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Z á s a d y p r o v y p r a c o v á n í :

Cílem této bakalářské práce je provést hodnocení učebnic zaměřené na problematiku vyučování předpřítomného času na druhém stupni základních škol. Struktura práce reflektuje její zaměření a cíl, tj. v teoretické části studentka nejprve definuje gramatickou kategorii předpřítomného času. Dále pak vymezí roli a funkci učebnice a kritéria jejího hodnocení s ohledem na rozvoj již zmíněného jazykového prostředku. Východiska teoretické části pak slouží autorce jako kritéria pro didaktickou analýzu učebnic a jejich hodnocení ve druhé, praktické, části bakalářské práce.

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ANOTACE:

Práce je zaměřena na hodnocení učebnic v rámci předpřítomného času. Hlavním cílem teoretické části je poskytnutí podkladů, na základě kterých jsou stanovena kritéria a otázky, jež jsou východiskem pro praktickou část celé práce. Výsledkem bakalářské práce je analýza učebnic a pracovních sešitů, které jsou používány k výuce předpřítomného času na 2. stupni základních škol.

Klíčová slova: předpřítomný čas, komunikační kompetence, učebnice, prezentace, procvičování

Title: Teaching Present perfect to lower secondary school students

ANNOTATION:

The work deals with textbook evaluation in terms of present perfect. The theoretical part of the thesis focuses on providing the background information for stating the criteria and questions which the practical part is based on. The outcome of the whole thesis is an analysis of textbooks and workbooks used for teaching present perfect at lower secondary school.

Key-words: present perfect, communicative competence, textbook, presentation, practice

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O. INTRODUCTION

Different authors understand the term “grammar” differently, e.g. Celce-Murcia explains the term as a subset of rules that govern the configurations assumed by morphology and syntax. Because of the fact that these rules do not exist outside of native speakers, we can say that grammar is an essential part of a language. Considering second language teaching, there are many opinions about how to teach grammar, but whatever way of teaching grammar a teacher chooses, he/she cannot omit present perfect, the grammatical structure which is widely used in many different situations in English. The reason why this grammatical structure has been chosen for the thesis is that the Czech language differs from English in the way in which time is dealt with, and also in structures we use for expressing events happening in different time periods. Dušková suggests that the Czech language has only one form used for relating to the past events, while the English language has 3 different forms at its disposal (past simple, present perfect and past perfect). Considering this fact, present perfect is quite a complicated part of the English language, which might be hard for the Czech students of English to grasp. (Dušková, 1994, p.214)

The main goal of the thesis is to discover how present perfect is dealt with in textbooks used in the teaching and learning process at lower secondary school, mainly how present perfect is presented and what types of activities for practising the structure the textbooks, together with workbooks, offer. The whole thesis is divided into the theoretical and practical part. The main objective of the theoretical part is to define present perfect from the linguistic point of view, discover the reason why it is taught to and learned by lower secondary school students, and what possible ways of teaching and learning this grammatical structure we have. The conclusion of the theoretical part is also aimed at providing the criteria and questions which the practical part of the thesis is based on. The main objective of the practical part of the thesis is to evaluate the textbooks and workbooks used for teaching and learning English at lower secondary school in terms of present perfect, according to the criteria stated in the theoretical part.

A. THEORETICAL PART

1. LINGUISTIC DEFINITION OF THE PRESENT PERFECT

As it was mentioned in the introduction, both theoretical and practical parts are focused on different aspects of present perfect, which is the reason why the whole first chapter of the thesis is dedicated to its structure and use.

Describing the structure of present perfect requires accurate use of several terms. According to Dušková, there is a difference between the terms “time” and “tense”. She describes the term “time” as something that is not a part of a language. On the other hand, she explains that the term “tense” is used for something that is connected with the time of an action and emphasizes the importance of the speaker’s point of view, e.g. when an action takes place and the speaker speaks at the same time, the action is in the present from the speaker’s point of view. (Dušková, 1994, p.214)

Greenbaum agrees with Dušková: “Time is a universal, non-linguistic concept with three divisions: past, present and future; by tense we understand the correspondence between the form of a verb and our concept of time.” (Greenbaum, 1996, p.40)

The third term, apart from “time” and “tense”, Quirk uses in connection with present perfect is the term “aspect”. “The term aspect refers to a grammatical category which reflects the way in which the verb action is regarded or experienced with respect to time.” (Quirk, 1985, p. 188) According to the author, there are two aspect constructions, progressive and perfective, in English. Dušková, Quirk and Bieber agree that perfective aspect is used for actions seen as completed, while progressive aspect is connected with incomplete situations. (Biber, 2002, p.156; Dušková, 1994, p. 239; Quirk, 1985, p.189)

1.1 THE STRUCTURE OF PRESENT PERFECT

Greenbaum agrees with Dušková that we divide verb forms in English into two groups. The first group contains only simple forms, and we use these verb forms only in positive sentences in indicative mood that are in present simple and in past simple tenses. The second group contains verb forms that consist of one or more auxiliary verbs followed by a lexical verb (infinitive or participle). The authors include the whole present perfect structure, simple and progressive, into the second group. (Dušková, 1994, pp. 214,215,217; Greenbaum, 1990, p. 42)

Halliday explains that there is a logical structure within each verbal group, which is described as the expansion of a verb.

Consider the verbal group *has been eating*. This actually makes three separate tense choices: (1) present, expressed by the *-s* in *has* (i.e. by the fact that the first verb is in the present form); (2) past, expressed by the verb *have* plus the *-en* in *been* (i.e. plus the fact that the next verb is in the past/passive participle form *V-en*); (3) present, expressed by the verb *be* plus the *-ing* in *eating* (i.e. plus the fact that the next verb is in the present/active participle form *V-ing*). (Halliday, 2004, p. 337)

Halliday labels the first part of the verbal group as the head, which functions as deictic time within the verbal group (past, present or future time). The two remaining parts of the verbal group are labelled as secondary tenses. These tenses express present, past or future in relation with the time used in the head part of the verbal group. (Halliday, 2004, p.337)

Greenbaum emphasizes that it is necessary to choose correct aspect while creating a verb phrase, and that there are four possible aspects, which can be combined together – perfect, non-perfect, progressive and non-progressive. Thus, 2 possible forms of present perfect can occur – present perfect in non-progressive form and present perfect progressive. (Greenbaum, 1990, p. 42)

Quirk uses the term “present perfect simple” for present perfect in non-progressive aspect. Thus this term will be used in order to separate present perfect in general and present perfect in non-progressive aspect. (Quirk, 1991, p.189)

As Swan suggests, perfective verb forms are constructed with the help of the auxiliary verb “have” followed by the past participle. Considering present perfect simple, Greenbaum agrees with Dušková that present perfect simple contains present form of the verb *have* (*have* or *has*, accordingly to the person) which is followed by the past participle of a lexical verb, e.g. *He has broken his leg.* or *We have visited Prague.* As the examples suggest, some past participle take the suffix *-ed*, but, on the other hand, there are also irregular verbs that have their own special form of the past participle, e.g. *see – seen*. (Dušková, 1994, p.215; Swan, 2005, p.438; Quirk 1985, pp.97-98)

As it was mentioned before, in English, present perfect can also occur with progressive aspects, e.g. *I have been dancing...* The verb form for present perfect progressive begins with the auxiliary verb “have” in its simple form (*have/has*) followed by another auxiliary verb “be” in form of past participle (*been*). The last part of the structure is a lexical verb in form of present participle, which takes the inflectional suffix “-ing”. (Dušková, 1994, p.217)

The structure of present perfect is not the same in all cases. According to Dušková and Greenbaum, the above mentioned structures of present perfect simple and present perfect progressive are used only in positive sentences. Questions in present perfect are created with the help of inversion where subject is moved after the first auxiliary verb within a verbal group and the sentence begins with the first auxiliary verb. The rest of the structure remains the same, e.g. *Have you visited...?* or *Have you been dancing...?* (Dušková, 1994, p.215; Greenbaum, 1990, p. 20)

Moreover, Dušková explains the structure of negative questions in present perfect, which can appear in two different forms according to the position of the negative particle *not*. When the particle *not* is connected with an auxiliary verb by an apostrophe, we do not separate them and the whole structure precedes the subject, e.g. *Haven't they started?* / *Haven't you been working?* On the other hand, when the negative particle is not connected with the auxiliary verb, we place the subject between the auxiliary verb and the negative particle, e.g. *Have they not started?* / *Have you not been working?* (Dušková, 1994, p.215)

Apart from questions, there is one more case in which the structure of present perfect changes- negative sentences. Dušková and Greenbaum claim that negation is expressed by inserting *not* after the first auxiliary verb within a verbal group. The following examples show the structures of negative sentences in present perfect simple and progressive: *I have not done it.* / *I have not been dancing...* (Dušková, 1994, p.215; Greenbaum 1990, p. 20)

1.2 The use of present perfect

The introduction shows that the whole thesis is not concerned only with the structure of the present perfect but also with its meaning, in other words, when it is suitable to use the structure. As the meaning of present perfect simple and present perfect continuous differs, the chapter dedicated to the use of these structures is further divided into 2 parts.

1.2.1 The use of present perfect simple

The main problem of a sentence in the present perfect simple is that its meaning is similar, but not the same, to the meaning of a sentence in the past simple. "...present perfective differs from the simple past in relating a past event/state to a present time orientation." (Quirk, 1985, p.192) Thus, according to Quirk, the past action is more directly related to the present time when the present perfect is used.

We use present perfect especially to say that a finished action or event is connected with the present in some way. If we say that something has happened, we are thinking about the past and the present at the same time. (Swan, 2005, p.438)

Swan also suggests that there is a possibility of changing a sentence in present perfect into a present simple sentence while the meaning remains similar, e.g. we can rewrite the sentence “I’ve broken my leg.” into the present simple sentence “My leg is broken.”

There are many rules of when the present perfect simple should be used. Apart from what is written above, Michael Swan suggests several more situations where the present perfect is appropriate.

- a) The present perfect simple is used for expressing the idea of achievement or completion, e.g. “I have finished my work!”
- b) Present perfect simple is also used for announcing the news or recent events, e.g. “I have won 1000 dollars.” But Swan adds that when we want to give some more details about the news, the simple past is used.
- c) “We can use the present perfect to say that something has happened several times up to the present.” (Swan, 2005, p.440) Quirk calls this type of repetition habitual past but emphasizes that the time period must continue up to the present.

