)

The regular verbs have regular conjugation and have both the past tense and past participle with *-ed*. Aitken (2002, p. 35), explains that students might have problems with the formation of verbs that ending in *-y* because there is a change to *-i* before adding *-ed* (*carry to carried*), or verbs which end in *e*, add only *d*, (*love to loved*). (Aitken, 2002)

Another problem happens in the pronunciation of the past forms of verbs. Therefore, there is extra importance in paying attention to pronunciation. The learning of correct pronunciation takes some time for beginners. Except for verbs ending in */k/*, */f/*, */p/* and */tʃ/* which are pronounced as */t/* in past form, (*walk to walked*), and also verbs ending in */t/* or */d/* is pronounced as */ɪd/*, (*want to wanted*), the majority of verbs are pronounced as */d/*, for instance, (*love to loved*). (2002, p. 35)

Many of the modern and more frequently used verbs in English are irregular and may appear much more complicated to students to learn because they change the whole word rather than adding the simple ending as the regular verbs. Scrivener (2010, p. 139), says, “*they need to be learnt individually.*” (Scrivener, 2010).

According to Aitken (2002, p. 37), students make the most mistakes in the usage of the irregular verb as opposed to regular.

× “*I runned,*”

instead of,

“*I ran.*” (Aitken, 2002)

As another problem which is occurred is that students do not differentiate the pattern of the verb and so they form the verb falsely.

× “*I thunk.*” (*think*) (2002, p. 37) ¹

The sentences in the past simple tense are mostly used with the temporal adverbials, which help the hearer to understand that the presence is excluded. With the past simple, “*yesterday, in 1999, last month, three years ago*” is used, such examples are stated by Scrivener. (2010, p.132)

Quirk (1990, p. 50), mentions that it is not just with adverbials that can both the speaker and the hearer understand the near determination of the past, but it can also be presupposed from the context, for example in the sentence: “*Your brother was at school with me.*” (Quirk, 1990)

Leech (2004, p. 14), speaks about the habitual usage. It is important to emphasize the fact that expressions such as always, often, never, every afternoon, and many others, can be used not only with the present simple but also with the past simple, as given in this example sentence, “*We spent every holiday with our grandmother when we were children.*” The time expression “*every holiday*” is used in the past simple sentence, therefore it can mislead

¹ To explain: there are two patterns of verbs, *drink – drank – drunk* is similar to *sing – sang – sung* and *fight – fought – fought* is similar to *think – thought – thought*. Therefore, there will be a suggested teaching aid for the irregular verbs in the practical part of this thesis.

students because they are usually taught that it is used only in the present simple. (Leech, 2004)

Leech (2004, p. 14), argues about the usage of the habitual past, mentioning that the habits repeatedly occurring in the past have no connection to the present anymore. It has a similar meaning to “*used to*” and it describes the repeated actions and events which were habitual in the past but did not last until the present. The example sentences already given above can be rephrased as “*We used to spend every holiday with our grandmother when we were children.*” (Leech, 2004)

3.1.3 The Past Continuous Tense

The structure of the past continuous refers to the past tense but is combined with the progressive aspect. This construction is easy to make due to its similarity to the present continuous. The verb *to be* is used with the main verb in the present participle form *-ing*. However, *to be* is conjugated into the form of the past simple (*was/were*). (Scrivener, 2010, p. 147)

It is worth remembering that the auxiliary verbs *was/were* in the past continuous are not contracted as *is/are* in the present continuous to *'s/'re*. Nevertheless, in speech or in informal writing it is possible to contract the negative structure of the auxiliary verb such as *it wasn't, we weren't*, etc.

As stated by Dušková and Scrivener, these are the most common and important meanings and usages of the past continuous:

The past continuous is used when something is in progress at a specific time in the past, and as Scrivener (2010, p. 150), emphasises, this action is typically temporary rather than permanent.

“*We were making too much noise.*” (Because we were doing the birthday party last night.)

(Scrivener, 2010, p. 150)

“*We were living in Edinburgh at the time.*” (Because we were studying there.)

(Scrivener, 2010, p. 150)

“Yesterday at half past eight we were watching an interesting programme on television.”

(Dušková, 1971, p. 162)

The usage of the past continuous mostly with *while*, *when*, or *and*, means that one action was in progress at the same time in the past as another action.

“The light went out while I was looking for my seat.” (Dušková, 1971, p. 162)

Scrivener (2010, p. 150), claims:

“We may use the past progressive for both events or the past progressive for one and the past simple for the other.”

For instance,

“I was working in the garden while you were having lunch.” (Scrivener, 2010)

It is important to be aware that this statement is valid only when two actions were happening simultaneously. (In other words, garden work was happening at the same time as having lunch).

In the case of the example below, the phone call is an action, not the progressive event of calling. *“When the phone rang,”* does not mean that the speaker was talking on the phone, but it means that somebody called.

“I was just closing my eyes when the telephone was ringing/rang.” (Scrivener, 2010, p. 154)

Quoting Dušková (1971, p. 162), to compare the past continuous with the past simple from the point of view of the Czech language, there are these comparisons with the Czech translations:

“At eight o’clock I finished the work.” - „V osm hodin jsem práci dokončil.“

“At eight o’clock I was finishing the work.” - „V osm hodin jsem práci dokončoval.“

“When I came home, it began to rain.” - „Když jsem přišel domů, začalo pršet.“

“When I was coming home, it began to rain.” - „Když jsem přicházel domů, začalo pršet.“

(Dušková, 1971)

Czech learners face difficulties when distinguishing whether to use the past continuous or the past simple. They often use only one of these tenses or combine their usages inappropriately.

3.1.4 The Usage of Will

The future simple tense (*will* + *Infinitive*) is the most common and important construction for beginners of English grammar².

As Quirk (1990, p.57), mentions, there are several possibilities for how to express future time in English. The first way of expressing futurity that learners of English use, is the construction of *will* (*ll* in the short form) with the infinitive form of the main verb without “*to.*” (Quirk, 1990)

Will is a modal verb, and therefore its form is the same for all persons. When forming the negation of will, “*will not*” (or “*won’t*” as a short form) is used. (Scrivener, 2010, p. 186)

To compare Czech futurity with English it is important to describe two ways of expressing the future time in Czech. The first way is similar to the English form.

The auxiliary verb of “*budu*” with an infinitive.

“*Budu hrát/končit.*”

The second way is confusing for beginners because it expresses the present time.

“*Já napíšu/půjdu.*”

But:

“*I will write/go.*”

It is difficult to use both forms of Czech expression with *will* in English.

To start with the meaning and use, *will* is used for future events or facts which are certain, definite, and absolute.

“*The conference will be on the first Wednesday of June.*” This means that the conference is scheduled for this date. (Scrivener, 2002, p. 189)

“*He will be eighteen.*” Because he has a birthday tomorrow. (Norris, 2013, p. 94)

Furthermore, *will* is used when the speaker wants to announce decisions and intentions that have just been made. Scrivener (2010, p. 190), explains that these decisions are made

² *Shall* is used in the same way as well, especially with *I* or *We* in formal English. However, this chapter will deal only with the usage of *will* because *shall* is not included in the Project textbook Level 3 that is the researched object in this thesis.

a few moments before they are stated. Nevertheless, to consider the contrast of *will* with *going to*, the statement used with *going to* indicates decisions that have been made earlier.

Scrivener (2010, p. 190), shows these examples:

“*We will give the plan an airing at the next meeting.*”

“*I will send my luggage on ahead.*” (Scrivener, 2010)

Will is also used for making predictions.

“*I think she will pass.*” (Because she has been studying very hard). (Norris, 2013, p. 94).

Note the accompanied expressions such as *think, probably, sure, wonder*, etc.

“*She will be busy (now).*” (Murphy, 2012, p. 44)

This example expresses not only certainty but also the assumption about the present time. In the case of assumptions, their usage is similar to the Czech language as Dušková (1971, p. 154), states.

