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## Využití aktivit zařazených do úvodní části hodiny ke zlepšení výuky anglického jazyka

## Using Warming Up Activities for Improving Teaching in EFL Classes

**Diplomová práce:** 2011–FP–KAJ–149

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**Počet**

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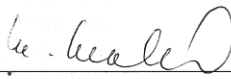
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Název DP: VYUŽITÍ AKTIVIT ZAŘAZENÝCH DO ÚVODNÍ ČÁSTI HODINY  
KE ZLEPŠENÍ VÝUKY ANGLICKÉHO JAZYKA

Vedoucí práce: PhDr. Marcela Malá, M.A., Ph.D.

Cíl: Diplomová práce zahrnuje akademický výzkum a praktické ověření teorie, která se týká úlohy "warming-up" aktivit v procesu učení se cizímu jazyku. Cílem je prokázat, že zahájení hodiny prostřednictvím zajímavé "warming-up" aktivity vede k lepší soustředěnosti a motivaci žáků, a tím přispívá i k dosažení lepších výsledků při výuce anglického jazyka.

Zpracování praktického projektu, analýza a interpretace výsledků v uvedené diplomové práci prokáží porozumění metodám analýzy teoretických východisek a jejich kritického zhodnocení a schopnost využití teoretických závěrů při volbě vhodných metod při výuce cizího jazyka. Posouzení efektivnosti teorie a zvolených metodických postupů v praxi dále ukáže schopnost využití evaluace jako nezbytné strategie hodnocení celého výzkumu. Specifikou uvedeného projektu je zaměření se na fázi zahájení hodiny, která může významně přispět ke zdárnému průběhu výuky.

Požadavky: Platnost hypotézy diplomové práce bude ověřena v hodinách anglického jazyka na některé ze základních škol.

Metody: Na základě studia odborné a metodologické literatury jsou vypracovány návrhy plánu hodin anglického jazyka, jejichž účinnost je detailně vyhodnocena pomocí metod kvalitativního výzkumu.

Literatura: LINDSTROMBERG, S. The Recipe Book. Singapore: Longman Group Limited, 1992. ISBN 0-582-03764-6  
BROWN, M. D. Principles of Language Learning and Teaching, Fourth Edition. New York: A Pearson Education Company, 2000. ISBN 0-13-017816-0  
DORNYEI, Z. Motivational strategies in the language classroom, Cambridge: Cambridge University Press, 2007.  
HARMER, J. How to teach English. Spain: Addison Wesley Longman Limited, 1998. ISBN 0-582-29796-6  
UR, P. and A. Wright. Five minute activities: a resource book of short activities. Glasgow: Cambridge University Press, 1992. ISBN 0-521-39781-2

## Čestné prohlášení

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Veronika Machová

## **Poděkování**

Ráda bych touto cestou poděkovala PhDr. Marcele Malé, M.A., Ph.D. za odborné vedení při zpracování mé diplomové práce, trpělivost a cenné rady. Děkuji také Mgr. Radku Hamplovi, který se podílel na mém výzkumu. V neposlední řadě děkuji svým nejbližším za podporu a pochopení, které mi po celou dobu poskytovali.

## **Anotace**

Diplomová práce „Využití aktivit zařazených do úvodní části hodiny ke zlepšení výuky anglického jazyka“ se zabývá zahřívacími aktivitami v hodinách anglického jazyka s cílem rozvíjet motivaci a koncentraci studentů, a tak zlepšit proces učení. V teoretické části je zahřívací aktivita představena jako mocný nástroj ve výuce anglického jazyka. V této části se také podrobně pojednává o motivaci a koncentraci. V praktické části je představeno pět učebních plánů se zahřívacími aktivitami. Z výsledků založených na analýze odučených hodin vyplývá, že dobře připravená zahřívací aktivita může vyvolat motivaci, upoutat pozornost žáků, a tudíž vede k lepším výsledkům v procesu učení.

## **Klíčová slova**

koncentrace, motivace, proces učení, výuka anglického jazyka, zahřívací aktivity

## **Abstract**

The diploma thesis “Using Warming Up Activities for Improving Teaching in EFL Classes” deals with warming up activities in English classrooms with the aims to develop the students’ motivation and concentration and thus to improve a learning process. In the theoretical part, a warming up activity is introduced as a powerful tool in English classes. This part also describes motivation and concentration in detail. In the practical part, five lessons with warming up activities are presented. The results, based on the analyses of the taught lessons, shows that a well-organized warming up activity can generate pupils’ motivation, attract their concentration and thus it can contribute to a more effective learning process.

## **Keywords**

English language teaching, concentration, learning process, motivation, warming up activities

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### **List of abbreviations and symbols**

EFL – English Foreign Language

e.g. – for example

FEP BE - Framework Educational Programme for Basic Education

i.e. – that is

p. - page

TEFL – Teaching English Foreign Language

US – United States

## **CHAPTER I ACADEMIC**

### **A INTRODUCTION**

The objectives and aims of this thesis are to explore the benefits of warming up activities in EFL classes at lower secondary levels and to evaluate whether these activities can improve pupils' motivation and concentration. I hypothesize that, with the help of this teaching procedure, it will provide many opportunities for language expansion and contribute to a more effective English learning process. This thesis is divided into two parts, theoretical and practical.

The theoretical part consists of two parts, theory and methodology. The first part is about the warming up activity, the rationale for using this activity and its role within the class. Secondly, it explains the significance of motivation, especially the motivation of teenagers in English lessons, and concentration, which has an enormous impact on a learning process. Thirdly, it shows in detail some motivational strategies and strategies on how to get and keep the students' concentration during the warming up activity. Lastly, to understand the benefits of the warming up activity, this process is expanded. It includes different types of warming up activities and the criteria for selecting them.

The practical part offers actual warming up activities, modified to the needs of each class, and used with the aim to observe their influence on the students' motivation and concentration. This will be realized by actual research in which, by means of my reflection, my mentor's observation and my pupils' feedback, I will try to detect whether and how these activities contribute to the improvement of their motivation and concentration during the lessons and thus improve the learning process. Each activity will be commented on and assessed. The pros and cons will be examined, so that reasonable conclusions might be drawn for future lessons.

## **B THEORY**

### **1. Warming up activity**

*'Lesson planning is the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognise, work within, and react to.'* (Harmer, 2001, p. 308)

While writing lesson plans, teachers must assess the aims and objectives of the lessons and choose the appropriate main activities. However, these activities are only the tip of the iceberg. They may also take the advantage of shorter activities to complement the lesson plans. Ur claims that these activities contribute to routine lesson planning. They link with the following activities and make the lesson plans smoother. A warming up activity is a short activity used at the beginning of the lesson to get the students in the right mood for learning (2007, p. 10-11).