A sentence in the past simple usually contains time expressions that refer to a completely finished period of time, e.g. *last Monday*, *yesterday* or *one year ago*. These words focus mainly on the past, and that is the main reason why the present perfect simple is not used in combination with them. On the other hand, there are many time expressions that are suitable for the present perfect simple because their meaning “at some/any time up to now” focuses more on the present and do not refer to any specific moment, e.g. *ever*, *never*, *recently* or *already*.) But Quirk also adds that some of these words are possible for both present perfect simple and past simple, e.g. I have seen/saw her before. (Quirk, 1985, p. 194; Swan, 2005, pp. 440-441)

1.2.2 The use of present perfect progressive

“As its name suggests, the progressive aspect (also sometimes called the durative or continuous aspect) indicates a happening in progress at a given time.” (Quirk, 1985, p.97) According to Quirk, a sentence in which progressive aspect is used usually has the quality of temporariness, and thus, the action is rather temporary than permanent. “We use present perfect progressive to look back over actions and situations which started in the past and are still going on. (Quirk, 1985, p. 198; Swan, 2005, p.445)

According to Swan, the present perfect progressive is also used in situations when we talk about people's use of their time up to present, e.g. What have you been doing with yourself? The same structure is used also in connection with actions that have just stopped, but they must have present results. (Swan, 2005, p.458)

“We use present perfect progressive, not the present progressive, to talk about how long something has been happening.” (Swan, 2005, p. 458) Apart from using the present perfect progressive in this situation, it is also appropriate when an activity is repeated and continuous at the same time, e.g. *He has been looking for me all day*. Quirk describes this use of present perfect progressive as temporary habit up to the present. . (Quirk, 1985, p.212; Swan, 2005, p.458)

When present perfect progressive is used, we often use certain expressions that refer to a period of time continuing up to now, e.g. *recently, lately, for the last few weeks* etc. On the other hand, there are some time expressions which are not suitable for present perfect progressive because they refer to a finished period of time, e.g. *until yesterday*. (Swan, 2005, p.458)

As the whole chapter shows, the problem of present perfect is very complicated, but still, it is taught at lower secondary school, what is the topic of the following chapter.

2. TEACHING PRESENT PERFECT AT LOWER SECONDARY SCHOOL

As the title of the whole paper suggests, the thesis is focused on lower secondary school students of English, and thus, no other levels of students will be taken into consideration in the whole paper. According to this fact, the word “student” (“students”) can be used as a synonym for the whole phrase “lower secondary school student” (“lower secondary school students”). The definition of the term “lower secondary school student” is provided in the first part of this chapter.

In order to be able to understand the problem why present perfect is taught to lower secondary school students, the following part of the chapter is dedicated to the connection of the present perfect with the idea of communicative competence, and also with the Czech educational documents.

Last part of the chapter will be dedicated to the strategies and techniques used in teaching and learning present perfect at lower secondary school.

2.1 Lower secondary school students

The term “lower secondary school students” might be understood in many different ways, according to the system of education in every European country. This is the reason why common European terminology is needed, to help countries within Europe to understand the terms in the same way, and thus enable the countries to compare various aspects of their educational systems.

According to Šimoník, there are two different aspects that have to be taken into account while talking about education in European context – forms and levels of education. Lower secondary school students belong to the formal form of education, which takes place in schools and other institutions aimed at education. (Šimoník, 2005, p.44) The author uses ISCED 1997 (meaning International Standard Classification of Education), published by UNESCO, which places lower secondary school students into the Level 2- lower secondary education (also described as a second stage of basic education). As the next part of the chapter shows, it is the lower secondary school where the present perfect is introduced to students for the first time.

2.2 Present perfect as a part of communicative competence

As it was mentioned before, present perfect is an essential part of English grammar but it is not the least demanding part of the language. According to this fact, present perfect cannot be presented to all age groups of students. The problem of distinguishing what should be taught to and learned by students of different ages is the main idea of different educational documents.

The Czech Republic applies its own educational document called Framework Education Programme for Elementary Education, known under the Czech abbreviation RVP ZŠ. According to Skalková, RVP ZŠ includes 9 areas of education, one of which is the area of language and language competence. The requirements on foreign language knowledge in RVP ZŠ are derived from an international document aimed at teaching and assessing foreign languages called Common European Framework of Reference for Languages, known under an abbreviation CEFR. (Skalková, 2007, p. 46; RVP ZŠ, 2010, p. 13)

The primary function of Common European Framework of Reference for Languages is enabling the understanding between experts in the area of languages throughout Europe, where

many different educational systems are in use. The document also focuses on what is expected from the learners of a language.

It describes in a comprehensible way what language students have to learn in order to use a language for communication and what knowledge and skills they have to develop so as to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. (CEFR, 2031, p.1)

Common European Framework of Reference for Languages distinguishes 3 basic levels of language proficiency: level A, B and level C, which are further divided. Focusing on level A, it is further divided into A1 level and A2 level. In the Czech Republic, the expected level of language proficiency, stated in the RVP ZŠ, is A2. Another document focused on outcomes expected in the area of language, called "Standardy pro základní vzdělávání", includes the present perfect simple into the expected outcomes at the end of the lower secondary school. On the other hand, the present perfect simple is not included into the outcomes. (CEFR, 2003, p.23; RVP ZŠ, 2010, p.13; Standardy pro základní vzdělávání, 2012)

As it was mentioned before, CEFR elaborates on problems connected with language use and it explains the phenomena of so-called competences as follows: "Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences." (CEFR, 2003, p.9) Common European Framework of Reference for Languages explains competences in general as a sum of skills, knowledge and characteristics allowing a person to perform actions. The difference between general competences and communicative language competences is in the field where these competences are used. General competences are involved in a wide range of actions, even in language activities, but they are not so closely connected to the language. On the other hand, language communicative competences are used in specific, linguistic, actions. (CEFR, 2003, p.9)

2.2.1 Language communicative competence (language competence)

According to the fact that present perfect is a part of English grammar, and thus it is closely connected to the knowledge of language structures, the most relevant area of competences where it can be included is language communicative competences (LCC). As RVP

ZŠ suggests, CEFR divides language communicative competences into 3 groups – linguistic, socio-linguistic and pragmatic. (RVP ZŠ, 2010, p. 13)

“Linguistic competences include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realisations.” (CEFR, 2003, p.13) Bachman uses the term “organisational competence” for what CEFR calls “linguistic competence”. (Brown, 2000, s.248)

As CEFR suggests, the socio-linguistic competence is the one connected to the social and cultural context of a language and its use, including classes and social groups, rules of politeness etc. The biggest importance of the socio-linguistic competence lays especially in the communication between members of different cultural groups. The third group, pragmatic competences, is concerned with the functional use of a language, the problem of cohesion and coherence, text types and forms etc. According to Brown, Bachman includes these two groups of competences into one bigger, called pragmatic competence, which is further divided into illocutionary and socio-linguistic competence., (Brown, 2000, s.248; CEFR, 2003, p.13)

As present perfect has little connection to the cultural context and to cohesion, coherence and other components of pragmatic competence, the only part of the language communicative competence where the present perfect and its use can be include is the linguistic competence. Thus, the category of pragmatic competence and socio-linguistic competence (Bachman`s pragmatic competence) will not be elaborated on in the thesis.

2.2.1.1 Linguistic competence (Organisational competence)

As it is mentioned in CEFR, all languages are very complex and hard for linguists to describe and for speakers to master completely, which is the main reason why the definition of certain components of linguistic competence that would help to assess the level of language use of certain language speaker is needed.

Common European Framework of Reference for Languages distinguishes 6 components of linguistic competence- **lexical competence**, concerned with the idea of vocabulary, its knowledge and use, **grammatical competence**, focused on the knowledge of grammatical structures and resources and their use, including the problem of present perfect, **semantic competence**, dealing with the organisation of meaning, **phonological competence**, involving production and perception of sound units, phonetic reduction etc., **orthographic competence**, including production of properly spelled words, punctuation etc., and **orthoepic competence**,

focused on working with a dictionary, production of correct pronunciation of a word from its written form. (CEFR, 2003, p. 109)

Bachman suggests more transparent division of organisational competences by dividing it into 2 groups – grammatical competence and textual competence. Both these groups are further divided. (Brown, 2000, s. 248)

Grammatical competence

“Grammatical competence is the ability to understand and express meaning by producing and recognising well-formed phrases and sentences in accordance with these principles (as opposed to memorising and reproducing them as fixed formulae).” (CEFR, 2003, p.113)

As CEFR suggests, grammatical organisation involves specification of many grammatical categories and parameters, such as grammatical elements, categories (including number, gender, time, aspect etc.), classes, structures etc. As the problem of time and aspect is closely connected with the present perfect, and it is at the same time included in grammatical competence, we can state that the knowledge and use of present perfect is also a part of grammatical competence. (CEFR, 2003, p. 151)

In conclusion, according to CEFR, the problem of present perfect and its use is included in the part of language communicative competence called linguistic competence. Further division of linguistic competence contains the area of grammatical competence, including the idea of present perfect.