“*This will be the house we are looking for.*” (Dušková, 1971)

Aitken (2002, p. 77), depicts the most common mistakes students make with the usage of *will*. For example, omitting the main verb in the infinitive form:

× “*I will late.*”

Additionally, putting other modal verbs next to “*will.*”

× “*I will can.*”

The last problem is the pronunciation of /w/, which is difficult for some non-native speakers.

(Aitken, 2002)

To summarise, as soon as students are knowledgeable about the usage of *will*, they tend to use *will* for all possible future expressions instead of *going to* or the *present continuous*.

This problem is commonly solved through further comprehension of the tenses which refer to the future.

3.1.5 Going to

The usage of *going to* is different in a form to how the phrase is used in the Czech language, also known as, “hodlám.” (Dušková, 1971, p. 155)

The structure of *going to* is made using a form “*to be*,” (according to conjugation), then adding the verb “*to go*” in the present continuous, and the base form of the main verb. “*Going to*,” for example, “*I am going to do it*,” is commonly translated to mean,

“*Mám v plánu to udělat.*” Or: “*Hodlám/chystám se to udělat,*” or simply: “*Udělám to.*”

Scrivener (2010, p. 196), describes the core meaning of *going to* as:

“*The future events that have previously been thought about, mentioned, planned or arranged before now, and imminent events based on evidence in the present.*” (Scrivener, 2010)

The teachers should explain the meaning, as for example, our thoughts about our plans. It is frequently taught that *going to* is used for the near future. This is true, but it is related not only to near or immediate events, but it is also for future events happening in the remote future. According to the example below, it is supposed that the speaker will not travel tomorrow, but in the coming years, probably after earning some money:

“*I am going to travel around the world.*” (Nepustil, 2018, p. 266)

The other meaning of *going to* relates to future predictions based on present evidence, based on our feelings, evidence which is specific, or supported predictions. (Aitken, 2002, p. 70) For example, it may be said:

“*It is going to rain!*” (Aitken, 2002, p. 70)

The speaker predicts it, (maybe the sky is cloudy).

“*I am going to be sick.*” (I feel unhealthy.)

“*I am sure, you are going to love it.*” (because I feel it). (Nepustil, 2018, p. 266)

When making predictions, we talk about something that we can see, hear, smell, or feel. This is *when we say that something is going to happen, or we are sure that it is going to happen because the situation now makes this clear.* (Aitken, 2002, p. 70)

Scrivener (2010, p. 194), suggests explaining the usage of *going to* at the presentation during the lesson on English grammar, using a picture of a man who is thinking with depictions of his thoughts in bubbles over his head. The teacher can write notes or insert the pictures in the bubbles. Scrivener gives these notes as an example:

“to walk in the town, to buy a present for Marie, Marie’s birthday party,” etc. (Scrivener, 2010, p. 194)

According to this presentation, the teacher should encourage the students to think about the man, and about his plans for the afternoon and evening. Then, the teacher shows the first sentence with *going to*, for instance:

“The man is going to buy a present for Marie.” (students can name him of course) (Scrivener, 2010, p. 194)

The students may create other sentences in the bubbles. They can easily understand the usage of *going to* with this exercise and associate it with the Czech usage of *“hodlám.”*

However, there is some influence from the Czech language because students avoid the usage of *going to*. Selecting an appropriate future form is difficult for them. The beginners often use only *will* for all sentences referring to the future. From the view of the Czech learners, it is natural, because the Czech speakers rather say.

“Odpoledne budeme u babičky.”

Instead of:

“Odpoledne máme v plánu jet k babičce.”

Or:

“Půjdu tam.”

Instead of:

“Mám v plánu tam jít.”

Usually, it is not distinguished in the Czech language. However, in English it is important to differentiate how *will* and *going to* contrast with each other.

3.1.6 The Present Perfect Tense

The perfect aspect is hard to understand for many students of English. The main difficulty in learning and teaching the present perfect arises from there being no equivalent to this tense in the learners' mother tongue.

The present perfect is formed of two parts, the auxiliary verb, and the past participle, e.g., *have/has arrived*. The auxiliary verb, (*have/has*, depending on the subject), is often omitted by mistake by learners of English. (Scrivener, 2010, p. 155)

The past participle is formed from the main verb, in this case, *to arrive*. The past participle often ends in *-ed*, (such as *started, decided*, etc), which is identical to the past simple, but many of the most commonly used verbs are irregular and uniquely conjugate in comparison to the standard *-ed* ending of regular verbs. (Scrivener, 2010, p 155)

As beginning learners of the present perfect have not acquired experience with how to form the present perfect, they frequently omit the auxiliary verbs and use only the past participle. Another problem is the contracted forms of auxiliary verbs, for example, *she's, he's, etc*. These contracted forms can confuse students and be mistaken for the verb *to be* in the present continuous. Also, Aitken (2002, p. 23), mentions that the contracted "s" may be skipped, such as:

× "*she stolen it,*"

or comprehend as "*is,*" for example:

× "*he is walked.*"

This error leads to confusion with the usage of the passive. Finally, contracted forms also create problems with pronunciation. Therefore, it is crucial to pay attention to correct usage not only of the present perfect, but also of all tenses with the beginning learner. (Aitken, 2002)

Mgr. Müllerova (2018, p. 17), in her thesis writes that it is not recommended to translate the present perfect into the Czech language. However, according to her teaching experience, it is obvious that the learners tend to translate it anyway because of the strong influence of the Czech language. (Müllerova, 2018)

A good example of teaching the present perfect can be the usage of a sentence where the past simple cannot be used, only the present perfect. Aitken (2002, p. 23), gives an example: *“London has stood beside the Thames for a hundred years.”*

The usage of the past simple in this case would mean that London does not exist anymore. (Aitken, 2002)

Teachers should explain the usage of the present perfect in the examples used in class and show the difference between the past simple and the present perfect. Murphy (2012, p. 14), gives an example; *“I lost my key.”*

This sentence indicates that the action has been done or been completed and that the key was found.

On the contrary, using the present perfect, for example, *“I have lost my key,”* means that I lost my key recently, and I still have not found it. (Murphy, 2012)

Scrivener (2010, p. 156), suggests using the question form, *have you ever...*, is a good way how learners can first gain experience with the present perfect. For example:

Speaker A: *“Have you ever eaten shark?”*

Speaker B: *“Yes, I ate it in Greece last summer.”*

Speaker A: *“What did it taste like?”*

This example shows the usage of the present perfect and the past simple. The present perfect is used in the question because the speaker does not know about the listener’s life experience. Maybe *he* or *she* had the experience of tasting shark or not, and if not, there is a chance that they will try it in the future. Afterward, the dialog continues in the past simple because the action happened at a certain time and came to an end. (Scrivener, 2010)

To summarize, there is a useful and lucid definition for the usage of the present perfect according to Quirk (1990, p. 51):

“The present perfect is used to refer a situation set at some indefinite time within a period beginning in the past and leading up to the present.” (1990, p. 51)

4 PART II

4.1 Evaluation and Analysis of the Project Student's Book, Level 3

The evaluation and analysis of the Project Student's Book, Level 3, deals with exercises and explanations of grammar related to the English tenses. An evaluation of parts associated with reading and listening comprehension, writing, or pronunciation of phonetic symbols is not included.

When evaluating the presentation of tenses in the grammar sections of the Project Student's Book, Level 3, the teacher's version of this same series is also utilized as a viable source that helps teachers of English with their preparation of lessons for beginners, and includes additional exercises for practicing tenses.

4.1.1 The Content of the Student's Book, Level 3, and Studied Tenses

The Introduction of the Project Student's Book 3, includes the *present simple* and the *present continuous tenses*, which were already taught in the previous Student's Book, Level 2, and here function as a revision to the other chapters of the Student's Book 3.

The first chapter focuses on the usage of the verb "to be" in the *past simple*, and both the *regular* and *irregular verbs*.

The second chapter explains the usage of "will" for future and for decisions, and the usage of "going to."

In the third chapter, the *past simple* is presented and practised in contrast to the *past continuous*.

Lastly, is the *present perfect* in the fifth chapter, and the usage of *ever*, *never*, and *just*.