It often takes less than ten minutes but its function can be complex. It is not only a time-filler, but a meaningful teaching procedure, a transition between a previously taught skill and the one to follow. Furthermore, this task is designed to get all the students involved, and by including some physical movement, the activity can be typically amusing and relaxing. The students soon defer their daily distractions, become more open to co-operation within the class, and get in the appropriate mood for more demanding tasks. In view of this fact, it is definitely advantageous to start the lesson with a warming up activity. From observing real situations one can see that the first impression is of great importance. Therefore, it is possible to say that the first activity of the lesson affects the duration of the lesson overall.

#### **1.1. The rationale for using a warming up activity**

As we all know, the necessary part of every workout is a short activity at the beginning. Every good trainer starts training with a phase called warming up. The main reasons are to prepare the muscles for the strenuous activity and improve the effectiveness of the training. A quick warming up activity at the beginning of an English class has got similar effects. Nevertheless, not only the muscles need to be prepared for the strenuous activity, but also the brain. Probably with this in mind, language methodologists started to think of a warming up activity as a regular part of English classes. A good warming up activity can raise the students' motivation and keep their attention, which positively

affects the learning process. Using this activity is an easy way to motivate students and make them look forward to these lessons.

Motivation contributes to higher students' achievements and will always be a key issue of language teaching. According to Dörnyei, it is advisable to base various teaching events on the "motivational flow" (2007, p. 74). "The flow state has been defined as an 'intrinsic reward for participation in an activity' (Csikszentmihalyi, 1977)."(Marr,[http://flowstate.homestead.com/files/csikszentmihalyi\\_four.html](http://flowstate.homestead.com/files/csikszentmihalyi_four.html)) This means that students often learn best if they are involved in an entertaining activity, and by including such an activity connected with an interesting theme, the teacher creates fun and ensures motivational conditions in a class.

Another important aspect, which can positively influence the learning process, is concentration. "There is a strong chance that the students will not immediately give 100 per cent concentration to the lesson and will not pull together all at once as a group." (Lindstromberg, 1997, p. 1) In addition, Lindstromberg also claims that if a learner comes to a language class once or twice a week, it can be very hard to go from speaking the mother tongue to speaking English (1997, p. 3). Considering the FEP BE, there are three lessons of the foreign language a week for grades 6 - 9, which is adequate. However, the total mandatory time is 30 hours a week for grades 6 – 7 and 32 hours a week for grades 8 - 9 so it can be very difficult for students to get involved in a lesson, start speaking and thinking in English after four classes of other subjects.

For this reason teachers cannot expect their students to be ready for any activity without the warming up. A well-chosen warming up activity attracts students' attention, leads to their participation, hence they forget their mother tongue, and then they can fully concentrate on the main activity of the lesson. Dörnyei suggests that the teacher should, somehow, make the process more stimulating and enjoyable, which would greatly contribute to sustain the learners' involvement (2007, p. 73). Furthermore, the short activities at the beginning of the lesson encourage the students to co-operate in an enjoyable way and therefore they become more self-confident.

To conclude, the warming up activity should be a part of the lesson owing to the reasons mentioned above. It has a beneficial impact on the learning process; it not only acts as a supplement but also is one of the best ways to maintain the motivational strategies and the strategies how to get and hold the students' attention in the classroom. The students

become more engaged with further activities. They are more motivated, they enjoy the learning process and this contributes to the development of the classroom dynamics.

## **2. Motivation in the language learning**

*‘The only lifelong, reliable motivations are those that come from within, and one of the strongest of those is the joy and pride that grow from knowing that you’ve just done something as well as you can do it.’*

*Lloyd Dobyns and Clare Crawford-Mason*

Due to various approaches, it is impossible to provide only one general definition of the motivation. Here are some possible definitions of the motivation.

“Motivation is a general way of referring to the antecedents (i.e. causes and origins) of action. The main question in motivational psychology is, therefore, what these antecedents are.” (Dörnyei, 2007, p. 6)

“The word ‘motivation’ is a common name for all impulses that lead to behaviour, or as the case may be, to certain behaviour.”<sup>1</sup> (Homola, 1972, p. 11)

According to Harmer, the motivation is some kind of internal drive which pushes someone to do things in order to achieve something (2001, p. 51).

All researchers agree that the motivation is an important aspect of human behaviour. Dörnyei also claims that this aspect of the human mind has a very important role in the learning process (2007, p. 2). It is the key determinant of a successful educational process. The more we want to learn a foreign language, the more we want to succeed in it. That is why one of the teachers’ main goals should be to sustain it.

Nevertheless, the role of a teacher is extremely difficult in the area of motivation. From observation of the real situation one can see that, nowadays, it is not easy to compete with activities attractive to the students. “In a US survey Csikszentmihalyi and his colleagues found that schoolwork was considered to be the least rewarding activity among adolescents, and the most common adjectives they used to describe their classroom experience were boring, unenjoyable and constrained.” (Dörnyei, 2007, 50)

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<sup>1</sup> Homola, 1972, p. 11. „Slovo motivace je obecným označením pro všechny podněty, které vedou k chování, respektive k určitému chování.“

Despite the results of the survey, the learners are always somehow motivated to do their schoolwork even though their motivation might not automatically be there. A human being is naturally curious and enjoys learning. “People are born with the potential to develop a great range of motivational dispositions. Most, however, especially higher level dispositions such as motivation to learn are developed gradually through exposure to learning opportunities and socialization influences.” (Brophy, 2004, p. 32)

Consequently, Brophy claims that a child’s development of the motivation to learn is dependent on modelling of the adults (2004, p. 18). In terms of the social and emotional aspects of the learning, the impact of the teachers’ behaviour plays an important part. The students perceive everything they do in the class. “Teachers’ enthusiasms, commitment to the students’ learning and relationship with the students and their parents have a motivational influence on them.” (Dörnyei, 2007, p. 32)

To sum up, the lack of motivation can cause failure in the learning process. If the students do not make progress, many teachers are likely to say that they are not motivated, but they should explore further into this situation. In practice, one of the major tasks of teaching is to affect various conditions and generate motivation with the help of the relevant strategies, and this should not be neglected due to concentration on the fulfilment of the syllabus. The best teachers not only provide the students with knowledge, but they also set a good example for the students themselves and cultivate their positive attitude to learning.

## **2.1. Types of motivation**

Harmer mentions two types of motivation: **Extrinsic motivation** comes from outside and is influenced by external factors, such as financial reward or social status. **Intrinsic motivation** comes from within the individual and is influenced by the enjoyment of the learning process (internal factors). The concept of the intrinsic motivation depicts that people do what they want to rather than what they need to. (2001, p. 51).