2.3 Teaching present perfect

The previous chapter has shown why it is necessary to teach present perfect to lower secondary school students, but the other question that most teachers are even more interested in is “*How the structure can, possibly should, be taught and learned?*” As it was mentioned before, there are many opinions about how to teach grammar, including present perfect, and even doubts about if it should be taught at all. Harmer distinguishes between covert grammar teaching, which is based on the idea that students are learning a language without being provided with grammatical facts, and overt grammar teaching, which is concerned with presenting grammatical rules and explanations to students openly. Scrivener also adds that there is a difference in

methodology used in both these approaches, and that it is also possible for a teacher to use both approaches in his/her classes. (Harmer, 1987, pp. 3-4; Scrivener, 1994, p.114)

2.3.1 Methods in English language teaching

The assumptions on what has been affecting the processes of foreign language learning and teaching in the classroom represent a never-ending discussion about the nature of language and about the nature of language learning and teaching. Different approaches (or theories) and methods have significantly influenced language teaching and learning. The term “method” refers to the practical realisation of an approach, in which “theory is put into practice”. (Richards and Rodgers , 2001, p. 19) These methods differ in many aspects, e.g. the use of translation (it is typical for the Grammar-translation method that sentences are translated in and out of target language, whereas the Direct method strictly rejects the use of translation), the use of mother tongue in the teaching and learning process (mother tongue is widely used in the Grammar-translation method but Direct method and Audiolingualism reject its use) , orientation on written or spoken language (Direct method is not oriented on written language, as it is in Grammar-translation method, but it focuses on oral skills), the explicitness of grammatical rule teaching etc. (Brown, 2000, p.13; Harmer, 2007, pp.62-64, 71; Larsen-Freeman, 1986, p.25; Richards, Rodgers, 2001, p.5; Thornbury, 1999, pp.21,129)

Apart from aspects mentioned above, structural and grammatical view of a language has been dealt with, e.g. in Communicative Language Teaching (CLT). Thornbury emphasises that “there is more to knowing a language than knowing its grammar” (Thornbury, 1999, p. 18), and thus agrees with Littlewood in his claim that both structural function of a language, which concentrates on the grammatical system, and communicative function, which depends on specific situations which the language is used in, are necessary to be taken into account while achieving a communicative goal in English language teaching and learning. In other words, the focus of the CLT is not only on accuracy, which equals precise application of the grammatical system of certain language, but also on fluency, which means the atomisation of the system, its meaning. Considering problem of fluency and accuracy, Littlewood suggests a well-known division of learning activities, which will be dealt with later on. (Thornbury, 1999, p. 18; Littlewood, 1981, pp.1-2)

As it was mentioned before, methods in language teaching differ in the degree of explicitness of teaching grammatical rules. There are methods, e.g. the Grammar-translation

method, for which rule teaching is essential, and those, e.g. the direct method, which consider explicit rule teaching useless. Thornbury mentions that “even in methods, where rules are made explicit, there may be a different emphasis with regard to the way the learner arrives at these rules.” (Thornbury, 1999, p. 22) The ways of presenting students with grammatical rules will be dealt with in the following part of the chapter.

2.3.2 Presentation of grammar

Regarding the fact that the practical part of the thesis is focused on evaluation of textbooks in terms of presentation and practice of the present perfect, the idea of not teaching grammar at all is not taken into consideration in the thesis. As the quote by Thornbury in the previous paragraph suggest, the ways of presenting grammar can differ. There are two contrasting ways of presenting grammar to students, which are either concerned with deductive approach or inductive approach. The main difference is in what students are provided with at the beginning of the learning process. (Thornbury, 1999, p.28)

3.2.2.1 Deductive approach

“A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied.” (Thornbury, 1999, p. 29) Thornbury mentions that the deductive approach is traditionally associated with the Grammar-translation method, but highlights that translation is not the main process that deductive approach depends on.

Harmer claims that while a grammatical structure is presented, the students should be provided with both presentation of the form, e.g. through modelling sentences, writing examples on the board, explaining structures only with words etc., and presentation of the meaning, e.g. through the use of gestures, mime, facial expressions, pictures or verbal explanation etc. Penny Ur also adds that presentation of new grammatical structures can be achieved by providing students with enough contextualised examples, using visual aids, and finding the right balance between accurate and simple presentation. Harmer also mentions that the presentation should be productive, which means that it should enable students to make many sentences with the new language. (Harmer, 1987, pp.18,27; Harmer, 2007, p.204; Thornbury, 1999, p. 29; Ur, 1996, p.82)

2.3.2.2 Inductive approach

As it was mentioned in the previous chapter, deductive approach is concerned with the idea of presenting grammatical rules to students as the basic step to student`s understanding,

because students are first provided with the explanation of grammatical rules and practise them later.

Inductive learning, on the other hand, without having met the rule, the learner studies examples and from these examples derives an understanding of the rule.... The inductive route would seem, on the face of it, to be the way ones first language is acquired: simply through exposure to a massive amount of input the regularities and patterns of the language become evident, independent of conscious study and explicit rule formulation. (Thornbury, 1999, p. 49)

The biggest advantage of the approach is its learner-centeredness, which Thornbury explains as “giving the learners more responsibility and involvement in the learning process” (Thornbury, 1999, p. 27), because it is not based on the idea that the teacher is the one who is presenting grammar. Learners are encouraged to use their cognitive powers to understand the grammatical rules.

Thornbury suggests possible use of inductive learning of present perfect through teaching the differences between past simple and present perfect through minimal pairs. The contrast between the two structures helps students to understand the concept of both of them in a better way. (Thornbury, 1999, p.63-64) The example suggested by Thornbury presupposes students’ familiarity with both structures (past simple and present perfect) and is focused on teaching the difference between them. The first step the teacher takes is writing three sets of sentences on the board, where students are asked to identify the two structures, and explaining that present perfect is used in sentences “a” while past simple appears in sentences “b”.

Example:

- 1 a I’ve seen all of Jim Jarmusch`s films.
b I saw his latest film last month.

- 2 a Since 1990, shes worked for three different newspapers.
b She worked for The Observer in 1996.

- 3 a Have you ever been to Peru?
b When were you in Peru?

(Thornbury, 1999, p.63)

In the next stage, students are asked to focus on each set of sentences separately and find the differences in meaning between the two sentences in order to discover the general rule for the difference in meaning between present perfect and past simple, and are encouraged to discuss the rules in pairs. The teacher uses students' findings to sum up the differences and draws two timelines with different time expressions, as a visual support. Students are asked to match these timelines to the examples "a" or "b". The last part is represented by a task, where students work in pairs and test their hypotheses about the structures, e.g. putting the verbs in the brackets in the Present Perfect or Past Simple, for example: "H: ... you (work) abroad at all? C: Yes, well about three years ago I... (get) a job in France..."

While planning a lesson, it is important to consider what possible ways of presentation a teacher can use, but whatever way of presenting grammar he/she chooses, the knowledge of the structures may not be efficient for students to produce the language accurately and fluently. The students need to reorganise the knowledge of a language they already have and integrate new knowledge into old, which can be done through wide range of grammar practice activities.

2.3.3 Grammar practice activities

When grammatical items are presented to students, there are many possible techniques used for practising grammar in the language teaching and learning process. Different authors classify the activities in many different ways.¹ According to the fact that the importance of the communicative function of languages is increasing, the division of practice activities suggested by William Littlewood, mentioned also in chapter 3.1, is the most suitable classification for the practical part of the thesis, because the author divides the activities in several groups according to whether their focus is on the accurate use of grammatical structures or communicative function of a language. The author distinguishes two basic groups of activities called pre-communicative activities and communicative activities.

2.3.3.1 Pre-communicative activities

Littlewood defines pre-communicative activities as learning activities that "aim to equip the learner with some of the skills required for communication, without actually requiring him to perform communicative acts". In these activities, students are rather expected to produce a piece of language which is grammatically acceptable, than to convey a meaning effectively.

¹ E.g. Penny Ur offers 8 groups of practice activities according to degree of control the students are provided with. These activities are focused on moving from accuracy to fluency. (Penny Ur, 1999, p. 34)

Pre-communicative activities are further divided into structural activities and quasi-communicative activities. (Littlewood, 1981, pp. 8, 85-86)

Structural practice does not focus on communicational function of a language at all, and thus the attention is paid only on the performance of the structural operations. These activities may serve as a tool when a teacher wants to avoid ambiguity while teaching a grammatical structure. Drills, which Harmer describes as “fairly mechanical ways of getting students to demonstrate and practise their ability to use specific language items in a controlled way” (Harmer, 1987, p. 43) are typical representatives of structural pre-communicative activities. Ur distinguishes a group of drills, so-called controlled drills, which are strictly pre-determined by the teacher or the textbook and do not provide students with any choice, and thus they can be included into the structural activities. (Harmer, 1987, p. 43; Littlewood, 1981, pp. 9-10; Ur, 1996, p.84)

Quasi-communicative activities, in contrary with structural practice, are concerned with the communicative function of a language because they create links between grammatical structures and their potential functional meanings. As Littlewood suggests, mechanical drills can be easily transformed into meaningful drills as follows:

Mechanical drill, where students are asked to produce the correct form of simple present:

P (menaning a teacher): John has written a letter.

R (meaning a learner): He wrote it yesterday.

P: John has seen the film.

R: He saw it yesterday.

(Littlewood, 1981, p. 9)

Transformation into a meaningful drill, where the first sentence functions as a question and the second one as a reply (like in real communication):

P: By the way, has John written that letter yet?

R: Yes, he wrote it yesterday.

(Littlewood, 1981, p. 10)

There are many other activities that can be labelled as quasi-communicative, e.g. question-and-answer activities, where students practise certain grammatical structures but

express their own likes and dislikes at the same time (they can choose what to answer). Moreover, Harmer emphasises that activities that involve personality tend to be more interesting for students. (Harmer, 1987, p. 46; Littlewood, 1981, p. 11)

It is in quasi-communicative activities where the importance of social context starts to appear, because students should not only respond to prompts but they should also be encouraged to learn to perform in a meaningful social context. In other words, these activities should be more learner-centred (e.g. cued dialogue, open dialogue), which causes that the degree of teacher control decreases and students start to interact as equal partners in communication. On the other hand, the dialogue is still based on given grammatical structures that students use to perform it. (Littlewood, 1981, p. 12)

2.3.3.2 Communicative activities

Littlewood defines communicative activities as activities in which students use the linguistic repertoire they have learned before in order to communicate meanings for specific purposes. The students are expected to start from an intended meaning they want to convey, which requires students to choose suitable linguistic structures and to produce them fluently. “The criterion for success is whether the meaning is conveyed effectively.” (Littlewood, 1981, p.89) Moreover, Harmer suggests that there is no control based on the presence of materials used in the communicative activities. Communicative activities can be further divided into functional communication activities and social interaction activities (Littlewood, 1981, pp. 20, 89; Harmer, 2007, p.70)

Functional communication activities (FCA) are not focused on grammatical accuracy of the language that students use to convey the meaning. In such an activity, “there may be a problem which learners must solve, or information which they must exchange, with whatever language they have at their disposal”. (Littlewood, 1981, p. 20) Thus, the only purpose of functional communication activities is the functional aspect of a language, in other words, to get the meaning across as effectively as possible, no matter if the language structures are correct or not. According to the purpose of FCA, the situation in the classroom has to be structured in such a way, that students are forced to solve a problem or overcome an informational gap. (Littlewood, 1981, pp. 20, 22)

As Littlewood suggests, the FCA include activities in which students need to share each other’s information (e.g. finding the same picture as the partner has, constructing a model according to the information given by the partner etc.), or process information together (e.g. an

interaction activity where a group of people have to discuss and decide together what they would take/do in certain situation). (Littlewood, 1981, p.22-37)

The last group of activities, **social interaction activities**, differ from the FCA in the presence of clear social context. “This means that learners must pay greater attention to the social as well as the functional meaning the language conveys.” (Littlewood, 1981, p. 43) In social interaction activities, students can be asked to take on some social roles (as in real life) which would affect the way the language is used. The language should be not only functional but also socially acceptable and appropriate to specific situation and social context. In social interaction activities, students can be either asked to simulate a situation that may happen in reality (e.g. role-plays that are set into certain situation), or the teacher may decide to accept the reality of the classroom (e.g. conversations, discussions, dialogues and role-plays based on school experience etc.). (Littlewood, 1981, pp. 43-62) The division of practice activities suggested by Littlewood are used for the evaluation of the textbooks in the practical part of the thesis.