4.1.2 Grammar in Introduction of the Project Student's Book, Level 3

The Introduction of the Student's Book 3 aims to revise the present simple and present continuous tenses. Learners know the basics of these two tenses from the previous book. Therefore, it is expected that they have made progress in the forms and usages of these two tenses.

The Introduction to the Student's Book also acts as an introductory lesson for the new class of students and is focused mainly on speaking.

This Introduction consists of two subchapters – Section A (which deals with the present simple), and Section B (which deals with the present continuous).

The explanation of each tense begins with a table of all forms of the main verb, (and if need be an auxiliary verb as well), in the affirmative and negative, and both questions and answers.

In the Section A (Student's Book, 2008, p. 5), there is a listening exercise that summarises all basic uses of the present simple at the A2 level, including general characteristics and regular activities. Students listen to the recording, which is useful for remembering how to use the first person singular. (Student's Book, 2008)

According to the instructions in the Teacher's Book (2008, p. 13), teachers can ask questions orally about the people in the chart, and students can present information from the listening exercise in the third person singular and plural. (Teacher's Book, 2008)

The other suggestions on how to practise tenses in the Introduction focus on speaking about exchanging personal information with a classmate in dialogue. The teachers aim to monitor grammar usage and pronunciation.

For the development of writing skills, students can rewrite the corrected sentences in their exercise book. (Teacher's Book, 2008, p. 15)

In the Section B (Student's Book, 2008, p. 7), there are exercises regarding the contrast between the present simple and continuous. For example, in the first exercise, attention is paid to the expressions often used with those tenses.

The student's task is to classify the expression appropriate to repeated action in the present simple, such as, *usually, every day, always, regularly*, etc., or the expression which

denotes that the activity is happening now in the present continuous such as *now, today, in this picture, at the moment*, and others. (Student's Book, 2008, p. 7)

Being able to recognize the usage of the present simple and continuous is an important skill, therefore this type of exercise is useful for students. It is also an efficient choice to require additional expressions from learners. Thinking about these, for example, *on Mondays, every week, right now, in the photo*, etc., all expressions help students to be more knowledgeable in the language. (Teacher's Book, 2008, p.15)

4.1.3 Grammar in the First Chapter of the Project Student's Book, Level 3

Beginning in the Section 1A (Student's Book, 2008, p. 8), there is an exercise that introduces a person's life stages in which students practice the past simple. It is a beneficial way how to extend their vocabulary and learn phrases, such as, "*be born, get married*," etc.

What is more, these learners already have a basic knowledge of how to use the past simple.

According to the instruction keys in the Teachers' Book (2008, p. 18), teachers should revise the rules for making the past simple of "*to be*" in the affirmative, negative, question, and short forms.

The Teachers' Book 3 provides a clear and comprehensive explanation of regular verbs, which should be presented to learners. (2008, p. 18)

The regular verbs of the past simple are formed by adding *-ed* to the verb stem. It occurs with most of the verbs except for some alternation in the spelling.

However, some verbs already end in *-e*, and therefore just *-d* is added. The other changes in spelling, for example,

"rely to relied," or "prefer to preferred,"

are demonstrated. (Teacher's Book, 2008, p. 18)

The last exercise of this section (Student's Book, 2008, p. 9), is focused on the time expressions related to the past simple, mostly, "*on my last birthday, two years ago, when I was a child*," etc. The knowledge of these expressions combined with the usage of the past simple can simplify further learning of the past continuous and the present perfect.

As for questions in the form of the past simple, there is a story in the section 1B (Student's Book, 2008, p. 10), focused not only on reading comprehension, but learners can also find examples of questions in the story. With this approach, they improve their reading skills, and they have the possibility to concentrate on the usage of tenses in a narrative. Subsequently, the rules for making questions with short answers are discussed with the class.

The instruction keys in the Teacher's Book (2008, p. 20), also suggest copying these rules and sample sentences in the students' exercises books.

For the reason that the story is related to the theme of theft and police investigation, students are able to use questions in the past simple with other verbs, and they can diversify the range of both regular and irregular verbs and vocabulary equally, particularly,

"Did you take anything else?"

Or,

"When did you come back?" (Student's Book, 2008, p. 10)

At this level of grammar students deal with additional verbs, not only basic regular and irregular verbs, and improve their general knowledge.

Besides this reading exercise, there is a second one (Student's Book, 2008, p. 11), that is aimed at questions using *was/were*. This should help students to recognise how to use *did* and *was/were*, because as it was already proven in previous analysis in *PART I* (with reference to the chapter *The Past Simple Tense*), this is a common mistake students make.

However, it requires more time and practice to gain command of this grammar issue. It becomes difficult for beginners to distinguish whether they should use *did* or *was/were*. For the Czech native speaker, it is unnatural to use these auxiliary verbs.

Therefore, teachers can complete the teaching of questions (and answers) in the past simple with other exercises or explanations and thus address this problem more effectively for students. A suggested teaching aid is provided in the Teacher's Book (2008, p. 20,21), which shows the connection of *was/were* with an adjective. There is a specific dialogue in the Student's Book (2008, p. 11), which gives this illustration:

"How was your weekend / What was it like?"

"It was brilliant."

For the rest of the chapter, there are speaking and listening activities which aim to deepen the usage of *did*. (Student's Book, 2008, p. 11)

Section 1C and 1D is not suitable for this analysis.

Additionally, in the Project Workbook of the same series, exercises which combine *did* with *was/were* are provided. (Workbook, 2008, p. 5)

Also provided in the Project Student's Book, as well as in the Project Workbook, there is a general summary of the past simple that can help students memorise the important rules of the past simple.

4.1.4 Grammar in the Second Chapter of the Project Student's Book, Level 3

The whole chapter is occupied with the usage of *will* for predictions and decisions made now, and with the usage of *going to* for plans and intentions.

The aim of the Section 2A in the Project Student's Book, Level 3 (2008, p. 21), is to introduce the usage of *will* for predictions. An exercise for practising the correct form of *will* is provided for students to complete the sentences in both affirmative and negative.

Teachers should explain the rules for the negative form of *will* and its short form. (Teacher's Book, 2008, p. 30)

In the Project Teacher's Book, Level 3 (2008, p. 30), there is a suggested way of explaining future predictions to the class. Teachers can write some predictions about the future on the board, and then require other students to give sample predictions of their own. Afterwards, the class should provide their own opinions about these predictions.

There is also a note in the Teacher's Book: (2008, p. 30)

"Students often use will discriminately for the future."

This statement affirms the analysis in the PART I, (see subchapter 3.1.4).

In another exercise in the Student's Book (2008, p. 21), students complete exercises with common verbs and the correct form of *will* in the text. Both learners and teachers should be aware of the correct pronunciation of each of the possible usages of the short form of *will*.

Therefore, there is an audio recording for students to listen to correct pronunciation and check their answers. (Teacher's Book, 2008, p. 30)

In the Workbook (2008, p. 15), is an excellent exercise on how to practice questions with *will* effectively. Here is an example from the exercise:

REPORTER:

..... (will/how many rooms/have/the hotel)

DIRECTOR: There will be a hundred bedrooms.

The correct answer is: *How many rooms will the hotel have?* (Workbook, 2008, p. 15)

The aim of the Section 2B in the Student's Book (2008, p. 23) is to introduce the usage of *will* for spontaneous decisions. On page 23, there is an appropriate picture that helps to explain the usage of *will* for sudden decisions. Students can see a female character in the picture, and she says:

"Oh no! I haven't got any money for a taxi. Hmm... I will go to the bank first."

From this illustration, it is evident that *will* is used for immediate decisions. (Student's Book, 2008, p. 23)

Teachers should explain the rules for this usage in the learners' own language if needed. (Teacher's Book, 2008, p. 32)

Section 2C is not suitable for this analysis.

Section 2D (Student's Book, 2008, p. 27), aims to practice the difference between the usages of *will* and *going to*. There are useful expressions suitable for everyday English, such as, *do the shopping, arrange the tables and chairs, bring some CDs, etc.*

The characters from the story on the previous page (2008, p. 26) want to give a party.