The teacher can influence both types of motivation in the classroom, for instance, the mark scale is an example of extrinsic motivation. On the contrary, the satisfaction of the lesson and positive attitude towards the subject are examples of the intrinsic motivation. Most researchers and methodologists have come to the view that the intrinsic motivation is especially important for encouraging success. “The chances of success

will be greatly enhanced if the students come to love the learning process” (Harmer, 2001, p. 51).

On the other hand, intrinsic motivation is often unattainable because curriculum content cannot always meet each student’s needs and interests. According to Brophy, it is more realistic to seek, develop and sustain the students’ **motivation to learn**. A state of motivation to learn exists when students engage purposefully in an activity by adopting its goal and trying to learn the concepts or master the skills it develops (2004, p. 15 - 16). In other words, students do not do an activity because they find it pleasurable or they want to succeed in it, but because they have identified themselves with the value of the learning process and have found it meaningful and worthwhile.

## 2.2. Sources of motivation

There are various reasons why the learners are motivated to learn foreign languages. For adult learners, the reason can be achieving higher education or more rewarding employment opportunities. For young students and teenagers, the reason can be to understand messages in various computer games or gaining their parents’ or teachers’ recognition for their schoolwork. “The motives are inner reasons of the behaviour.”<sup>2</sup> (Nakonečný, 1998, p. 484) They come from within an individual but they can also be influenced by external factors. People are usually motivated by many motives which influence each other. According to Evžen Řehulka, we can distinguish four basic sources of motivation: needs, interests, ideals and values (1995, p. 8-9).

Firstly, Řehulka claims that needs represent a source of motivation. They may be universal (hunger, thirst) or learned through cultural experience (achievement, a social status) (1995, p.8). According to Vockell, the popular motivational model based on need theories is Maslow’s Hierarchy of Human Needs. The needs according to Maslow are divided into **basic needs**: physiological needs, safety needs, belonging, self-esteem and **growth needs**: need to know and understand, aesthetic needs, self-actualization needs. The theory suggests needs must be satisfied in order, from the basic to the growth needs. If the basic needs are not satisfied, the growth needs associated with the learning process cannot be accomplished (<http://education.calumet.purdue.edu/vockell/edPsybook/>).

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<sup>2</sup> Nakonečný, 1998, p. 484. „...motiv je psychologický důvod chování.“

Secondly, interests are a source of motivation. “The interests are very strong kinds of the motives and they activate man very much.”<sup>3</sup> (Řehulka, 1995, p. 9) Students enjoy learning most when they are engaged in something interesting, therefore, it is likely that an activity based on the analysis of the students’ interests or hobbies will be exciting and amusing. Frith also suggests people are naturally curious and one of major tasks in teaching is to use curiosity as a motive for learning. Providing the students with stimuli that are new, but not too different from what they already know, encourage their interests (<http://www.usask.ca/education/coursework/802papers/Frith/Motivation.PDF>).

Finally, the ideals and values which are influenced by social factors exemplify the sources of motivation. A man, as a part of a social group, accepts its norms and his role. “Everybody from a very young age onwards has a fairly well-established value system consisting of attitudes, beliefs and things related to the world around us. Therefore, the most far-reaching consequences in motivating learners can be achieved by promoting positive language-related values and attitudes.” (Dörnyei, 2004, p. 51) When a student starts learning at school, he/she becomes a member of a new social group – a classroom. The teacher, as a member of this group, can help to create a positive atmosphere and form the aims and the norms of the group. Furthermore, as he/she is really enthusiastic for the subject and interested in his/her students, this can affect their attitude to learning.

### **3. Concentration in the language learning**

Concentration is another necessary condition of the educational process. “Without concentration there is no focus, and without focus there is no learning.” (Pauk, 1984, p. 345) Concentration skills are used every day, usually without really noticing them. However, these skills like the others must be learned, practised and developed. The more the students are able to concentrate, the better they can acquire a foreign language. As Kitson also claims, it is one of the first signs by which we judge the awakening of intelligence (2004, p. 43).

The art of concentration is complex. It has been defined as "the ability to direct one's thinking in whatever direction one would intend." (Author unknown, <http://www.counselling.cam.ac.uk>) In other words, it is a process of giving attention to a

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<sup>3</sup> Řehulka, 1995, p. 9. „Zájmy jsou velmi silným motivem a výrazně člověka aktivizují.“



particular object or task. The term attention is understood as “the process of giving effort to a particular object and it lasts only a few seconds.” (Woodworth, Schlosberg, 1972, p. 87)

### **3.1. Factors affecting concentration**

It is common that students have difficulties with paying attention to what is being said. While the learners focus their attention on one thing, they really have a large number of things in their minds. “When people first come into a class they may feel cold, hot, tired, they are eager to see each other or want to share some recent experience. There is a strong chance that they will not immediately give 100 per cent concentration.” (Lindstromberg, 1990, p. 1) There are a great variety of factors affecting the students’ concentration in the class. Nakonečný suggests the division below (1998, p. 260-261):

- Internal factors
  - Physical state
    - Fatigue, illness, inactivity
  - Emotional state
    - Day-dreaming, negative thinking, lack of motivation and enthusiasm, boredom, fear
- External factors
  - Environment
    - Temperature, noise, lighting
  - Clothing
  - Personal factors
    - Family, colleagues, friends

According to Nakonečný, the internal factors are more permanent than the external ones. The external factors are unusual and remarkable impulses whose effects depend on their strength. (1998, p. 260) This means that the internal factors can affect the students’ concentration more than the external ones and it is more difficult to eliminate them. In this perspective, it is the hardest thing to remove the learners’ emotional distractions. On the other hand, the learners can recognize the physical (hunger, tiredness) or external distractions (uncomfortable clothing, inappropriate environment and friends) and do something about them. The teacher can influence some internal

factors, such as the students' enthusiasm, boredom, fear or negative thinking, and some external factors, such as the temperature, lightning or noise in the classroom.

### 3.2. The level of concentration during the lesson

The pupils are expected to pay attention at all times during the lesson but they often have difficulty with concentrating. Kitson claims that the mind never stands still. It continually moves along, and at no two moments it is exactly the same. Therefore, it is natural to have attention-wandering phases several times during a lesson (2004, p. 47).

On the other hand, "The students have ability to concentrate some of the time. The time they can concentrate on a specific task before their thoughts wander is called the concentration span. The length of the concentration span differs in the tasks and their enthusiasm for it, environment or physical/emotional states." (Author unknown, <http://www.counselling.cam.ac.uk>) "A child's concentration span will naturally increase with age" (Tess Thompson, <http://www.relievesolutions.com/family/concentration-and-learning/factors-affectingattention.html>), but the teacher should ensure that the students can practise concentration strategies. Woodward's diagrams provide visual overviews of the students' concentration during the lessons.