Apart from the type of practice activities, some authors emphasize the role of contextualising in the teaching and learning process. This problem is the topic of the following chapter.

2.3.4 Context in grammar teaching

It is not only the way in which students arrive at the rules what is important when grammatical structures are presented and practised. As it was mentioned before, many authors also deal with the problem of context in teaching and learning process. As Carter, Huges and McCarthy suggest, sometimes, the best way of explaining grammatical rules is to use a simple sentence and a rule, which is later applied to other examples. On the other hand, while considering the meaning of words and sentences, Thornbury claims that a language is context-sensitive; this means that “in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase”. (Thornbury, 1999, p.69) The same is true for sentences which are taken out of context of texts because without context they become meaningless (e.g. a sentence “I said that I didn’t know anything about it.” is meaningless when taken out of context, but in the next example “Are you going to that Hodders party? I said I didn’t know anything about it.” we know what the reply refers to.) (Carter, Huger, McCarthy, 2000, p. vii; Thornbury, 1999, pp. 69-70)

While talking about context, Thornbury distinguishes content of the surrounding text, so-called “co-text”, (e.g. the example mentioned in the paragraph above), and situation context (e.g. the sentence “Port does not exist.” is meaningful only if the reader knows in what situation the sentence was used. Thornbury explains the terms as follows:

The co-text is the rest of the text that surrounds and provides meaning to the individual language items in the text. The second kind of context is called the context of situation. Factors in the context of situation that are important to consider when interpreting the meaning of a language item are the roles and relationships of the speakers and the mode of communication (it is a public notice, a letter, a recorded message etc?) (Thornbury, 1999, p.70)

As the textbook is the focus of the evaluation in the practical part of the thesis in terms of presentation and practice of the present perfect, either in context or not, the following chapter is dedicated to the role of textbook in the teaching and learning process and its definition.

3. THE ROLE OF TEXTBOOK IN THE TEACHING AND LEARNING PROCESS

Many authors have different opinions about textbooks, their function and necessity in the teaching and learning process, and about how teachers should work with them. According to the fact that the practical part of thesis is focused on textbook evaluation, the whole chapter 5 is dedicated to the problem of textbook in the teaching and learning process (its definition, function etc.). In the last part of the chapter, the most important points of the theoretical part will be concluded in order to establish the criteria for assessing textbooks in the practical part of the thesis.

3.1 Definition of textbook and its role in the teaching and learning process

According to Maňák (1995) in Skalková (2007, pp.249-250) and to Průcha textbooks belong to material the textual/literary teaching aids used in the teaching and learning process and helps to facilitate learning process. Teaching aids in general, including textbook, support the principle of illustration in the teaching and learning process, where the combination of abstract and concrete is expected. (Skalková, 2007, pp. 249-250; Průcha, 2002, p. 277)

Skalková highlights the fact that textbook represents one form of didactic transformation of the content of education. Content of education is included in curricular documents (see e.g. Skalková, 2007, p. 103) – where the main attention is paid to the problem of educational aims, which the content is concerned with. Aims of the foreign language teaching

and learning are specified in chapter 5.1.2., part C of the RVP ZŠ. (RVP ZŠ, 2007, pp. 12-18) (Skalková, 2007, p.71) Teachers should take the content of education and educational aims defined in the curricular documents into consideration while choosing a textbook. Apart from the function mentioned before, the textbook is expected to be perceived also as a tool which helps the teacher to control the learning process, which is based on students' active participation. Moreover, Cunningsworth emphasises the aspect of learners needs in his claim that a textbook is "a resource in achieving aims and objectives that have already been set in terms of learners needs." (Cunningsworth, 1995, p.7)

Apart from the textbook, another form of didactic transformation is represented by syllabus. Ur defines syllabus as a document consisting of a list which includes all things that are planned to be taught in the course, for which the syllabus was designed. There are many types of syllabuses, e.g. grammatical (consisting of grammatical structures, which are organised according to their difficulty and/or importance), lexical (consisting of lexical items with collocations and idioms connected to them), topic-based etc. According to Ur, modern syllabuses mix different aspects of different types of syllabuses (topics, grammar, vocabulary, tasks etc.) (Ur, 1996, p.178)

According to the fact that the textbook takes into consideration the same aspects of the teaching and learning process as syllabus defined by Skalková (who is the language taught to, what is to be taught, how and when etc.), the principles used for creating textbooks should be similar to those used in syllabus design. (Skalková, 2007, p. 92) In conclusion, there are many aspects that have to be taken into consideration when creating and choosing textbooks for the teaching and learning process (content of education, educational aims, choice and organisation of subject matter, learners need etc.

When a textbook is chosen, it can have multiple functions. Cunningsworth suggests possible functions of a textbook as follows:

- a resource for presentation material (spoken and written)
- a source of activities for learner practice and communicative interaction
- a reference source for learners on grammar, vocabulary, pronunciation etc.
- a source of stimulation and ideas for classroom language activities
- a syllabus (where they reflect learning objectives which have already been determined)
- a resource for self-directed learning or self-access work
- a support for less experienced teachers who have yet to gain in confidence

(Cunningsworth, 1995, p.7)

The author also mentions some advantages of the textbooks such as carefully chosen vocabulary, consistent syllabus, wide range of listening and reading material, workbooks as an additional source of practice activities etc. (Cunningsworth, 1998, p. 117)

4. CONCLUSION

Choosing the present perfect for the thesis is the decision based on the assumption that this grammatical structure may be hard for the Czech students of English to grasp. The chapter focused on the linguistic definition of present perfect shows that, for example, the decision whether present perfect or past simple should be used in particular situations may be easily confused, and also the fact that there is more to knowing the structure of present perfect than knowing its basic form (present perfect in positive sentences). Thus, the questions stated in the practical part of the thesis are, apart from other aspect, also concerned with the idea of providing students with exercises where different uses and forms of present perfect are presented and practised.

The title of the thesis suggests that the whole paper is focused on lower secondary school students, which means that the level of language proficiency of textbooks, together with workbooks, which are also included into the evaluation in the practical part, should be in agreement with the expected level of language proficiency at the end of the lower secondary school. The agreement of the levels is also dealt with in the questions in the practical part.

Concerning textbooks, the last chapter of the theoretical part shows what the role of a textbook in the teaching and learning process is, and explains the role of syllabus. In the practical part, the type of syllabus is defined and questions concerning the whole textbooks/workbooks, and the criteria, according to which the exercises in the textbooks are classified, are stated.

Concerning the criteria for the classification of the exercises concerned with present perfect that occur in the textbooks (including workbooks), the focus is turned mainly on the chapters dealing with presentation of present perfect, its practice and the problem of contextualisation. The first criterion is whether the exercise is focused on presentation or practice, which is followed by the second one, according to which the exercises are divided into the group of contextualized or context-free exercises. The next criterion for the evaluation is concerned only with presentation of the present perfect, more precisely, whether deductive or inductive approach is used. Remaining criteria are dedicated to the practice exercises, which are

divided, according to Littlewood's classification, into the pre-communicative and communicative activities. Pre-communicative activities are further divided into structural and quasi-communicative activities, while communicative activities into functional and social interaction activities.

According to the fact that workbooks, which complement the student's books, have been chosen for the evaluation in the practical part, too, one of the questions stated in the practical part of my paper deals with the problem whether the workbooks are oriented on the same objectives as the student's books.

As the conclusion of the theoretical part of the thesis only mentions the questions and the criteria for the textbook evaluation, the practical part of the thesis present the criteria more openly.

B. PRACTICAL PART

5 . INTRODUCTION TO THE PRACTICAL PART OF THE THESIS

As it was mentioned in the introduction, the main objective of the practical part of my bachelor thesis is the evaluation of textbooks and workbooks used for teaching and learning English at lower secondary school in terms of teaching and learning present perfect. Since I do not teach English yet, my teaching practice at lower secondary school was the only opportunity to use a textbook as a didactic means in the teaching process. Using a series of student's books and workbooks called *Project*, by Tom Hutchinson, at my teaching practice was the reason for choosing the series for my bachelor thesis, too, mainly because of being familiar with the books and because of the accessibility of them.

Each textbook used for teaching English includes many exercises that are focused on different aspects of the English language which my thesis is not concerned with. Moreover, there are exercises where present perfect appears but teaching the structure is not the main objective of the exercises. Thus, only exercises which are aimed explicitly at presentation or practice of present perfect, which the whole thesis is concerned with, are carefully chosen for the practical part, while other exercises are omitted.

6. PROJECT, TOM HUTCHINSON

“Project is a five-level English course which starts from beginner level and is based on the principle of creating interest in young minds through motivating topics which bring English to life.” (Hutchinson, 1999, cover) Even though *Project* is a five-level series, the grammatical structure chosen for the thesis is not presented and practised in all of them, which is the reason why *Project 1* and *Project 2* (both student's books and workbooks) are not taken into consideration in my thesis. Considering *Project 5*, the last level of the series is not included into the practical part, too, because it functions as an additional level in which the knowledge of the language is revised and deepened, and moreover, the proficiency level of English that Project 5 is heading towards is higher than the expected level of language proficiency at the end of the lower secondary school, according to the RVP ZŠ.

Both student's books *Project 3* and *Project 4* are divided into 8 units, include 4 revision parts and are complemented by a workbook. Each workbook is also divided into 8 units, which

are followed by progress checks at the end of the workbook. Moreover, at the very end of both workbooks, there are grammar summaries written in Czech. I have decided not to include these summaries into the thesis because they function as a revision rather than presentation or practice of grammatical rules.