At first, students manage the tasks for party planning by giving each student one task. Using *will* in dialogue, they express an offer on which task they will fulfil. They then decide to do these tasks as an offer to help manage the party. For example,

Student A: *"We have to arrange refreshments."*

Student B: *"OK. I will do the shopping."*

Secondly, the students summarise what each of them has already decided to do. In other words, what plan, or intention they have. For instance,

Student A: *“I am going to do the shopping.”*

Student B: *“I am going to arrange the tables and chairs.”*

Student C: *I am going to bring some CDs and be the DJ.”* (Student’s Book, 2008, p. 27)

To review the knowledge of the usage of *will* and *going to*, the Teacher’s Book (2008, p. 38), offers a useful idea on how to memorise the meaning of *will* and *going to*. It is also suitable as a revision before a test. Teachers write headings, such as *prediction*, *offer*, *plan made earlier*, and *decision made now*, on the board. Students should write a sentence appropriate to each heading. For example:

Prediction: “People will go on holiday to the moon.”

Plan: “My family is going to France during the next holiday.”

(Teacher’s Book, 2008, p. 38)

4.1.5 Grammar in the Third Chapter of the Project Student’s Book, Level 3

Chapter 3 in the Project Student’s Book 3 deals with the past continuous tense, its form and usage, and the past continuous in connection with the past simple.

The form of the past continuous is taught through a table with the verb forms in the affirmative, negative, and both questions and short answer forms.

Section 3A (2008, p. 33), explains the usage of the past continuous using the male character talking about his past actions and activities.

There is Martin, sitting at his computer at 12 o’clock on Sunday. He was sending an email to his friends around the world. His friends were not doing the same thing because it was a different time in their countries. According to the pictures on page 32, students should determine what Martin’s friends were doing. (Student’s Book, 2008, p. 32)

This type of exercise helps students to understand that these actions are about the past, but they did happen at the same time. It is also unclear which action lasted longer, and which action started or ended first.

Students are asked to tell the teacher when Martin started to sit at his computer, (it was before 12 o'clock), and when he finished sitting here, (it was after 12 o'clock). (Teacher's Book, 2008, p. 40)

Students thus form the sentences, such as:

"While Martin was sitting at his computer, Yoko was finishing her homework."

"While Martin was sending an e-mail to his friends around the world, Gillian and Mike were getting ready for bed."

(Student's Book, 2008, p. 32,33)

In exercise 7 (2008, p. 33), regarding speaking and listening skills, there is a picture of people in the park. Teachers tell students that the picture was taken in the park last Sunday at 5 pm. Students focus attention on the picture, (See the picture 11. in the Appendix). Teachers ask what these people were doing.

This is a beneficial way how to practise the past continuous in speaking activities.

The aim of the Section 3B (Teacher's Book, 2008, p. 40) is to introduce the past continuous tense for interrupted activities in the past, and to contrast this with the past simple tense.

In the Student's Book, as well as in the Workbook of the same series, many exercises combine the past simple with the past continuous. These exercises are supplemented with pictures which can help students to understand the meaning of the past simple and the past continuous tense.

The beginning learners of English tenses find it difficult to distinguish the actions happening in a specific moment in the past, and the actions in progress in the past. Therefore, it is important to practise this grammar issue constantly and to use as many exercises as possible.

To clarify the differences in the usage of the past simple and the past continuous, the Teacher's Book (2008, p. 42) provides a short overview of the meaning of these tenses.

Here are some sample sentences given in the Teacher's Book:

“While John was waiting in the post office, the water went past. It picked up cars and carried them down the street.”

It is explained that if two actions happened at the same time, we use the past continuous for the one which started first and the past simple for the second action. → *“While John was waiting in the post office, the water went past.”*

If more actions happened one after the other, we use the past simple. → *“It picked up cars and carried them down the street.”*

(Teacher's Book, 2008, p. 42)

The Workbook, Level 3 (2008, p. 29), offers an exercise where students can revise tenses which were already taught. It combines the past, present, and future. Not only do students deal with the differences between the simple and continuous forms of the tenses, but they also must be aware of which of these tenses they should use according to the correct meaning.

4.1.6 Grammar in the Fifth Chapter of the Project Student's Book, Level 3

As was mentioned in chapter 3.1.6 The Present Perfect Tense (PART I), the present perfect is difficult to understand for many learners of the English language. For this reason, many detailed exercises focus on the form of the present perfect, (affirmative, negative, questions and answers), and the usage of *ever*, *never*, and *just* with the present perfect.

The meaning of the present perfect is explained through describing one's life experiences thus far, and through talking about actions which just have been performed.

In the Student's Book, Section 5A (2008, p. 57), there is an explanation of the usage of the present perfect for students.

“We use the present perfect to talk about experiences up to now. We aren't interested in when. When we say the actual time, we must use the past simple.” (Student's Book, 2008, p. 57)

This explanation can help to comprehend the usages of the present perfect in contrast to the past simple, such as,

“I have been to the UK. I went there last year.”

In the next exercise, students introduce their life experiences using the present perfect. They talk about things they have done and about things they have not done. (Student’s Book, 2008, p. 57)

The present perfect consist of two parts, (*have/has* + a past participle). Students are asked how to make the past participle. They may not know about this special form of the verb. Teachers explain how to make this form of the verb. (With regular verbs it is the same form as the past simple).

There are examples of the regular past participle in exercise 4d (Student’s Book, 2008, p. 57).

In the case of irregular verbs, the form of the past participles is unique, therefore students will have to memorise each one individually. They can use the irregular verb list in the Workbook on page 79. (2008, p. 79) Students should also brainstorm other ideas of how to learn the past participles.

The Teacher’s Book (2008, p. 63) offers examples, such as writing past participles on cards or making sentences with these verb forms. Students should learn new past participles progressively. It is motivating to set a target for learning these verb forms, for example, teaching or learning five new past participles a day. (2008, p. 63)

Section 5B (Student’s Book, 2008, p. 59) introduces using the present perfect to talk about personal experiences. Example questions take the form:

Have you ever...?

Teachers clarify the rules for making questions with *ever* in the present perfect. Then, students find examples of both questions with *ever*, and answers with *never*, in the text on the previous page.

The questions in the form of *“Have you ever...?”* are practised using unusual activities, such as:

“Have you ever talked to the Queen of England?”

“Have you ever ridden a camel?”

Teachers use these types of questions frequently not only in written form, but also in spoken English, because it helps students to realise the meaning of the present perfect tense.

It is important to mention that with the usage of *never*, we do not use the negative with the auxiliary of “*to have*.” (Teacher’s Book, 2008, p. 65)

× *“He has not never played basketball.”* But instead:

“He has never played basketball.”

Teachers can also inform students that, *“It is possible to say not ever, for example, I have not ever been to China, but it is not common.”* (Teacher’s Book, 2008, p. 65)

Students have to know which is the correct word order of *ever* and *never* in a sentence. We put *ever* and *never* before the past participle. For example:

“Have you ever flown in a balloon?”

“I have never played basketball.” (Student’s Book, 2008, p. 59)

Section 5C is not suitable for this analysis.

The aim of the Section 5D (Student’s Book, 2008, p. 63) is to introduce the usage of the present perfect for something that has just finished.

In the Teacher’s Book (2008, p. 69), there is a short explanation of how to use *just* with the present perfect. Teachers write the sentence, *“I have just written on the board,”* on the board. Students then say what the teacher did, (the teacher wrote on the board a few seconds ago).

Teachers explain that in this case, we do not usually say:

“I wrote on the board a few seconds ago.”

Instead of the past simple, the present perfect is used:

“I have just written on the board.” (Teacher’s Book, 2008, p. 69)

Then, there is an exercise using the sentences with *just*, which helps students to comprehend the recently completed actions. (Student’s Book, 2008, p. 63)

5 Analysis of the Teacher Interviews

This Bachelor's Thesis is based on a hypothesis: Teachers are presumed to supplement teaching English tenses with further exercises, or by creating their own methods on how to approach teaching English tenses.