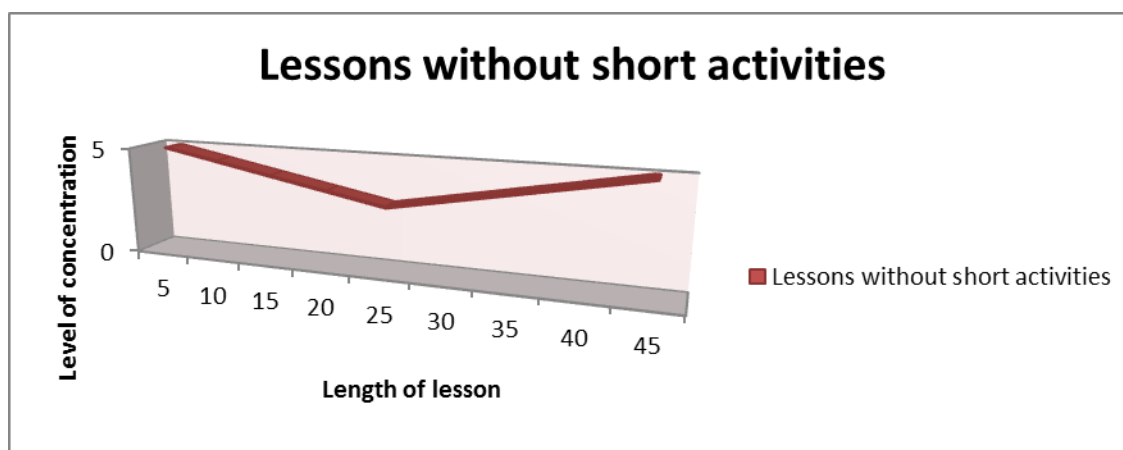
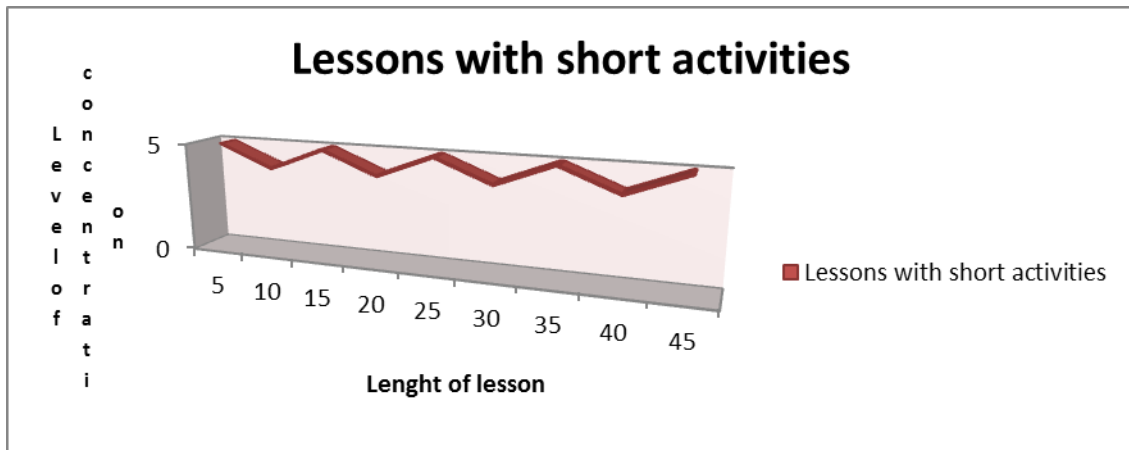


Diagram 1: Lessons without short activities

Woodward shows how concentration on the topic flags during the lessons without short activities. She claims that a short length of concentration span was caused by the natural attention-wandering phases. (in Lindstromberg, 1990, p. 1) As suggested above, the frequent and long attention-wandering phases were caused by the internal and external factors which can decrease the students' concentration spans.



*Diagram 2: Lessons with short activities*

The curve in the diagram above shows how the students' concentration flags and grows during the lessons with the short activities. The rising and falling curve indicates the short activities can positively affect the concentration of attention and eliminate the factors affecting concentration. According to Woodward, the curve can be transformed by building up a repertoire of activities that can be used as warm-ups, breaks or fillers. The activities can increase concentration, raise energy and bring more variety into the lessons. (in Lindstromberg, 1990, p. 2)

## C METHODOLOGY

### 1. The components of motivational teaching practice in the L2 classroom

Mastering a foreign language is a prolonged learning activity and motivation is a driving force which initiates it. It is a key determinant of successful learning and an important aspect of any warming up activity. The students must be properly motivated if a warming up activity is to contribute to effective learning. However, to motivate the students is a very demanding and responsible task and the teacher's enthusiasm is not enough. There are many methods and techniques how to encourage them to study a foreign language. Dörnyei emphasizes that human behaviour is fairly complex and almost everything teachers do in the classroom has a motivational effect on the students. He defines four motivational aspects (2007, p. 28 – 30):

- creating the basic motivational conditions,
- generating initial motivation,
- maintaining and protecting motivation,
- encouraging positive retrospective self-evaluation.

First of all, the learners need to have suitable conditions for effective learning. Dörnyei mentions three important conditions (2007. p. 43). **Appropriate teacher's behaviour** is one of the conditions and it is closely connected with a positive atmosphere. Besides the teacher's personality, there are two more conditions: **the students themselves** and **their relationship with each other**. The class is a social unit in which heterogeneous relationships are formed. The teacher can hardly affect them but he/she can attempt to create the cohesiveness of the class. Dörnyei states that a cohesive learner group is one which is "together"; in which students are happy to belong to. According to him, for example, including a whole-group task or a small-group competition game can contribute to development of group cohesiveness (Dörnyei, 2007, p. 43-45).

When the learners have suitable conditions for learning, it is likely that their motivation to learn can be generated and developed at this stage. The students should identify with the value of the learning process. Dörnyei suggests the learners' language related values and attitudes can be promoted by presenting 'peer models'- older schoolmates who are

close to the learners' social or age level, or by encouraging positive attitudes towards the second language and its speakers (2007, p. 51-56).

Even though the students are identified with the value of the learning process, the teacher should maintain their motivation and so still make his/her lessons interesting and enjoyable. An enjoyable task, connected with a theme interesting for the students, is likely to arouse the student's curiosity and increase their motivation.

Lastly, while mastering a second language, the students need to be supported and assessed; they need to feel the sense of their effort. This is tightly connected with their positive self-evaluation, self-confidence and their determination. However, some students have such a lack of self-confidence they do not even try to be successful and they are always about to surrender the task so that they could excuse their poor results. Therefore, teachers should believe in the students' success, support them and try to reduce their anxiety during the lesson as they do not believe that they are failures.

### **1.1. Motivational strategies**

Among the most widespread motivational strategies at school belong reward and punishment. Their effects are immediate, but they do not have long-term results and will not influence the students' motivation to learn. Moreover, Starter says that the students desire equality and democracy, particularly during adolescence when they are struggling with the change into adulthood (<http://filebox.vt.edu/users/dstrater/RewardsPunishmentDebate.pdf>).