The preceding paragraph and the syllabus (see the appendix) of both student's books (according to Ur, the type of syllabus that *Project* uses is called a multi-functional syllabus, which means that it includes topics, vocabulary, grammar and other aspects according to which the book is organized) show that the structure of the whole *Project* is quite complicated, so I decided to divide the analysis of the textbooks into 2 parts; the first part will be dedicated to the whole *Project 3* (student's book and workbook) and the second part will deal with *Project 4* (student's book and workbook). As the present perfect does not occur in each unit, units that do not deal with the structure are omitted.

7. SUMMARY OF THE QUESTIONS AND THE CRITERIA USED FOR THE TEXTBOOK ANALYSIS

As it was mentioned in the theoretical part of my thesis, the analysis of the textbooks and workbooks is based on the following criteria:

- Is present perfect presented or practised?
- Is present perfect presented/practised in contextualized examples?
- If the exercise is aimed at presentation of the present perfect, is inductive or deductive approach used?
- What types of activities, according to Littlewood, are used for practising the structure? Are they pre-communicative or communicative?
- If pre-communicative activities are used, are they structural or quasi-communicative?
- If communicative activities are used, are they functional or social interaction activities?

The criteria stated above also function as a means of answering the following questions. According to the fact that the questions are based on both theoretical and practical part, including the criteria, they provide the summary of the whole thesis. This is the reason why answers to the questions are included in the conclusion of the whole thesis.

- Are different forms (meaning negative sentences, questions etc.) and meaning (the use) of the present perfect presented and practised in the textbooks and workbooks? Does **Project 4** extend the knowledge provided by **Project 3**?
- Are both present perfect and present perfect progressive covered in the textbooks?
- Does the proficiency level of the books agree with the expected level stated in the RVP ZŠ?
- Are the exercises contextualized in the textbooks and workbooks? Considering context, is there any difference between workbooks and textbooks?
- What type of presentation of the structure predominates? Are there any cases in which inductive and deductive approaches mix?
- Are pre-communicative activities in balance with communicative activities?
- Do the objectives of particular exercises in workbooks match the objectives of exercises in textbooks?

8. EVALUATION OF TEXTBOOKS AND WORKBOOKS

8.1 Project 3

8.1.1 Project 3 – Student’s book evaluation

As it was mentioned before, units that do not include present perfect are not taken into consideration in my thesis. In **Project 3**, present perfect is presented and practised only in Unit 6 and Unit 8. **Project 3** includes 34 exercises aimed explicitly at teaching and learning present perfect, 17 of which are focused on presentation of the grammatical structure and 17 focused on its practice.

Considering presentation of present perfect, **Project 3** combines both inductive and deductive approaches. Inductive approach is used in 10 exercises, mainly in connection with reading activities (stories) followed by exercises whose main purpose is to help students to discover the rules. One exercise (divided into 3 parts – each part counted as an individual exercise in total number) combines inductive teaching/learning with deductive approach by providing students with examples of the structure, exercises that support inductive teaching/learning, but at the end, the rules are revealed. The 4 remaining exercises present the present perfect deductively. As deductive approach is quite often connected with the use of metalanguage in order to describe the structures, which some students might have problems with, and can be connected with low degree of learner involvement, getting to know the rules

inductively, through exercises, seems to be easier and more engaging for the lower secondary school students.

In all cases, presentation phase is followed by exercises aimed at practising the structures/meanings students have been introduced to. **Project 3** includes 16 practice exercises that, according to Littlewoods taxonomy, can be labelled as pre-communicative activities. These 16 activities include 5 structural activities, which are focused on gaining precise knowledge of the structure. The rest of the pre-communicative activities are quasi-communicative, which still focus on the precise use of the structure but include a simulation of a real situation that may happen in reality. While pre-communicative activities predominate in the student's book, activities focusing on the communicative function of the language (communicative activities) are represented by the only activity, which can be labelled as social interaction activity. According to the fact that communicative competence, which includes fluent and accurate use of the language, is the aim of the English language teaching, the author of the textbook might have used some of the exercises differently, e.g. exercise following exercise, more precisely 7b, can be possibly changed into communicative exercise by not asking students to exchange the lists of things they have done.

7a: Make your own list of eight jobs for this week- four that you've have done, and 4 that you haven't done.

7b: Give your list to your partner. Answer his questions.

Example:

- Have you bought your sister's birthday present?
- Yes, I have. /No, I haven't.

(Hutchinson, 2000, p. 59)

Throughout the units, both presentation and practice are accompanied by contextualized examples, which are realized by pictures, instructions that introduce certain situation, tables and charts, etc. There are only 4 activities out of 34 missing the context. Moreover, 2 of these context-free exercises are focused on practising past participles which are used in other activities in the units, so the students have another opportunity to see the participles in context.

8.1.2 Project 3 – workbook evaluation

As it was mentioned in chapter 3, both student's books **Project 3** and **Project 4** are complemented by workbooks (the terms "Workbook 3" and "Workbook 4" will be used), whose main purpose is to practise what students have learned in the student's books. According to the

fact that Workbook 3 strictly follows the student's book, the present perfect appears only in Unit 6 and Unit 8. Both units are followed by progress checks, which are also taken into consideration in the analysis.

According to the fact that workbooks are focused on practising, the presentation phase is realized in the student's book, and no exercises focused on presenting present perfect are included in Workbook 3.

Considering practice, Workbook 3 includes 20 exercises focused explicitly on teaching/learning the structure and meaning of the present perfect, all of which are based on the presentation of the present perfect in the student's book of *Project 3*. Workbook 3 includes similarly low number of communicative activities; more precisely, all the exercises aimed at practising present perfect are pre-communicative, 11 of which are structural and 9 can be labelled as quasi-communicative. Structural activities are usually used for practising individual parts of the present perfect, such as regular and irregular past participles. On the other hand, quasi-communicative activities are in most used for practising the whole structure of present perfect (negative sentences, questions etc.). As workbooks are also used for homework, it is not expected that students always have the opportunity of sharing their ideas and using the language for communicative purposes, while working with it. This is the reason why incorporating communicative activities would not be necessary, if they were covered in the student's book.

In 5 cases out of all 20, the exercises are not contextualized, which, at first sight, may seem a lot. On the other hand, all of the context-free exercises are at the same time structural and, according to what was mentioned about the structural activities in the previous paragraph, the understanding of what is being taught is not limited by the absence of context.

8.2 Project 4

8.2.1 Project 4 – student's book evaluation

Considering the number of exercises aimed explicitly at presentation and practice of the present perfect, *Project 4* is very similar to the preceding level. Present perfect is covered only in Unit 2 and Unit 6, which together include 33 exercises dealing with the chosen grammatical structure; 18 exercises focused on its presentation and 15 on practice.

In the student's book of *Project 4*, purely deductive approach is not used for presentation of the present perfect. In most cases, students are encouraged to work the rules out through the exercises and examples based on reading passages, where students are often encouraged to find

the structure in the texts or complete the sentences according to the text. Only once the presentation of present perfect combines principles of both inductive and deductive approaches, which may assure students in hypotheses they make about the structure and its use. In inductive teaching, there is the possibility that all students may not work the rules out and thus not be sure about the structure/ meaning of the present perfect. Considering the fact that each student prefers different type of presentation, incorporating deductive presentation, either purely deductive or in combination with inductive, is expected to bring deeper understanding of the structure.

No matter what type of presentation is used for introducing present perfect, it is always followed by a set of exercises focused on its practice. All the exercises focus exactly on what students have been introduced to in the presentation phase, so the knowledge of the structure and/or its use is immediately practised. According to the fact that 9 activities are pre-communicative (these activities are more likely to occur in Unit 2), and 6 have communicative function, it can be stated that the types of activities, suggested by Littlewood, are in balance. In pre-communicative activities, there are 3 exercises oriented more on the structure of the present perfect and have no connection to communicative function, while the remaining 6 can be labelled as quasi-communicative. Most examples of communicative activities can be found in Unit 6, where the main focus is on the use of present perfect (meaning) in comparison with the use of past simple. In one case, students are encouraged to use the knowledge of the rules (including present perfect) and take social roles in order to act out an interview without being provided with precise language structures and cues; this activity is the only one that can be labelled as social interaction.

Considering both presentation and practise phase in the student's book, the present perfect is in most cases, in 32 exercises out of 33, contextualized by providing students with reading passages, which other exercises are based on, real-life context, where students are asked about things from their own life, or by the instructions that create certain situations. The contextualization of the exercises is with no doubts one of the most positive sides of the book.

8.2.2 Project 4 – Workbook evaluation

As it was mentioned in chapter 8.1.2, the presentation of present perfect is not dealt with in workbooks because it is provided by the student's books. Workbook 4 continues in practising the aspects of present perfect that have been focused on in the student's book, and thus it is a

useful tool in deepening the knowledge of the structure and its use, and making sure that students are provided with enough opportunities to practise it.

The workbook includes 24 exercises aimed strictly on practising present perfect and its use, all of which are pre-communicative. More than a half of the activities, exactly 14, are structural, focused mainly on providing students with accurate use of the structure. Following example shows a typical structural activity in Workbook 4:

Instructions: Make the questions with the words in the boxes:

| | | | | |
|------|-----|------|----|-------|
| this | you | have | CD | heard |
|------|-----|------|----|-------|

?

(Hutchinson, 2001, p. 10)

The remaining 10 activities are also, apart from the knowledge of the structure of present perfect, connected with the use/meaning of present perfect, e.g. they are often connected with the difference in use of present perfect and past simple. On the other hand, these activities still has no communicative function, which cause that they cannot be labelled as communicative activities. While the communicative activities are not included in Workbook 4, the student's book provides learners with opportunities of using the structure for communicative purposes.

As the above-mentioned example shows, not all the exercises used for practising present perfect in Workbook 4 are contextualized. This workbook includes 12 context-free and 13 contextualized exercises. As it was mentioned in the analysis of the student's book, in most cases, absence of context can be found in structural exercises in the workbook, too. The typical way of contextualising the exercises is the use of pictures, reading passages, interviews and instructions that introduce the situation, which the exercise takes place in.

8.3 The Comparison of Project 3 and Project 4

Considering the criteria used for evaluation of the whole series of *Project*, several differences between the levels can be found. *Project 3* uses both deductive and inductive approach for the presentation of present perfect, even though inductive approach predominates,

while *Project 4* is oriented exclusively towards inductive approach (except for the only exercise where the both approaches are combined).