The main objective of this research, as it relates to the teacher interviews, is to verify a presumption that the Project Student's Book 3 provides high quality exercises for the basic understanding of the selected English tenses, but that teachers must also use additional materials to enhance the understanding of meaning and usage of these tenses.

Two male teachers are asked six questions (See Appendix 1) associated with teaching the English Tenses while using the Project Student's Book 3. These respondents teach at a local lower secondary school with 305 students in northern Moravia. The interviews are conducted via email.

There are six detailed questions in the interview:

Question 1

The first question of the interview refers to the Project Student's Book 3. Teachers are asked about their experiences with this textbook. They also mention what they like about the textbook, and on the contrary, what they do not like.

Teacher A

This teacher has had the possibility of teaching with the series of Project textbooks, Level 2, and Level 3. He likes the audio recordings and listening exercises because students can hear formal English by native speakers. As a disadvantage, he states that the Project Student's Books, both Level 2 and 3, do not emphasize the thorough explanation of grammar in general.

This statement affirms the hypothesis of this thesis, that teachers need additional sources.

What is more, this teacher also says that the series of the Project textbooks lacks longer texts for reading.

"I have to search for additional sources for talented students."

Teacher B

The second teacher describes the benefits of this textbook, including the modern topics appropriate for young learners, the interactive design of the textbooks, and the focus on the background studies about English-speaking countries. Regarding the grammar part of the Project Student's Book 3, he says that the grammar issues in the textbooks follow according to difficulty, and instructions for grammar tasks are in English. This is an advantage for more advanced students, and a disadvantage for less knowledgeable ones.

Question 2

The second question aims to determine whether the Project Student's Book, Level 3, explains the rules of English tenses to non-native learners of English sufficiently. As an example, the past continuous tense is used. There is a table with the forms of the past continuous in the Project Student's Book 3 (page 33), and a short description of the past continuous in the Workbook. (See Appendix 1, Question 2). There is no other grammar explanation of the past continuous for self-study or talented students. The teachers are asked if they agree with these shortages in the textbook.

Teacher A

Teacher A completely agrees with these missing notes, and so he acquires other materials very often. He uses the timeline when teaching English tenses, or he creates stories using the particular English tense for students.

“The timeline method helps students to better comprehend the meaning of English tenses.”

Teacher B

Teacher B also agrees that the Project series of textbooks lack the thoroughly explanation of the English tenses. He adds that he uses his presentations with an explanation of the English tenses, or that he gives notes in paper form to students. He also uses the instructions in the Project Teacher's Book 3 to prepare lessons.

“Working with the teacher's guide (Project Teacher's Book 3) is beneficial, especially for beginning teachers of English.”

Question 3

Question 3 is focused on mistakes caused by using English tenses incorrectly. From *Analysis of the Secondary Literature*, it follows that students make most mistakes in the verb forms of tenses, and they also omit auxiliary verbs, for example:

× *She play, I running, I buyed, etc.*

What is more, they are confused with the simple and continuous forms of tenses. Lastly, the most problematic issue seems to be the present perfect tense in contrast with the past simple.

Teacher A and B

Both teachers completely agree that students make most mistakes in these ways as just describes above.

Teacher A

Teacher A finds most mistakes with omitting auxiliary verbs, especially with the continuous forms.

Teacher B

Teacher B concurs.

Question 4

This question asks if teachers require any materials in addition to the Project Student's Book 3. For example, additional textbooks and grammar books, internet sources, or their own exercises.

Teacher A

This teacher requires additional sources frequently. He uses internet sources, such as *Help for English*, which has a useful graph with examples of tenses. Then he uses online applications, for example, *WocaBee App*, *Quizlet*, etc. These applications are suitable for practising the vocabulary and pronunciation of difficult English words. He also draws inspiration from *BBC Learning English*.

Teacher B

Teacher B also requires additional materials. Specifically, *Essential Grammar in Use*, and *English Grammar in Use* for talented students. These two grammar books differ in the level of English grammar. The first one is appropriate for elementary learners of English, and the second one is for intermediate learners. He appreciates the large quantities of exercises and grammar explanations in these books. He recommended showing one unit from *Essential Grammar in Use* in my thesis and shortly describing its benefits: (See Appendix 4)

Essential Grammar in Use might be used as self-study material, or by the whole class with the teacher. Each unit in the book consists of two pages. The first page includes an explanation with examples of the covered grammar topics, and on the second page there are exercises to complete.

I have selected Unit 20, p. 50-51, (the *present perfect* in contrast to the *past simple*.) In Appendix 4, one can see examples of the well-arranged rules for the usage of the present perfect versus the past simple. Time durations regarding each tense example are shown on the timeline. Additionally, there are examples of the present perfect and the past simple with notes about the time. The next page offers effective exercises for thoroughly practising these tenses.

Question 5

Question 5 is made from my own experience at school. I have realised that students cannot imagine the English tenses in the duration of time and events in the particular tense. Primarily they have difficulties comprehending the meaning of the present perfect because there is no equivalent tense in the Czech language.

The teachers in the interview confirm these findings, and they give ways how to teach the present perfect.

Teacher A

Teacher A agrees that the misunderstanding of the English tenses is because of the influence of the mother tongue of the learners.

He highlights that it is significant to comprehend that the present perfect does not refer only to completed events in the past, but it also refers to something that has started in the past,

and the consequence of this past event becomes obvious in the present. Without this comprehension, students are not able to comprehend the meaning of the present perfect correctly.

Teacher B

Teacher B also agrees. He teaches the present perfect and all tenses according to the instructions in the Project Teacher's Book 3.

Question 6

The last question investigates the ways of learning irregular verbs in English. The Project Workbook 3 offers a list of irregular verbs in alphabetical order. This list seems to be unsuitable for elementary learners of English. I have submitted a proposal to divide the irregular verbs into groups. These groups contain irregular verbs with similar verb forms or with similar features of pronunciation. (See the Appendix 1)

Teachers provide these opinions:

Teacher A and B

Both teachers do not use a list of irregular verbs in the Project Workbook 3. They prepare their own list of irregular verbs for each chapter in the Project Student's Book 3. The criticism is that the Project Workbook introduces only two forms of the verbs, (the *infinitive* and the *past simple* forms of the verbs), before introducing the present perfect. Both teachers rather prefer to teach all forms of the verbs (*infinitive, past simple* and *past participle*).

"It is better to have taught all three forms previously while teaching the past simple."

Both teachers appreciate the idea about the grouping the irregular verbs.

5.1 Suggested exercises

In Appendix 2, there are suggested exercises which were made in addition to this interview. These exercises were created according to the recommendations in the secondary sources, especially in the literature written by Scrivener and Aitken. The teachers were asked if they regarded these exercises as beneficial materials for teaching English tenses, and whether they would use them in their lessons.

Both teachers found these exercises useful and interesting for young learners. They would use them in their English lessons as long as students would be aware of the meanings of the English tenses sufficiently.

5.2 Summary

From the answers in this interview, it may seem that this research tends to claim that the Project Student's Book 3 is unsuitable for young learners of English. This statement is not accurate.

In fact, the Project Student's Book, Level 3, is indeed a beneficial source for students of English as a foreign language (EFL students).

Both parts of the Project series (Student's Book and Workbook) are enough for practicing the selected tenses, and for explaining form and usage of the English tenses correctly. What is more, they offer quality exercises for practising the tenses with frequently used verbs.

However, teachers frequently do use other available materials from a variety of sources to deepen the knowledge and comprehension of the meaning of the English tenses.

To summarise, this hypothesis that teachers do supplement the Project series of textbooks with additional exercises, is confirmed.

Conclusion

The aim of PART I of this thesis was to analyse the secondary sources, (are discussed in *The Review of the Literature*), and their approach to teaching the English tenses. It also investigated common mistakes students make frequently when using the English tenses. Studying these professional publications was a significant part of this research.

The aim of PART II of this thesis was to analyse the researched object – the Project Student's Book, Level 3, (and the Workbook of the same series). The selected chapters in this Student's Book covering the selected English tenses were thoroughly analysed.