Besides reward and punishment, the teachers can apply a wide range of the motivational strategies within the system of the motivational aspects mentioned above. These strategies are usually based on developing permanent motivation which is essential to form the students' personalities. Dörnyei offers many motivational strategies. The teacher should bear in mind the strategies below while planning a warming up activity (Dörnyei, 2007, p. 73):

- breaking the monotony of learning
- making the tasks more interesting
- increasing the involvement of the students

There is a danger that teachers and students can easily settle into familiar routines. So he/she can break the monotony by varying the learning tasks and focusing on the motivational flow in his/her classes. Mihaly Csikszentmihalyi found that most flow experiences occur when the students are involved in challenging tasks. They completely focus on the task itself without thinking about reward or punishment, success or failure. Dörnyei also suggests it may be worth focusing on the motivational flow during the class and starting it with a “warmer” which can set the tone of the class (2007, p. 73 - 75).

Besides breaking the monotony, the interesting task also influences how the students are motivated. Dörnyei asserts the task content might be more attractive for students if it includes novel, intriguing, exotic, humorous, competitive, or fantasy elements. Another way of making learning stimulating is creating learning situations where learners are required to become active participants (2007, p. 75- 77).

The last strategy, increasing the involvement of the students, is also important. There are many ways how the teacher can engage them, for instance, the students’ expectancy of success. “Some cognitive psychologists see underlying drives or needs as the compelling force behind our decisions. A human being needs to be accepted and approved of by the others.” (Brown, 2000, p. 160 - 161) Dörnyei also claims that the student’s expectancy of success in particular tasks and in learning in general should be increased (2007, p. 57-59). “Students should never be allowed to fail at tasks until they have a reasonable chance to succeed.” (Raffini, 1993, p. 107) We work best if we believe we can succeed. Consequently, the success criteria ought to be clearly defined and the tasks should be relevant and carefully planned as well as challenging for the students.

To summarise, the teacher should apply all the strategies mentioned above to develop the students’ motivation during a warming up activity. Therefore, a good warming up activity should be challenging, stimulating, interesting and activating. However, every teacher could notice that not all strategies work with every class during the practice. The statement that all learners are individual should not be omitted; they are different in their relationship to the target language, aptitude or learning style.

## **2. The strategies how to get and hold students' attention**

The concentration of attention is an essential part of the learning process and it involves a great number of challenges because of natural attention-wandering phases. Thus every teacher should be aware of the strategies how to get and hold the students' attention although it can sometimes be difficult and frustrating for them.

According to Wilson and Horch the teacher needs to engage the senses and emotions to gain the students' attention for learning throughout an entire lesson and encourage them to ask the questions they are interested in. The classroom activities should be more compatible with attention and memory. They recommend: (Wilson H., Wilson Horch H., [http://www.fossworks.com/-/pdfs/Brain\\_Research.pdf](http://www.fossworks.com/-/pdfs/Brain_Research.pdf))

- music that links memory to specific learning tasks,
- cooperative learning,
- physical challenges.

These strategies can be applied during any warming up activity and can help remove the factors affecting concentration and increase the concentration span.

To sum up, it is important to provide the students with rich and complex experiences within the learning process so that they can practise and develop their concentration skills.

## **3. Types of warming up activities**

A classification of the warming up activities is rather complex. A number of aspects are broad, such as purpose, length, the number of participants, their age and level. Two main distinctive criteria of warming up activities could be the purpose of the activity and the level of the students' language.

As a practical technique, a warming up activity is useful to apply at all levels to practise the target language. Gower categorizes the language under the three headings: structures: grammar and functions, vocabulary and pronunciation (1995, p. 126). A warming up activity can be used to revise all three aspects of the language and should be classified according to its purpose. In other words, the teacher should consider these options so, for that reason, we have three types of the warming up activities:

- **Grammar warming up activity** – the students can review the form, the meaning and the use of a structure. During an activity the students focus only on a specified aspect of the structure, for example, activities such as unscrambling sentences, changing sentences, comparing things or expanding headlines.
- **Vocabulary warming up activity** – as with a structure, the students can review the form, the meaning and the use of known vocabulary. It could be, for example, a brainstorming, erasing words, drawing a word or crosswords.
- **Pronunciation warming up activity** – the students can review the elements of the pronunciation, ex. individual sounds, rhythm and stress, sounds in connected speech, or intonation. The activities, such as a tongue twister, rhyming or a mouse whisper are suitable for practising the pronunciation.

In addition to the revision of the aspect of the language the teacher can include the warming up activities focusing on receptive and productive skills. The warming up activities can be divided into the following categories:

- **Listening warming up activity** – during a listening practice the teacher is generally the main source because it is a short activity. The main point of this activity is to endorse students to listen to each other.
- **Reading warming up activity** – a short, interesting text allows the students to practice the reading strategies, such as skimming and scanning, and arouse their curiosity.
- **Speaking warming up activity** – a warming up activity is the first opportunity for speaking within the lesson. The activities are usually more focused on fluency than accuracy.
- **Writing warming up activity** – this type of an activity is a way of expressing oneself. After preparing a short text the students may feel more confident during the following speaking activity. Since the warming up activities do not take more than ten minutes, it could be, ex., free writing preceding a discussion.

A warming up activity does not integrate only one language skill or one aspect of the language. The language aspects and skills usually go hand in hand during the warming up activity as in real life situations. The purpose of the warming up activity might not only be the practice of receptive and productive skills but also the revision of structures,



vocabulary or pronunciation. There are several warming up activities which include more than one skill or language aspect, for instance, bingo, chain story or correcting mistakes.

### **3.1. Criteria for selecting warming up activities**

Ur mentions the main criteria for choosing a suitable short activity that the teacher should bear in mind. The teacher ought to be aware of several points below (2007, p. 10 – 11).

- **learning value**

The teacher should consider the learning value of the activity. One of the main reasons is to give the student another chance to practise, learn and increase the knowledge of the foreign language.

- **language level**

The aim of the warming ups is to prepare the students for another activity. Therefore, in most cases activities are suitable for a variety of levels. Nevertheless, the teacher should bear in mind not only the level of the students, but also the age and individual differences.

- **little time**

Most of the activities are designed to be completed in five to ten minutes. However, they can take a little longer. Especially, if we introduce a completely new activity, we devote extra minutes to instructions and clarification. It is advisable to make a list of well-tried activities which we can use in our lesson plans so that the students are already familiar with some activities and their instructions.

- **integration of an activity into the lesson plan**

As written above, through various warming up activities the teacher can create an ideal atmosphere for the main activity of the lesson. For this reason the warming up activity should be linked with what is coming after, in topic, mood or language.