There are also differences in terms of providing context in workbooks. Workbook 3 follows the philosophy of the student's book, where most of the examples are in context (workbook includes 15 contextualized examples from the total number of 20, the student's book include 31 contextualized examples out of 34), while in Workbook 4 half of the exercises are context-free (exactly 12 out of 25).

The last aspect in which the two levels differ the most is the use of communicative activities in student's books. *Project 4* is more concerned with communicative activities than *Project 3*, where only one exercise can be labelled as communicative. As activities concerned with the communicative function of the language seems to be outnumbered by those oriented on the structure, there is the risk that students will be able to create present perfect but will not be able to use it appropriately in communication. The following page includes 2 tables as a summary of exercises in both levels of *Project*.

| | Student's book | Workbook |
|---------------------------------------|----------------|----------|
| Activities focused on present perfect | 34 | 20 |
| Contextualized | 30 | 15 |
| Presentation of present perfect | 17 | - |
| Inductive approach | 10 | - |
| Deductive approach | 4 | - |
| Inductive + deductive approach | 3 | - |
| Practice of present perfect | 17 | 20 |
| Pre-communicative activities | 16 | 20 |
| Structural | 5 | 11 |
| Quasi-communicative | 11 | 9 |
| Communicative activities | 1 | - |
| Functional | - | - |
| Social interaction | 1 | - |

Table 1: The summary of exercises in Project 3 ²

| | Student's book | Workbook |
|---------------------------------------|----------------|----------|
| Activities focused on present perfect | 33 | 24 |
| Contextualized | 32 | 12 |
| Presentation of present perfect | 18 | - |
| Inductive approach | 17 | - |
| Deductive approach | 0 | - |
| Inductive + deductive approach | 1 | - |
| Practice of present perfect | 15 | 24 |
| Pre-communicative activities | 9 | 24 |
| Structural | 3 | 14 |
| Quasi-communicative | 6 | 10 |
| Communicative activities | 6 | - |
| Functional | 5 | - |
| Social interaction | 1 | - |

Table 2: The summary of exercises in Project 4 ³

² author

³ author

Despite quite a lot of differences between the levels, **Project 3** and **Project 4** have many things in common. The advantage of both levels is the agreement between the student's books and workbooks, where the same lessons are always focused on the same aspect of present perfect. Moreover, **Project 4** continues in teaching the structures that the previous level is concerned with. In **Project 3** the basic form of present perfect and its use is introduced together with regular and irregular past participles, later negative sentences, questions and time expressions used with present perfect are added. At the beginning of **Project 4** all these aspects are presented and practised again, more time expressions used with present perfect are introduced, and finally the use of present perfect is compared to the use of past simple. As the preceding lines show, the knowledge of present perfect is being developed throughout the levels.

9. CONCLUSION

As the introduction suggests, the main aim of my bachelor thesis is the evaluation of textbooks used for teaching present perfect at lower secondary school, according to the criteria based on the theoretical part of the thesis. Concerning the level of language proficiency, the final level of *Project 4*, marked on the cover of Workbook 4, is higher than the expected level according to the RVP ZŠ, which means that the 4th level goes beyond the expected outcomes in the area of language at the end of lower secondary school. On the other hand, neither *Project 3* nor *Project 4* is concerned with teaching/learning of present perfect progressive, which is not, according to the Czech educational documents, included in the expected outcomes at the end of the lower secondary school, too.

It was already mentioned that the 4th level of *Project* extends the knowledge of the present perfect that was introduced in *Project 3*. Both levels are concerned with the structure as well as the use of the present perfect as it is demonstrated in chapter 8.3. Concerning the workbooks, each level (Workbook 3 and Workbook 4) functions as an effective support of the student's book by providing such practice exercises that aim at the practice of the same aspect of present perfect as in the student's books.

Considering contextualization, the *Project* series tend to provide higher number of contextualized exercises in student's books than in workbooks, which may be caused by the fact that, comparing the numbers of contextualized presentation exercises and contextualized practice exercises both in student's books and workbooks, workbooks do not include any exercises aimed at presentation of the present perfect.

Despite the fact that *Project 3* includes several examples of a deductive approach, in both student's books, the inductive approach predominates when present perfect is being introduced. The inductive approach is in most cases supported by different reading passages, which are followed by examples and exercises, where students are expected to work the grammatical rules out by themselves. In some cases, the inductive and deductive approach is combined, when the students are first encouraged to find the rules by themselves and later the rules are revealed.

Regarding the balance between pre-communicative and communicative activities, the number of activities with communicative purpose increases in *Project 4*, which signals that after being taught/ learning the structure, students are encouraged to use the structure for communicative purposes. On the other hand, considering the aim of the language teaching and learning, the ratio of pre-communicative activities to communicative activities is still quite high.

10. RESUMÉ

Dnešní doba přináší mnoho výzev a požadavků, mezi něž patří bezpochyby i znalost a využití cizího jazyka jako prostředku pro komunikaci. Jazyková kompetence je jednou z mnoha oblastí rozvoje člověka, které vyžaduje především pracovní trh, což je jedním z hlavních důvodů, proč je rozvoj této kompetence zakotvený v Rámcovém vzdělávacím programu pro základní vzdělávání, který je zásadní pro tvorbu školních vzdělávacích plánů na jednotlivých základních školách. RVP ZŠ je dále doplněn přílohou „Standardy pro základní vzdělávání“, která obsahuje, mimo jiné, podrobný seznam gramatických struktur, které jsou v České republice očekávaným výstupem na konci 9. třídy základní školy. Předpřítomný čas, kterým se zabývá celá bakalářská práce, je jedním z těchto výstupů pouze v jedné formě, a to sice ve formě prosté. Formy předpřítomného času jsou zmíněny v následujících odstavcích.

V současné době je na základních školách učebnice jedním z hlavních materiálních didaktických prostředků využívaných pro výuku cizího, potažmo anglického, jazyka. Učebnice představuje jednu z forem didaktické transformace, jež slouží k přenosu vzdělávacích obsahů do vyučovacího procesu, avšak k jejímu obsahu by měl každý učitel přistupovat kriticky a zvažovat, zda jsou metody a typy cvičení použité pro výuku anglického jazyka vhodné z hlediska rozvoje všech oblastí komunikační kompetence v cizím jazyce.

Jednou z těchto oblastí je gramatická kompetence, která se, mimo jiné, zabývá i problematikou předpřítomného času, jenž je hlavním tématem této bakalářské práce. Z tohoto důvodu je první kapitola práce věnována problematice tvoření a využití předpřítomného času. Jsou zde zmíněny dvě formy této gramatické struktury, a to sice předpřítomný čas prostý a předpřítomný čas průběhový, dále náležitosti, které tyto struktury obsahují (pomocné sloveso, lexikální sloveso atd.) a situace, ve kterých je adekvátní obě formy předpřítomného času užít.

Jak již bylo zmíněno, učebnice obsahují množství cvičení, které jsou zaměřené na různé gramatické struktury, z nichž některá jsou zaměřená na jejich prezentaci, zatímco jiná kladou důraz na procvičování. Otázka prezentace a procvičování gramatických jevů je podrobně rozvinuta v kapitole 2.3. Jsou zde zmíněny dvě formy prezentace: induktivní přístup, jenž je založen na principu řízeného objevování pravidel skrze příklady a cvičení; a deduktivní přístup, ve kterém jsou žákům gramatická pravidla explicitně vysvětlena. Způsoby prezentace jsou následovány rozdělením aktivit zaměřených na procvičování gramatických jevů podle taxonomie navržené W.Littlewoodem. Tato cvičení jsou zde rozdělena na před-komunikační, jejichž hlavním středem pozornosti je struktura/forma daného gramatického

jevu, a komunikační, které jsou spojené s využitím daného jevu jako prostředku komunikace. Pre-komunikační aktivity jsou dále rozděleny na strukturní a kvazi-komunikační, zatímco komunikační se dělí na funkční a sociálně-interakční aktivity.

Závěr teoretické části je věnován jejímu souhrnu, z kterého vyplývají otázky a kritéria nezbytná pro vypracování praktické části bakalářské práce věnované hodnocení učebnic z hlediska výuky předpřítomného času.

V úvodu do praktické části jsou vysvětleny důvody pro výběr daných učebnic a pracovních sešitů řady *Project* a nastíněna jejich struktura. Současně jsou vysvětleny důvody pro výběr jednotlivých lekcí obsahujících cvičení zaměřených výhradně na prezentaci a procvičování předpřítomného času. Jak již bylo naznačeno, kritéria a otázky zásadní pro hodnocení učebnic, byly stanoveny již v závěru části teoretické. Navzdory tomu je i v praktické části prostor věnovaný jejich otevřené prezentaci, především z důvodu přehlednosti. Kritéria týkající se především prezentace a procvičování předpřítomného času jsou určena především k analyzování jednotlivých cvičení, zatímco obecněji formulované otázky slouží především k závěrečnému porovnání obou úrovní učebnice a shrnutí zjištěných výsledků v závěru celé práce.

Hlavní složkou celé praktické části je především kapitola 8, ve které jsou jednotlivé učebnice a pracovní sešity hodnoceny podle kritérií stanovených v předchozích kapitolách. Analýze učebnic a pracovních sešitů podléhá pouze 3. a 4. úroveň řady *Project*, vynechání ostatních úrovní je zdůvodněno v kapitole 6. Hodnocení obou úrovní je vždy zakončeno tabulkou, která přehledně shrnuje rozdělení aktivit podle daných kritérií. Po porovnání obou úrovní v poslední fázi praktické části, jak již bylo zmíněno v předcházejícím odstavci, následuje shrnutí celé bakalářské práce, ve kterém jsou zodpovězeny otázky, které byly kladeny na konci teoretické a v úvodu do praktické části. Z odpovědí na tyto otázky plyne závěr, že celá řada učebnic a pracovních sešitů *Project*, s ohledem na výuku předpřítomného času, splňuje požadavky na očekávané výstupy stanovené českými dokumenty upravujícími základní vzdělávání, obě úrovně prezentují požadovanou formu předpřítomného času prostého, zatímco předpřítomný čas průběhový není zahrnut. Tato myšlenka je dále podpořena zjištěním, že prezentace a procvičování zahrnuje nejen formu/strukturu, ale i význam/použití tohoto gramatického jevu. Mimo jiné, *Project 3* a *Project 4* využívá induktivního přístupu ve výuce, což nabádá žáky k aktivnímu přístupu k výuce. Na straně druhé, obě úrovně preferují před-komunikační cvičení na úkor komunikačních, což může vést k teoretické znalosti gramatických pravidel bez schopnosti jejich použití ke komunikačním účelům. V této fázi je nutné si uvědomit, jak důležitá je zde role učitele, který má možnost pozitivně, v horším případě negativně, ovlivnit

výuku, hodnotí-li tato cvičení kriticky a využije-li je kreativně tak, aby směřovala k cílům, jejichž dosažení je ve výuce jazyka žádoucí.