As presumed, the Project Student's Book, Level 3 is a beneficial source for teaching and learning the English tenses, but teachers must also prepare their own presentations with explanations of grammar rules, and provide student with exercises for better comprehension of the English tenses. It was proven that the teachers do appreciate many benefits of the series of Project textbooks, especially the design and topics in the Student's Book, which are interactive for young learners of English. On the contrary, they also agree that students have difficulties with English tenses because of the influence of the Czech language.

This research afforded significant and worthwhile findings and opinions of teachers on the Project Student's Book, Level 3, and it helped to provide a more comprehensive view on the teaching of the selected English tenses. Studying the acquired interviews of the teachers also offered practical implications for my future teaching experience. One such practical implication is to have a new conception about the tenses as a problematic part in learning the English grammar and language. The second such practical implication is recommendation from the teachers on how to approach teaching of English tenses.

It is also, in this author's opinion, possible to continue this research and broaden the issues of study surrounding the teaching of English tenses.

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Images

Picture 1 HUTCHINSON, Tom. *Project: učebnice angličtiny 3*. 3. vyd. Oxford: Oxford University Press, 2008. Oxford English, p. 33. ISBN 978-0-19-476416-2.

Picture 2 HUTCHINSON, Tom a Lynda EDWARDS. *Project: pracovní sešit 3 + CD-ROM*. 3. vyd. Oxford: Oxford University Press, 2008. Oxford English, p. 70. ISBN 978-0-19-476360-8.

Picture 3 HUTCHINSON, Tom. *Project: učebnice angličtiny 3*. 3. vyd. Oxford: Oxford University Press, 2008. Oxford English, p. 33. ISBN 978-0-19-476416-2.

Picture 4 MURPHY, Raymond. *Essential grammar in use: a self-study reference and practice book for elementary learners of English*. Fourth edition. Cambridge: Cambridge University Press, 2015, p. 50. ISBN 978-1-107-48055-1.

Picture 5 MURPHY, Raymond. *Essential grammar in use: a self-study reference and practice book for elementary learners of English*. Fourth edition. Cambridge: Cambridge University Press, 2015, p. 51. ISBN 978-1-107-48055-1.

Appendices

List of Appendices

Appendix 1 Interview with Teachers

Appendix 2 Suggested Exercises

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Appendix 4 Materials for Practicing the Present Perfect

Appendix 1

Bakalářská práce s názvem *Výuka systému anglických časů na druhém stupni základních škol (srovnávací analýza českých a anglických učebnic)* řeší problematiku anglických časů na základních školách a hodnotí často používanou učebnici Project a její přístup k výuce. S pomocí kvalitativního výzkumu se snaží najít nedostatky a navrhnout, jak by bylo možné tyto nedostatky doplnit pomocí jiných cvičení. Zajímavou otázkou výzkumu je také způsob přístupu k výuce od samotných učitelů. Zejména jde o záležitosti, které se týkají nejčastějších problémů a chyb při používání časů, dále pak schopnost žáků pochopit vysvětlení časů z učebnice, a nakonec s jak velkou frekvencí používají učitelé český jazyk k vysvětlení významu anglických časů.

Cílem tohoto rozhovoru je zjištění významu a popis problematiky, kterou se tato bakalářská práce zabývá. Dále se snaží proniknout do problematiky anglických časů z pohledu zkušeného pedagoga, který se s výukou časů setkává pravidelně. V rozhovoru se výzkumník zajímá spíše o konkrétní případy, aby mohl lépe proniknout do otázek, které se týkají problému jako celku. Snahou je také odhalit nové problémy a skutečnosti a vytvořit z nich nové hypotézy.

V závěru rozhovoru jsou navržena cvičení zaměřující se na přítomný čas prostý a průběhový, která byla do výzkumu vybrána ze sekundárních zdrojů, s jejichž pomocí byla také prováděna analýza časů a běžných chyb a také možný způsob vysvětlování časů. Poprosím Vás tedy o krátké hodnocení a názor na tato cvičení. Použili byste je ve výuce a myslíte, že by to bylo pro Vaše žáky přínosné? Odpovědi vyznačené kurzivou slouží pouze jako příklad odpovědí pro učitele.

Předem Vám děkuji za všechny zodpovězené otázky, Vaše názory a rady, které budou zajisté velmi přínosné nejen mému výzkumu, ale také mé budoucí profesi.

1. Jaké máte s učebnicí Project obecně zkušenosti? Jmenujte prosím ve zkratce, co se Vám na učebnici líbí a co naopak ne.

2. Nyní vezmeme v potaz samostudium žáků. Jako příklad použijeme v učebnici minulý čas průběhový. V učebnici na straně 33 je tabulka, kde mají žáci vyplňovat tvary sloves v minulém čase průběhovém, žádné další instrukce a vysvětlivky k tomuto času pro žáky v učebnici nejsou. V pracovním sešitě je pak význam času stručně popsán. Viz. Příloha níže. Ne všichni žáci si vysvětlenou látku ze školy zapamatují na poprvé tak dobře, aby poté sami doma mohli udělat domácí úkol nebo vlastní přípravu. K tomu by tedy měla pomoci učebnice.

Jako další příklad uvedeme nadaného žáka, který by si chtěl rozšířit znalosti angličtiny a učit se s předstihem nebo v rámci doučování. Stačila by mu učebnice k základnímu porozumění, tvoření a použití času v základní konverzaci? Souhlasíte s těmito nedostatky učebnice?

Grammar
Past continuous

4 a Look. When did Martin start and finish sitting at the desk?
 At 12 o'clock I was sitting at my computer.

b Copy and complete the table. Use *be* and the verbs below.
 get play have

Past continuous: affirmative and negative		
I	was	_____ volleyball.
He		
She		
It		
We	weren't	_____ dinner.
You		
They		
		_____ ready for bed.

5 a Look at the texts in exercise 2. Copy and complete the table.

Past continuous: questions and short answers	
_____ doing his homework?	Yes, he was. No, _____.
_____ getting ready for bed?	Yes, _____. No, they weren't.

Obr. 1. Přehled gramatiky v učebnici

Minulý čas průběhový vyjadřuje, že někdo byl v určitém okamžiku v minulosti uprostřed nějakého děje nebo situace. Pravidla pro tvoření přičestí přítomného viz přehled mluvnice 1.11.

Obr. 2. Přehled gramatiky v pracovním sešitě

3. Z teoretické části mého výzkumu vyplývá, že žáci nejčastěji chybují ve slovesných tvarech a vynechávají pomocná slovesa, například: *She play, I running, buyed....* Dále pak zaměňují použití prosté formy času s průběhovou a největším problémem je pak minulý čas prostý v kombinaci s předpřítomným časem, kdy si žáci nedokážou uvědomit časovou rovinu, kde minulost není ukončena, ale její následky se vyskytují i v přítomnosti. Můžete toto tvrzení potvrdit nebo vyvrátit? Nacházíte ve své praxi ještě nějaké další chyby? Pokud ano, jaké?
4. Doplnujete svou výuku často jinými zdroji? Např: Vaše vytvořená cvičení, jiné učebnice, mluvnice... v případě učebnic nebo jiných zdrojů, můžete uvést některé z nich?
5. Z mého pozorování během praxe, kterou jsem vykonávala na Vaší škole, mi bylo paní učitelkou potvrzeno, že žáci mají potíže představit si časovou rovinu anglického jazyka a srovnat ji, případně odlišit od jazyka českého. Mohli byste mi stručně vysvětlit, jakým způsobem přiblížíte například předpřítomný čas prostý žákům, jejichž mateřským jazykem je čeština? Pro tento čas totiž neexistuje v českém jazyce přesný ekvivalent.
6. Nyní se zaměříme na nepravidelná slovesa. Tento problém se netýká jen Projectu, ale i spousty dalších učebnic. V pracovním sešitě je pro žáky seznam nepravidelných sloves v abecedním pořadí, tento způsob vyhledávání tvarů sloves je vhodnější spíše pro pokročilejší studenty. Project je určen pro děti ve věku 12 až 14 let, u kterých předpokládáme, že se nepravidelná slovesa teprve učí. Otázka zní, nebylo by přínosnější rozdělit slovesa do skupin, kde jsou si slovesa určitým způsobem podobná (například ve výslovnosti, ve tvaru kmene slova nebo ve způsobu tvoření)? Níže uvádím příklady těchto skupin.