### **3.2. Designing warming up activities**

A warming up activity does not involve much preparation. Nowadays, teachers can choose a suitable activity from several books or design new ones. The teachers should

be aware of the criteria before selecting or designing an activity and prepare the warming up activity with this in mind.

Firstly, the teacher needs to think of the aim of a lesson he/she wants to attain. A warming up activity is designed to attract the students' attention and prepare them for the main activity of the lesson. Therefore, it should be linked with the aim and objectives of the lesson plan and ensure that these are achieved. For example, if the aim of the lesson is to practice using the present continuous, the aim of the warming up activity might be to revise the form of the present continuous and encourage all students to succeed. Once the aims are agreed, the teacher should specify the objectives of an activity which he/she wants to accomplish. Referring to the example above, the objective of a warming up activity might be to use action verbs from a previous lesson.

There are individual differences between the students thus a warming up activity may work with one group but not with another. Concerning the intention of warming up activities, which is to arouse the students' motivation, the teacher should be aware of their interests and hobbies. In accordance with this, he/she can search for an appropriate warming up activity or modify the one he/she has already used. As this can be rather problematic in a large class, it is recommended to spend some extra time with the students, for instance, a short chat before a lesson starts.

Since a short activity at the beginning of the class may create a co-operative and pleasant atmosphere, the position of the students in the classroom is also of great importance. A warming up activity is designed to be completed in five to ten minutes; therefore, the teacher should make sure that the activity can be done quickly and effectively and only make the necessary changes in their seating arrangement. However, some types of warming up activities often involve whole class interaction or pair work and so there is no need to change the position of the seats.

### **3.3. Presenting warming up activities**

The way the teacher chooses to present an activity affects its process; therefore, it is worth devoting some time preparing its introduction. According to Dörnyei, the motivational introduction of an activity fulfils at least three functions:

- It explains the purpose of the task.
- It encourages the students' anticipation of the task.

- It provides appropriate strategies for doing the task (2007, p. 78).

This means that the students should know why they are doing a warming up activity and how they are supposed to do a task. The teacher should attract the students' attention, motivate them in an appropriate way and give clear instructions. As stated by Gower, it is appropriate to use short expressions and language at a lower level than the students' language. Also clear instructions should always be accompanied by visual clues, a suitable demonstration or an example. Lastly, the teachers ought to check that the given instructions have been understood (1995, p. 42).

## **D HYPOTHESIS**

Using various warming up activities at the beginning of the lesson in EFL classes at lower secondary levels can help develop higher motivation and concentration, which, in turn, leads to more efficient preparation, greater understanding and more involvement during the main lesson. Furthermore, these activities can increase the students' self-evaluation, self-confidence and determination to succeed and so contribute to a more effective English learning process.

## **CHAPTER II PROFESIONAL PROJECT**

### **A BASIS FOR PROJECT DESIGN**

#### **1. Aims of Project**

The basis of this professional project was based on the motivational strategies, other methodology experts' theories, and also my teaching experience with warming up activities in TEFL process at lower secondary levels. My research was the implementation of four lesson plans including warming up activities in which the aims were to show how the activities could be adapted to use in individual lesson plans. Finally, the results were analysed to find out whether suitable warming up activities could initially increase the pupils' motivation and concentration and therefore engage the pupils more effectively in the lesson and hence achieve a higher success rate.

#### **2. Review of Theory**

In an English lesson three main parts can be distinguished: a warming up activity, a main activity and a closure activity. Even though the warming up activity is a meaningful teaching procedure it is not often fulfilled by teachers, who usually start a lesson with the main activity. Pupils should be involved in the warming up activity as much as possible because it can help to develop higher motivation and concentration at the start of a lesson and so can contribute to a more effective learning process during the lesson.

Dörnyei claims that motivation has a very important role in the learning process (2007, p. 2). Concentration also has a significant impact on learning. "Without concentration there is no focus, and without focus there is no learning." (Pauk, 1984, p. 345) A good warming up activity should be based on motivational strategies. Dörnyei suggests it should:

- break the monotony of learning,
- be more interesting for the pupils,
- increase their involvement.

Consequently, a warming up activity should be stimulating, interesting and activating. If a short activity motivates the pupils it will suppress the factors affecting concentration and so their concentration span will increase. Furthermore, according to Dörnyei, the

success criteria of a warming up should be clearly defined so that the pupils' expectancy of success could be increased (2007, p. 57-59).

### **3. Activity design**

All the activities were planned for one purpose – to prepare the pupils for the main activities of lessons. Therefore, I used a specific structure for my lesson plans and for this reason I only briefly touched on main and closure activities and focused primarily on warming up activities. When designing these activities, some features below had to be sustained.

The warming ups were based on the motivational strategies mentioned in the theoretical so that they could develop higher students' motivation and concentration. As a result, they had the same motivational aims:

- to arouse the pupils' interest;
- to increase their involvement;
- to increase their expectancy of success.

The aims and objectives of the warming up were connected with the aims and objectives of lesson plans. In addition, the warming up activities were based on the appropriate criteria:

- The activity has its learning value.
- It is appropriate to the students' language level.
- It takes between 5 and 10 minutes to complete.
- It is coherently integrated into the lesson.

## **4. Preparation of the Project**

### **4.1. Characteristic of the Class**

For the purposes of the practical part, the research was focused on one group of the pupils who had been recommended by my mentor. It was carried out in ZŠ Zdice, a lower-secondary school in the town of Zdice. I chose the class 6.AB consisting of 16 girls and 6 boys, which was relatively big in comparison to a normal class size. They had three 45-minute English classes per week. Their language level was predominately A1 as they had been learning English since the third grade.

There was only one girl with learning disabilities – dysgraphia and dyscalculia. The rest of the class's ability was mixed hence there were some stronger and some weaker pupils and for that reason it was appropriate to provide various activities for all three main learning styles – visual, auditory and kinaesthetic learners.

It was not difficult to maintain discipline as they adhered to their teacher's requests, therefore demonstrating good cooperation, competitiveness and a friendly classroom atmosphere. The majority of them were interested in the subject of English and had a positive attitude to learning; all of them were willing to do homework and study at home.

However, many pupils had problems with using English in the classroom and they preferred the instructions translated into Czech. Some pupils felt nervous when they were supposed to speak openly in front of the class so they did not want to participate. They had had no experience with a warming up activity.

#### **4.2. Interview with the teacher**

Before implementing my project I interviewed the English teacher of the class where the research was carried out to get some information about it. In a partly structured interview I prepared five questions which I wanted to ask during a face-to-face interview. The fact that I personally know the teacher evoked a friendly atmosphere. I posed the questions below. You can find the record of the interview in Appendix 1.