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12. APENDIX

1. SYLLABUS OF PROJECT

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| 2 STYLE by Mel A Mel's project p14 B Let's do it! p16 C Makeover p18 D At the clothes shop p20 Working with words p21 | Present perfect Present perfect with <i>for</i> and <i>since</i> <i>too / enough</i> | WORKING WITH WORDS Clothes p21 <i>a pair of</i> p21 Parts of clothes p21 Everyday expressions p17 | Speaking Persuading someone p17 Reading A new image p18 Listening At a clothes shop p20 Practise your writing A new image p19 | STUDY SKILLS Revising grammar p14 Pronunciation The phonetic alphabet: consonants p86 |
| EXTENSION 1 p22 REVISION 1 p24 | CULTURE p22 Revision of Introduction, Units 1 & 2 | PROJECT p23 | SONG p23 STUDY SKILLS p24 | Revision |
| 3 LIVING IN THE PAST by Rich A Iceman p26 B The letter p28 C The good old days p30 D Inventions p32 Working with words p33 | Past simple and past continuous <i>had to / could</i> | WORKING WITH WORDS Materials: noun compounds p33 Everyday things p33 Everyday expressions p29 | Speaking Congratulating p29 <i>on my own</i> p29 Reading Time travellers p30 Listening Inventions p32 Practise your writing A diary p31 | STUDY SKILLS Translating p29 Pronunciation How many words? p86 |
| 4 FITNESS AND HEALTH by Rich A Get fit p34 B The fashion show p36 C Are you a healthy eater? p38 D At the doctor's p40 Working with words p41 | Modal verbs: <i>can / must</i> <i>will be able to / will have to</i> <i>should / shouldn't</i> | WORKING WITH WORDS Food p39 Problems and treatment p40 Parts of the body p41 Everyday expressions p37 | Speaking Expressing worries p37 Reading Healthy and unhealthy diets p38 Listening At the doctor's p40 Improve your writing <i>but and however</i> p39 | STUDY SKILLS Using a foreign language p37 Pronunciation The letter <i>i</i> p86 |
| EXTENSION 2 p42 REVISION 2 p44 | CULTURE p42 Revision of Units 3 & 4 | PROJECT p43 | SONG p43 STUDY SKILLS p44 | Revision |

| Unit Topic | Grammar | Vocabulary | Functions and skills development | Study skills Pronunciation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 5 IMAGINATION by Katy A Find the real you p46 B Catwalk p48 C The Light p50 D A sound story p52 Working with words p53 | There's someone ...ing see/hear someone ...ing | WORKING WITH WORDS Adjectives p53 Everyday expressions p49 | Speaking Expressing regret p49 Reading A story about a strange experience p50 Listening Understanding a story of sounds p52 Improve your writing A story p52 | STUDY SKILLS Using your imagination p47 Pronunciation Word stress p87 |
| 6 FAME AND FORTUNE by Katy A One-hit wonder p54 B The big time? p56 C Stunts p58 D Wheel of fortune p60 Working with words p61 | Present perfect and past simple been and gone | WORKING WITH WORDS Game show expressions p60 Famous people p61 Nouns and adjectives p61 Everyday expressions p57 | Speaking Talking about experiences p57 Reading Stunts p58 Listening A quiz p60 Improve your writing Shortening sentences p59 | STUDY SKILLS Learning takes time p55 Pronunciation The /a/ sound p87 |
| EXTENSION 3 p62 REVISION 3 p64 | CULTURE p62 Revision of Units 5 & 6 | PROJECT p63 STUDY SKILLS p64 | SONG p63 Plan your revision | |
| 7 WORKING TOGETHER by Dan A Friends p66 B Money p68 C Grand Prix p70 D Congratulations p72 Working with words p73 | First conditional So do I/Nor do I | WORKING WITH WORDS Working out new words p70 Verbs p73 Phrasal verbs p73 Everyday expressions p69 | Speaking Agreeing p69 Reading Pitstop p70 Listening Responding to news p72 Practise your writing An e-mail p72 | STUDY SKILLS Working things out p70 Pronunciation Sentence stress p87 |
| 8 OUR WORLD by Dan A The oceans p74 B At the agency p76 C Save the orphan bears p78 D The weather p80 Working with words p81 | The passive voice might | WORKING WITH WORDS Definitions p79 Weather p80 Water p81 Natural features p81 Animals p81 Everyday expressions p77 | Speaking Expressing possibility p77 Reading A campaign letter p78 Listening Weather forecasts p80 Improve your writing Organizing a text p79 | STUDY SKILLS Using what you already know p77 Pronunciation Similar words p87 |
| EXTENSION 4 p82 REVISION 4 p84 | CULTURE p82 Revision of Units 7 & 8 | PROJECT p83 STUDY SKILLS p84 | SONG p83 Revision | |
| List of irregular verbs | Back of Student's Book and Workbook p83 | | Grammar summary | Workbook p74 |
| Wordlist | Workbook p84 | | Phonetic alphabet | Back of Workbook |

4. PROJECT 3 – EXERCISE ANALYSIS

Textbook – Unit 6

55/2, 3a, 3b - Presentation of present perfect- structure

- Inductive + deductive teaching/learning (students are first asked to find the rules on their own, later, in exercise 3b, the rules are revealed)
- Context is taken from the story (p.54)

55/3c,d – presentation of the use (meaning) of present perfect

- Deductive teaching/learning (the students are provided with the rules before being asked to do an exercise)
- Context is given by the story (p.54)

55/3e – presentation of regular forms of past participles

- Inductive + deductive (no straightforward explanation of grammatical rules but there are cues (highlighted suffixes) that help students to discover the rules)
- Context is not provided

55/3f – presentation of irregular forms of past participles

- Deductive teaching/learning (students are offered to find the forms at the back of the textbook)
- Context is provided by the story (p.54/1)

55/4a – practice of past participles

- Pre-communicative – structural activity
- Context is not provided

55/4b – practice of regular and irregular past participles, the use of present perfect

- Pre-communicative– quasi-communicative activity (possible use of present perfect)
- Context provided by the pictures in the exercise and by the cues in exercise 4a (p.55)

58-59/story, 4a, b, c – presentation of negative sentences in present perfect, questions in present perfect and short and long forms of the verb “have” in present perfect

- Inductive teaching/learning (no grammatical rules provided)
- 4a - context provided by the story (p. 58)
- 4b,c – no context provided

What's the rule?

6 :

Present perfect: negative and questions

4 a Find the negative of these sentences in the story. How do we make the negative of the present perfect?

- 1 We've seen that.

- 2 That guy's taken *Face Off*.

b Complete the table with short forms. Use these verbs.

look find

| | | |
|------|----------|--------------------------|
| I | have | |
| We | _____ | |
| You | have not | _____ at all the videos. |
| They | _____ | |
| He | has | _____ a video. |
| She | has not | |
| It | _____ | |

c Put the words in the correct order to make a statement and a question. How do we make questions in the present perfect?

Twister you seen have

Statement: _____

Question: _____

59/5 – practice of short forms of the verb “have” in present perfect and negative sentences in present perfect

- Pre-communicative – quasi- communicative activity
- Contextualized (real-life situation from students' own lives)

59/6a –practice of present perfect in negative sentences

- Pre-communicative – structural activity
- Contextualized (instructions + the table)

59/6b – practice of present perfect in questions

- Pre-communicative - quasi-communicative activity
- Context provided by the activity 59/6a

GRAMMAR

6 a Look at Vicky's list. Which jobs has she done?


Example

- 1 She's written to Gran.
- 2 She hasn't finished her homework.

Maybe it's a good thing that we didn't get a video. I've got lots of jobs to do.

Things to do

- 1 write to Gran ✓
- 2 finish my homework
- 3 iron my school uniform
- 4 tidy my bedroom
- 5 put my pocket money in the bank ✓
- 6 buy a birthday card for Dad ✓
- 7 take my books back to the library
- 8 ask Kelly if she wants to sleep over next Saturday
- 9 check my e-mail ✓
- 10 revise for the Maths test



b Work with a partner. Ask and answer.

Example

- Has Vicky written to Gran?
 - Yes, she has.
- Has she finished her homework?
 - No, she hasn't.

59/7a – practice of present perfect in positive and negative sentences

- Pre-communicative – quasi-communicative activity

- Contextualized (real-life experience of students)

59/7b – practice of questions in present perfect

- Pre-communicative – quasi-communicative activity
- Context provided by the activity 59/7a

59/ working with words – practice of past participles

- Pre-communicative – structural activity
- Context provided by the whole Unit 6

Revision 3:

65/3b – practice of present perfect in positive and negative sentences

- Pre-communicative – structural activity
- Contextualized (instructions + table + picture)

65/3c – practice of positive and negative sentences and questions in present perfect

- Pre-communicative – quasi-communicative activity
- Context provided by the preceding activity (65/3a)

Workbook – Unit 6

42/1 – practice of short forms of past participles

- Pre-communicative – structural activity
- Not contextualized

42/2a,b – practice of “have/has” in present perfect

- Pre-communicative – structural activities
- Context provided at the beginning of the activity

1 Long and short forms 6.1

Complete the table with these words.

has 's 've have

| | | |
|------|-------|--------------------|
| I | | |
| We | | |
| You | | invented a robot. |
| They | | stolen some money. |
| He | | run away. |
| She | | |
| It | | |

2 have or has 6.1

a Every year our school has a charity day. We do jobs and collect money for charity. Complete these sentences about this year's charity day with **have** or **has**.