Drive /draɪv/	Drove /drəʊv/	Driven /'drɪv(ə)n/	řídit
Ride /raɪd/	Rode /rəʊd/	Ridden /'rɪd(ə)n/	jezdit
Write /raɪt/	Wrote /rəʊt/	Written /'rɪt(ə)n/	psát

Break /breɪk/	Broke /brəʊk/	Broken /'brəʊkən/	zlomit, rozbít
Speak /spi:k/	Spoke /spəʊk/	Spoken /'spəʊkən/	mluvit, hovořit
Wake /weɪk/	Woke /wəʊk/	Woken /wəʊkən/	vzbudit

Bring /brɪŋ/	Brought /brɔ:t/	Brought /brɔ:t/	přinést
Buy /baɪ/	Bought /bɔ:t/	Bought /bɔ:t/	koupit
Catch /kæʃ/	Caught /kɔ:t/	Caught /kɔ:t/	chytit

Tabulka 1. Skupiny nepravidelných sloves

Otázky v rozhovoru nejspíše poukázaly na nedostatky učebnice Project. Neznamená to ale, že je učebnice pro žáky nevhodná. Učebnice naopak velmi přínosným způsobem rozvíjí slovní zásobu, komunikační schopnosti a přibližuje dětem realie anglicky mluvících zemí. Nabízí také kvalitní cvičení pro základní pochopení anglických časů.

Appendix 2

Diary – The Present Simple and the Present Simple in Contrast to the Present Continuous

This is Sandra's diary and her everyday routines and activities after school.

1. You can talk or write about her activities in whole sentences. Then, you can mention one thing which she does not do anytime.

For example:

She plays in the garden with Annie every Monday.

But she does not play videogames during the week.

- Monday: to play in the garden with Annie.
- Tuesday: to cook a dinner
- Wednesday: to do 30 minutes of exercises
- Thursday: to go for a walk
- Friday: to visit grandmother

2. Now you can talk about your everyday routines like Sandra. You can mention one or more activities that you never do.

For example:

I have an extra English lesson every Tuesday at 4 p.m.

I dance in our dance group on Wednesday.

I do not help with housework on Monday because I have a lot of homework.

3. Try to talk about your parents' or friends' activities which they do in their free time. You can also mention one or more activities that they never do.

For example:

My mum and dad go to the forest every day of the week.

My friends sing in the school music group every Friday.

They never watch TV series after school/work.

4. Now talk about an activity which is not usual for every day in the week. It is an unusual activity for that day.

For example:

I often cook dinner on Tuesday, but today I am baking a cake.

I usually do 30 minutes of exercise on Wednesday, but today I am riding a bike.

5. You can ask questions to your classmate.

For example:

What do you do on Thursday?

Do you play football on Friday?

Note for teachers:

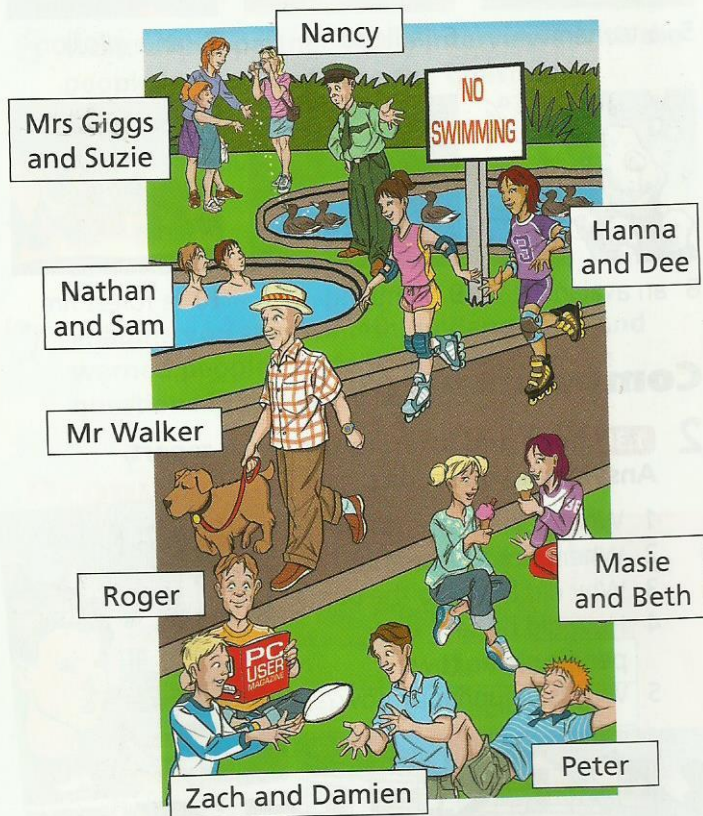
When thinking about other activities, teachers can elicit a list of habitual activities. It is a possibility how to use new vocabulary in everyday speech.

Appendix 3

Speaking and listening

7 a Sunday was a nice day and a lot of people were in the park. What were they doing?

Mrs Giggs and Suzie were feeding the ducks.



b Work with a partner. Ask and answer.

- *What was Peter doing?*
- *He was sleeping.*

Obr. 3. The Past Continuous Speaking Activity

This picture is taken from the Project Student's Book, Level 3, p. 33.

Appendix 4

Unit 20
I have done (present perfect) and I did (past)

A With a *finished time* (**yesterday / last week** etc.), we use the past (**arrived/saw/was** etc.):

We arrived	yesterday, last week, at 3 o'clock, in 2002, six months ago.
-------------------	--

yesterday
last week
six months ago
finished time

past
now

Do *not* use the present perfect (**have arrived / have done / have been** etc.) with a finished time:

- I **saw** Paula **yesterday**.
(*not* I have seen)
- Where **were** you **on Sunday afternoon**?
(*not* Where have you been)
- We **didn't have** a holiday **last year**.
(*not* We haven't had)
- 'What **did** you **do last night**?' 'I **stayed** at home.'
- William Shakespeare **lived from 1564 to 1616**. He **was** a writer. He **wrote** many plays and poems.

Use the past to ask **When ... ?** or **What time ... ?**:

- When did** you **buy** your computer? (*not* When have you bought)
- What time did** Andy **go** out? (*not* What time has Andy gone out)

B Compare:

<p><i>present perfect</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I have lost my key. (= I can't find it <i>now</i>) <input type="checkbox"/> Ben has gone home. (= he isn't here <i>now</i>) <input type="checkbox"/> Have you seen Kate? (= where is she <i>now</i>?) <div style="text-align: center; margin-top: 10px;"> <p style="text-align: center;"> time until now </p> <p style="text-align: center;"> past now </p> </div> <ul style="list-style-type: none"> <input type="checkbox"/> Have you ever been to Spain? (= in your life, until <i>now</i>) <input type="checkbox"/> My friend is a writer. He has written many books. <input type="checkbox"/> Sam hasn't phoned me yet. <input type="checkbox"/> We 've lived in Singapore for six years. (= we live there <i>now</i>) 	<p><i>past</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I lost my key last week. <input type="checkbox"/> Ben went home ten minutes ago. <input type="checkbox"/> Did you see Kate on Saturday? <div style="text-align: center; margin-top: 10px;"> <p style="text-align: center;"> finished time </p> <p style="text-align: center;"> past now </p> </div> <ul style="list-style-type: none"> <input type="checkbox"/> Did you go to Spain last year? <input type="checkbox"/> Shakespeare wrote many plays and poems. <input type="checkbox"/> Sam didn't phone me yesterday. <input type="checkbox"/> We lived in Glasgow for six years, but now we live in Singapore.
--	---

50

past simple → Units 11–12
present perfect → Units 15–18

Obr. 4.