##### **What is the working atmosphere of the class?**

The teacher had only taught the class since September 2010 and so he did not have enough time to get to know the interpersonal relationships among the students. The learning environment seemed to be pleasant and the students interacted with one another and, although there were a few weak students, they respected each other. On the other hand, there had been problems outside the classroom, with some of the girls in 6.B, as they had ignored Hana and Leona, who were very intelligent girls and attended this group.

##### **Do they understand the need for learning?**

The teacher thought many pupils enjoyed English classes, they were extremely competitive and most of them wanted to have good school results. Many pupils studied without any difficulties, prepared for the class at home and did their homework.

However, some students with a wide variety of intellectual abilities did not have to prepare much in their own time.

#### **Are there any pupils with learning disabilities?**

One girl was diagnosed with learning disabilities - dyscalculia and dysgraphia, but she had no difficulties with English. There were weaker pupils, Kateřina, Lucie, Kamila, Lukáš and Ondra, who changed their English class after the first term of the school year. Růžena and Saša were the weakest in the class.

#### **Are there any pupils with a wide variety of intellectual abilities?**

The strong students were Bára, Hana and Bára. They were very communicative and they had very good results. Klára had made progress but was not willing to speak. Ondřej was also good at English and always engaged in the lessons. All in all, the group seemed to be strong comparing to the other groups at the school.

#### **Do they enjoy working with a course book?**

The teacher used the course book - Project 2. The pupils were willing to work with the student's book and the workbook. Nevertheless, they also enjoyed extra activities and materials prepared by the teacher. The pupils usually came across new language before they started working with the course books.

### **4.3. Textbook Analysis**

The pupils worked with the course book - Project 2 second edition by Tom Hutchinson in the sixth class. It is the part of a five-level primary and secondary English course (Project 1 – Project 5). This level has three different publications– a student's book, a workbook and a teacher's book.

#### **The student's book**

The student's book is well organised and nicely illustrated. The content and the layout are clear and well arranged. It has six units and an introduction. The units have their own topics – *My life, Animals, Doctor, doctor, Food, Do you know and Entertainment*.

Each unit has four chapters and ends with an extra activity called *your project* summarizing the whole topic. At the end of the textbook there is a part titled *Culture page*. I appreciate these two parts because they can lead the teachers to make cross-



curricular links. There are also three revisions in the whole book. Each revision includes two units.

Grammar and vocabulary are presented in a meaningful way and clearly structured. Each chapter is based on reading or listening, comprehension exercises, and grammar and vocabulary are presented in this context. The exercises corresponding with discussed grammar structures are below the comprehension exercises and they are marked in green. We can find many listening, reading and speaking activities in the student's book. These activities usually follow the grammar exercises and they correspond with the discussed grammar and vocabulary.

On the contrary, the pronunciation is not sufficiently integrated throughout the book. There are no drills for any of the new grammar structures. Each unit includes only three exercises on English pronunciation, and these are not focused on all phonological features. They do not include intonation, rhythm and stress in utterances. What is more, there are no quick reviews at the beginning of each unit which could be used as warming up activities and get the class off to student-centred start. There are some short jokes in each unit which could be used as the warming up activity.

### **The workbook**

The workbook follows the student's book. It includes many exercises covering the grammar and the vocabulary taught in the student's book. Each unit ends with a part called *Progress Check* with the exercises focused on the topic and new knowledge of the appropriate unit. All the instructions are in English, but at the end of the workbook there is an English-Czech vocabulary section. Moreover, all four basic skills are balanced in the course book package because we can find many writing activities in the workbook.

### **The teacher's book**

On the one hand, I find the textbook and the workbook interesting for both students and teachers, but on the other hand, I do not find the teacher's book very supportive. It contains lesson notes with keys for all the activities in the student's book, typescripts for all listening activities and photocopiable tests.

However, it does not offer extra photocopiable materials and teaching tips or extra classroom activities, which can enhance the course book. In addition, it does not

recognise the importance of warming ups because there are no ideas for short activities. For this reason the teacher has to find a suitable warming up activity from other resources.

#### **4.4. Some resources of warming up activities**

Using warming ups in the classroom can make lessons more interesting and engaging for the pupils who appreciate supplementary activities and games. However, the way the teacher is able to use short activities and adapt them for the purposes of his/her class is far more important. Nowadays the teacher can find good ideas for warming up activities from various resources - resource books or Internet websites for English teachers. I found these resource books useful for my project.

##### **Resource books for teachers:**

Language Activities for Teenagers by Seth Lindstromberg

Face2Face Elementary Teacher's book by Chris Redston and Rachel Clark

Language Activities for Teenagers is intended for the teachers of learners aged between 11 and 16. It does not focus only on warming up activities but it provides 99 various activities in the length from 5 minutes to a long-standing project work. They are divided into 9 chapters according to their aims.

The second chapter provides ideas of using short activities and their roles – ice breaker, warm up, break and filler. It describes these roles in more detail and then it includes ten short activities. Each activity is described in more detail. It includes a menu box, which lists general information of an activity – age, level, time, focus and function, and its description, which contain procedure, follow on and other variations.

Face2Face Elementary Teacher's book is the part of a general course book package for adults and young adults, but I found some teaching tips and photocopiable materials useful for teenagers too. It provides over 100 pages of extra teacher's resources and tips including teaching notes.

I especially appreciate the chapters, classroom activities and games. There are eight activities and games which can be used to revise and practise different language areas in class. Several activities are focused on grammar or vocabulary revision and one activity involves all four language skills. For this reason all of them could be adapted, shortened

and used as warming up activities. Each activity is described in detail. It includes a purpose of each activity and a short description of its procedure.

### **Internet websites:**

[www.busyteacher.org](http://www.busyteacher.org)

Besides resource books, there are many websites and blogs on the Internet focused on teaching English. The teacher may take advantage of a great number of ideas and materials which are mainly free. What is more, they are proved to be efficient or inefficient by teachers themselves. The disadvantage of Internet sources is the fact that they are not always reliable.

I used the websites, BusyTeacher, for my project. Teaching materials and tips are available for free on this website but the teacher must register first. It provides printable worksheets, lesson plans and teaching ideas on any topic.

I was interested in the section, Warmers and Fillers, which supplies a great number of ideas for warming up activities, and they usually require very little preparation thus saving the teacher a great deal of time. The activities are added by other registered English teachers and therefore they have already been tried and tested.

## **5. Methods of Evaluation**

The project should prove that warming up activities done at the beginning of class really develop higher students' motivation and concentration and therefore contribute to a more effective learning process. The project was evaluated from three points of view:

- my own reflections
- my mentor's observations
- my pupils' feedback

My reflections consisted of three parts - a brief description, suggestions and an analysis. Firstly, I briefly described the individual steps of the activity and wrote what really happened in each lesson without any subjective comments. Secondly, I suggested some adaptations if this activity proved to have problems: e.g. the pupils had some difficulties or an activity was too difficult or too easy etc. Finally, I analysed if the motivational aims were achieved.