- 1 We done some jobs for our neighbours.
- 2 We helped them in the house.
- 3 They given us some money.
- 4 I cleaned their kitchen
- 5 Ben hoovered the floor.
- 6 He taken their dog for a walk, too.
- 7 'You done very well,' says Mrs Smith.

42/3a – practice of irregular past participles

- Pre-communicative- structural activity

- Not contextualized

43/5 – practice of the present perfect in positive sentences

- Pre-communicative – structural activity
- Context provided by the pictures in the exercise

46/1 – practice of negative sentences in present perfect

- Pre-communicative – structural activity
- Context provided (instructions, cues)

46/2 – practice of present perfect in positive and negative sentences

- Pre-communicative- quasi- communicative activity
- Context provided (real-life experience of students)

46/3- practice of questions in present perfect

- Pre-communicative – structural activity
- Context is not provided

46/4 – practice of present perfect (Positive, negative sentences and questions)

- Pre-communicative – quasi –communicative activity
- Context given by the chart and the instructions

46/5 – practice of past participles

- Pre-communicative – structural activity
- Context is not provided

Progress check 6:

71/1- practice of present perfect in positive and negative sentences

- Pre-communicative – structural exercise
- Context is not provided

71/2 – Practice of questions in present perfect

- Pre-communicative – quasi-communicative activity
- Contextualized (picture)

Textbook – Unit 8

74/1 – practice of present perfect

- Communicative – social interaction activity
- Context provided (real-life context)

78/ 1(story), 2, 3a, 3d – presentation of the use of time expressions “ever” and “never” with the present perfect

- Inductive learning/teaching (no grammatical rules provided)
- In context (the whole story on page 78)

79/3b – presentation of the use of present perfect for experiences up to present

- Inductive teaching/learning (no rules provided)
- Context provided by the story (p. 78)

79/3c – presentation of the structure of present perfect (positive sentences and questions)

- Inductive teaching/learning
- Context provided by the preceding story (p.78)

79/4 – practice of the use of time expressions “ever” and “never” with present perfect

- Pre-communicative – structural activity
- Context provided by the story on page 78

79/5a – practice of the use of time expressions “ever” and “never” with present perfect

- Pre-communicative – quasi – communicative activity
- Context given by the instructions and pictures in the exercise

79/5b - practice of the use of time expressions “ever” and “never” with present perfect

- Pre-communicative – quasi-communicative activity
- Context provided in the preceding exercise (79/5a)

Revision 4:

85/4a,b,c – practice of positive and negative sentences and questions in present perfect + the use of “ever” and “never” with present perfect

- Pre-communicative – quasi-communicative exercises
- Context provided in exercise 4a

Workbook – Unit 8

59/4a,b –practice of present perfect

- 4a - Pre-communicative – structural exercise
- 4b – Pre-communicative – quasi-communicative activity
- Context provided by the illustrations in the exercise

62/1 –practice of questions and answers in present perfect

- Pre-communicative – quasi-communicative exercise
- Context provided by the instructions and the chart in the exercise

62/2 – practice of answering in present perfect + use of “never” with present perfect

- Pre-communicative – quasi-communicative
- Context = real-life experience of students

62/3b – practice of present perfect and the use of “never” with present perfect

- Pre-communicative – structural exercise
- Context provided in exercise 3a (p.62) + pictures in exercise 3b (p.63)

Progress check 8:

73/2a,b,c – practice of questions and answers in present perfect

- Context given by the instructions and the chart in the exercise
- Pre-communicative – quasi communicative exercise

5. PROJECT 4 – EXERCISE ANALYSIS

Textbook – Unit 2

14/1,2,– presentation of present perfect, its structure and use

- Inductive teaching/learning
- Context is provided by the story on p.14

15/3a,b,c – presentation of the use of present perfect

- Inductive + deductive approach
- Contextualized

15/4a,b,c,d – presentation of short and long forms of the verb “have”, regular and irregular past participles, presentation of making questions and negatives in the present perfect

- Inductive teaching/learning
- Context provided by the story on p.14

15/5 – practice of positive and negative sentences in present perfect, short and long forms of the verb “have”

- Pre-communicative – structural exercise
- Context provided by the story (p.14)

15/6a – practice of the present perfect

- Pre-communicative – quasi- communicative activities
- Context provided by the instructions in the exercise 6a (real-life experience of students)

Practice

5 Look at what Mel says again. Say what she has and hasn't done.

Example

She's chosen the topic.

- 1 choose the topic
- 2 finish the project
- 3 read some books about fashion
- 4 order a new book
- 5 receive the new book
- 6 see a real fashion show
- 7 wear her boots recently
- 8 make her boots into pen pots

6 a Think about your interests. Write down

- three things that you have done in connection with your interests.
- three things that you've always wanted to do but have never done.

15/7a,b – practice of the use of present perfect, practice of negative sentences in present perfect

- Pre-communicative – quasi-communicative exercise
- Context is given by the cues and student's life experience

19/4 – practice of present perfect

- Communicative – functional exercise
- Context provided by the story on page 18

- Who are the people in the pictures?
- What happened to them?



| | | | |
|----------------------------------|--------------------------------|------------------------------|----------------------------------|
| Charles Junior Age: 17 | Dean Breyley Age: 17 | Lee Harvey Age: 20 | Tami Carpenter Age: 16 |
|----------------------------------|--------------------------------|------------------------------|----------------------------------|

nd
h's band is 8:58
come from Torquay
They've been
or eight months
ve played in
ubs in Torquay.
een on the local
, with their CD,
er.

want to be next?

a band? Send us
e and address with
nd a cassette of one
ings. Perhaps next
I'll choose you for a
e.

The big day

Jethro, Dean, Lee and Tami arrive at our office in London. First, our hairdressers start work. Dean looks a bit worried, but we think he'll like it.

After lunch we choose some new clothes. Everybody tries on several jackets, shirts, tops and pairs of trousers before we find the right things.

It's now 4.30 pm. Tami and the boys have been here since 9 o'clock this morning. But we haven't finished yet. It's time to go

to the photo studio where our fashion photographer is waiting.

It's been a long day and here's the result.

So what do they think?

- Tami** I love the new look. It's nice and natural.
Lee I really didn't like my hair before, but this is brilliant.
Jethro We've had a great time here and I really like the new look.
Dean I can't believe it. We look really good.

- What do you think of their new image? What things have changed?



The most famous image change in pop music happened in the 1960s. When they first started, the Beatles looked like lots of other groups. Then they changed their hairstyle and they wore jackets with no collars. They looked different, so people noticed them.

Since then, all bands and singers have tried to have their own special image.

19/5a,b,c – presentation of the use of “for” and “since” with the present perfect

- Inductive teaching/learning
- Context provided by the story on page 18

Revision 1:

25/6a – practice of positive and negative sentences in present perfect

- Pre-communicative – structural exercise
- Context provided by the instructions in the exercise and by the table

11/4 – Practice of positive and negative sentences in present perfect

- Pre- communicative (quasi- communicative exercise)
- Contextualised (instructions and the list of actions)

11/5 – Practice of present perfect (its result in present)

- Quasi- communicative exercise
- Context is provided by the pictures in the exercise

14/1 – practice of the time expressions “for” and “since” in connection with present perfect

- Structural exercise
- Context is not provided

Textbook – Unit 6

54-55/1, 3a,b,c,d,e, – presentation of the use of present perfect vs. past simple

- Inductive approach (no rules are provided)
- Contextualized (story on page 54)

55/ 4 – practice of the use of present perfect vs. past simple

- Pre-communicative – quasi-communicative activity
- Context provided by the pictures and cues in the exercise

55/5a – practice of the use of present perfect vs. past simple

- Communicative – functional activity
- Context provided by the instructions

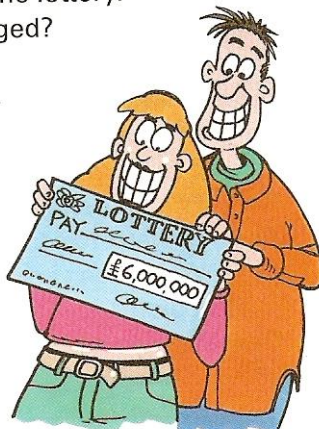
- 5 a** Last December, Jack and Alice won the lottery.
How do you think their life has changed?

Example

Until last December they always ate at home.

Since last December they have eaten in a different restaurant every day.

- b** Work in a group of three.
Interview Jack and Alice about their life before they won the lottery and their life since they won.



Unit 6

55

55/5b – practice of the use of present perfect vs. past simple

- Communicative – social interaction activity
- Context provided by the instructions

59/ 5a – practice of the use of present perfect vs. past simple

- Pre-communicative – structural activity
- Context provided by the story on page 58

59/ 5b – practice of the use of present perfect vs. past simple

- Pre-communicative – quasi- communicative function (meaning of present perfect is dealt with)
- Context is not provided.

59/5c – practice of the use of present perfect vs. past simple

- Communicative – functional activity
- Context provided by the story on p. 58

64/3 – practice of the use of present perfect vs. past simple

- Pre-communicative – quasi- communicative activity
- Context provided by the whole exercise

65/4 – practice of the use of present perfect vs. past simple (+ time expressions)

- Communicative – functional exercise
- Contextualized (real-life experience of students)

Workbook – Unit 6

42/ 1a,b – practice of the use of present perfect vs. past simple

- Structural exercise
- Context is not provided

42/2 – practice of the use of present perfect (what has happened up to now)

- Quasi- communicative exercise
- Contextualized (cues , pictures, instructions)

43/3 – practice of present perfect in negative sentences

- Structural exercise
- Context provided by the instructions

43/4 – practice of the use of present perfect vs. past simple

- Structural
- Contextualized

46/ 1b – practice of positive and negative sentences and questions in present perfect

- Quasi.-communicative exercise
- Contextualised (real-life experience of students)

46/2 – practice of time expressions connected to present perfect

- Structural exercise
- Context is not provided

46/3d – practice of the use of present perfect vs. past simple

- Structural

- Contextualised (story on p. 47)

Progress check 6:

67/1a,b – Practice of questions in present perfect

- Quasi- communicative exercise
- Context provided by the instructions

67/3 – practice of the use of time expressions “for” and “since” with present perfect

- Structural exercise
- Context is not provided

71/1 – practice of the use of present perfect vs, past simple

- Quasi- communicative exercise
- Contextualised (the whole story)

71/2 – practice of the use of present perfect vs. past simple

- Quasi- communicative exercise
- Contextualised (dialogues)