Exercises

20.1 Complete the answers to the questions.

- | | |
|--|--|
| <p>1 Have you seen Kate?
2 Have you started your new job?
3 Have your friends arrived?
4 Has Sarah gone away?
5 Have you worn your new suit?</p> | <p>Yes, <u>I saw her</u> five minutes ago.
Yes, I last week.
Yes, they at 5 o'clock.
Yes, on Friday.
Yes, yesterday.</p> |
|--|--|

20.2 Are these sentences OK? Correct the verbs that are wrong. (The verbs are underlined.)

- | | |
|--|--------------------|
| 1 I've <u>lost</u> my key. I can't find it. | OK |
| 2 Have you <u>seen</u> Kate yesterday? | <u>Did you see</u> |
| 3 I've <u>finished</u> my work at 2 o'clock. | |
| 4 I'm ready now. I've <u>finished</u> my work. | |
| 5 What time <u>have you finished</u> your work? | |
| 6 Sue isn't here. <u>She's gone</u> out. | |
| 7 Steve's grandmother <u>has died</u> two years ago. | |
| 8 Where <u>have you been</u> last night? | |

20.3 Put the verb in the present perfect or past.

- My friend is a writer. He has written (write) many books.
- We didn't have (not/have) a holiday last year.
- I (play) tennis yesterday afternoon.
- What time (you/go) to bed last night?
- (you ever meet) a famous person?
- The weather (not/be) very good yesterday.
- Kathy travels a lot. She (visit) many countries.
- I (switch) off the light before going out this morning.
- I live in New York now, but I (live) in Mexico for many years.
- 'What's Canada like? Is it beautiful?' 'I don't know. I (not/be) there.'

20.4 Put the verb in the present perfect or past.

- | |
|---|
| <p>1 A: <u>Have you ever been</u> (you/ever/be) to Florida?
B: Yes, we <u>went</u> (go) there on holiday two years ago.
A: (you/have) a good time?
B: Yes, it (be) great.</p> |
| <p>2 A: Where's Alan? (you/see) him?
B: Yes, he (go) out a few minutes ago.
A: And Rachel?
B: I don't know. I (not/see) her.</p> |
| <p>3 Rose works in a factory. She (work) there for six months.
Before that she (be) a waitress in a restaurant. She
..... (work) there for two years, but she
(not/enjoy) it very much.</p> |
| <p>4 A: Do you know Mark's sister?
B: I (see) her a few times, but I
(never/speak) to her. (you/ever/speak) to her?
A: Yes. I (meet) her at a party last week. She's very nice.</p> |

Obr. 5.

These exercises are taken from Essential Grammar in Use, p. 50 - 51.

Resumé

Bakalářská práce s názvem *Teaching the System of English Tenses at Lower Secondary Schools: A Comparative Analysis of Selected Czech and English Textbooks* se zabývá analýzou systému výuky anglických časů na druhém stupni základních škol a srovnává tuto výuku pomocí českých a anglických učebnic.

Cílem práce je ověřit předpoklad, že učebnice *Project Student's Book 3* poskytuje kvalitní cvičení pro základní pochopení vybraných anglických časů, učitelé ale využívají i další dostupné materiály z jiných zdrojů pro prohloubení znalostí a orientace ve významu časů.

Práce je rozdělena do pěti hlavních kapitol.

První kapitola nabízí stručný přehled o použité literatuře. Je popsána důležitost a význam jednotlivých analýz pro analýzu anglických časů v následujících kapitolách. Výběr několika sekundárních zdrojů poskytl analýze a celému výzkumu velký přehled o problematice anglických časů u začínajících žáků. Použita byla česká i anglická literatura.

Druhá kapitola popisuje učebnici jako hlavní učební pomůcku při výuce anglického jazyka. Zabývá se tím, jak jsou novodobé učebnice angličtiny rozděleny do určitých jazykových částí, a co všechno nabízí učitelům a žákům. Při výběru správné učebnice pro žáka nebo pro skupinu žáků je velmi důležitá také aktuální úroveň anglického jazyka.

Ve třetí kapitole je čtenáři nabízena analýza všech vybraných časů, které se vyskytují v učebnici *Project Student's Book*, úroveň 3. Jedná se o přítomný čas prostý a průběhový, minulý čas prostý a průběhový, dále pak předpřítomný čas prostý a budoucnost s použitím *will* a *going to*. Tato analýza byla prováděna na základě studia použité literatury. Zobrazuje přístupy k výuce anglických časů, popisuje nejčastější chyby při jejich používání a navrhuje způsoby, jak anglické časy vyučovat.

Čtvrtá kapitola se zabývá učebnicí *Project*, úroveň 3, která byla vybrána pro tento výzkum. Kapitola popisuje jednotlivé lekce, kde se vyskytují anglické časy a hodnotí, jakým způsobem je k problematice těchto časů přistupováno. Jsou zde popsána cvičení, která jsou považována za přínosná. Cvičení se hodnotí nejen v rámci učebnice, ale zároveň i v pracovním sešitě, který k této učebnici patří. Také v příručce pro učitele, která náleží k celé sérii, byly popsány způsoby, jakými se učitel může řídit při výuce anglických časů.

Ve finální páté kapitole jsou shrnuty výsledky, které byly získány z písemně připravených rozhovorů pro učitele. Tento rozhovor byl rozeslán dvěma učitelům ze stejné základní školy. Učitelé ve výuce používají učebnici Project v několika úrovních. V páté kapitole je stručně představen obsah každé otázky v rozhovoru a názory obou učitelů na danou problematiku. Hypotéza byla potvrzena z odpovědí obou učitelů.

Hlavní metodou pro výzkum práce bylo studium odborné literatury – primárně knihy od Rosemary Aitken, Geoffreyho Leech, Jima Scrivenera a Libuše Duškové. Tyto publikace se zabývají problematikou anglických časů a také jejich výukou. Jako výzkumný nástroj mi sloužila učebnice Project, která se ukázala jako velmi oblíbená a používaná učební pomůcka. Na základě těchto dvou výzkumných metod jsem vytvořila dotazník pro učitele, který mi poskytl odpovědi z již studované problematiky přímo z praxe.

Anotace

Jméno a Příjmení:	Lenka Ptáčková
Katedra:	Ústav cizích jazyků
Vedoucí práce:	doc. PhDr. Václav Řeřicha, CSc.
Rok obhajoby:	2021
Název práce:	Výuka systému anglických časů na druhém stupni základních škol (srovnávací analýza českých a anglických učebnic)
Název práce v angličtině:	Teaching the System of English Tenses at Lower Secondary Schools: A Comparative Analysis of Selected Czech and English Textbooks
Anotace práce:	Tato bakalářská práce se zabývá problematikou výuky anglických časů na druhém stupni základních škol. Cílem práce je tyto problémy popsat a zhodnotit přístup vybrané literatury a učebnice k výuce anglických časů. Práce je rozdělena do pěti kapitol. První kapitola popisuje přehled vybrané literatury, druhá kapitola se zabývá učebnicemi z hlediska důležitosti pro výuku angličtiny, třetí kapitola analyzuje problematiku anglických časů pomocí odborné literatury, čtvrtá kapitola hodnotí přístupy učebnice Project 3 k výuce anglických časů a pátá kapitola analyzuje získané výsledky z odpovědí dvou učitelů a hodnotí výchozí předpoklady hypotézy.
Klíčová slova:	Anglické časy, analýza učebnice, analýza odborné literatury, výuka anglických časů.
Anotace práce v angličtině:	This Bachelor's thesis deals with the problems of teaching English tenses at the lower secondary schools. The objective of the thesis is to describe these issues and evaluate an

	<p>approach of the selected literature and textbook to teach English tenses. The thesis is divided to five chapters. The first chapter provides an overview of the selected literature. The second chapter deals with the textbooks in terms of the importance for teaching English. The third chapter analysis the problems of English tenses using professional literature. The fourth chapter evaluates approaches of the Project 3 textbook to teaching English tenses and the fifth chapter analyses the collected results from answers of two teachers, evaluating the initial presumptions for the hypothesis.</p>
Klíčová slova v angličtině:	English tenses, textbook analysis, professional literature analysis, teaching English tenses.
Přílohy vázané v práci:	4
Rozsah práce:	36
Jazyk práce:	Angličtina