Since the teacher has a lot of work during a lesson, it is impossible to register everything that happens in class. Therefore, I asked my mentor to observe my lessons. My mentor was informed about the theme of this thesis and instructed from me what to observe, especially at the first stage. He observed five of my lessons. I always let him read my lesson plans before each lesson and prepared observation tasks:

- Were the aims and the objectives of the lesson achieved
- Did the pupils get involved in the warming up?
- Was the warming up based on the criteria for choosing such activities?

I used a questionnaire to get the evaluation from my pupils after each lesson (see Appendix 2). I used closed format questions in the form of multiple-choice and also open-ended questions where children had the opportunity to express their feelings and thoughts in sentences or short phrases. The answers to these three questions should show me:

- Whether the warming ups had positive, neutral or negative impact on the pupils' motivation;
- Whether the activity broke the monotony of the classes;
- Whether the pupils were more concentrated in the classes.

## **B PROJECT IMPLEMENTATION**

### **1. Lesson plan No. 1**

**Class:** 6<sup>th</sup>, 19 students present

**Date:** 2<sup>nd</sup> February

**Level:** Elementary

**Timing:** 45 minutes

**Teaching aids:**

- a set of 19 word cards
- a laptop and a projector
- a PowerPoint presentation (see Appendix 3)
- a song (see Appendix 4)

**Aims of the lesson plan:**

To teach the distinction between countable and uncountable nouns:

- countable nouns have the plural forms
- uncountable nouns do not normally have the plural forms.

To help the students to establish the rules for the usage of *some* and *any*:

- *some/any* are used with countable nouns in the plural and uncountable nouns
- *some* is used in the affirmative
- *any* is used in negative statements and questions.

**Objectives:**

At the end of the lesson the students are able to recognise the basic difference between countable and uncountable nouns, which is essential to use *some/any* correctly. They should know an uncountable noun does not have the plural form and it is used with *some/any* as a countable noun in the plural. They can describe an indefinite quantity by means of *some/any* in questions, negative and positive statements.

**Anticipated problems:**

Some pupils may not know the following terminology: a positive sentence, a negative sentence and a question.

## **Integration of a warming up activity into the lesson plan**

The aims of the warming up activity are connected with the aims of the lesson plan No.

1. The words (oranges, orange juice, pictures, nuts, bananas, lions, chocolate, friends, grass, meat, gorillas, women, children, money, monkeys, food, marmalade, sweatshirts and milk) practised during the warming up activity are also used in the following activity in which the basic difference between countable and uncountable nouns is also explained. The pupils will learn the rules for the usage of *some/any* so they need to know how to identify countable and uncountable nouns.

### **Stage 1 Introduction to the lesson and its topic (2 minutes)**

The teacher introduces the topic of the lesson. She says:

T: *Good morning. You're going to learn some and any today.*

### **Stage 2 Warming up activity - Clap and say (5 minutes)**

based on Language Activities for Teenagers by Seth Lindstromberg, 2004, p. 43

**Skills developed:** listening and speaking

**Target language:** target vocabulary and its pronunciation

**Materials:** a set of 19 word cards

#### **Anticipated problems:**

The pupils may have difficulties with the pronunciation of the words.

### **Step 1**

The teacher asks the students to stand in a circle. She distributes the word cards. The students are supposed to read them aloud and stick them on their foreheads so that everybody can see them.

T: *Read a word, please.* (The teacher hands out the cards)

T: *Put your sticker on your foreheads.* (She points to her forehead)

T: *Stand up and come here. Let's make a circle. Sit down.*

### **A set of word cards (the words)**

The main criteria for choosing these words were the following: the students should be familiar with them; the words should be examples of countable and uncountable nouns.

*oranges*

*orange juice*

*pictures*

*nuts*

*bananas*

*lions*

<i>chocolate</i>	<i>friends</i>	<i>grass</i>
<i>meat</i>	<i>gorillas</i>	<i>women</i>
<i>children</i>	<i>money</i>	<i>monkeys</i>
<i>food</i>	<i>marmalade</i>	<i>sweatshirts</i>
<i>milk</i>		

## Step 2

The teacher gives the students a demonstration. She compares the activity to a preschool game where children clap their hands and call out the classmate's name. The teacher starts clapping her hands twice, holds them apart and says one of the distributed words. Afterwards she asks the student who has the word on his/her forehead to do the same and add another word. Each student claps his/her hands and says one of the words on another student's forehead. The pupils continue around the circle faster without breaking the rhythm like this: Clap, clap, (a word), clap, clap, and (a word) until all the students repeat their words. The teacher says:

T: *Let's play the game. Veronika – Klára.* (The teacher says *Veronika*. She claps her hands twice, holds them apart and calls out *Klára*. The student continues.)

T: *Do you know this game? We'll play it with the words on your foreheads.*

T: *Clap, clap and say a word.* (The teacher gives a demonstration.)

T: *Oranges.* (She claps her hands twice)      S: *Chocolate.* (The pupil who has oranges claps his/her hands twice.)

## Stage 3 Putting words into correct columns (8 minutes)

The teacher writes two headings: countable and uncountable nouns and puts examples below them on the board. The students are supposed to stick their words from their foreheads below the appropriate heading. They do not have a sense of what the countable and uncountable nouns are at this stage. Therefore, the distinction between the countable and uncountable nouns is simplified. The countable nouns are intentionally in the plural so that the students could deduce that the uncountable nouns do not have the plural forms at the end of this stage.

T: *Look at the board. There are countable and uncountable nouns. An apple is a countable noun (počítateľné podstatné jméno). We can say one apple and two apples. Tea is an uncountable noun (nepočítateľné podstatné jméno). We can say tea.*

T: *Take the stickers off your foreheads. Is your word countable or uncountable? Put it into the correct column.*

### Board plan

<b><i>Countable nouns</i></b> <i>an apple/ two apples</i>	<b><i>Uncountable nouns</i></b> <i>tea</i>
--	---

### Stage 4 Presentation of some/any (5 minutes)

The teacher projects a PowerPoint presentation of grammar rules for some and any (see Appendix 3). An inductive approach is used. The students are supposed to fill in the gaps with some and any and set the rules when some/any should be used. Since they do not know the terminology, the symbols are used to illustrate the meanings: a positive sentence-☺, a negative sentence - ☹ and a question - ????. The teacher says:

T: *Open your student's books at page 22. Look at the sentences on the screen. Find them in the comic on page 22 and fill in the gaps.*

(The students complete the sentences.)

S: *Those monkeys have got some food.*

S: *I haven't got any food.*

S: *Have we got any food for him?*

(The teacher projects the second slide of the PowerPoint presentation.)

T: *Let's set the rules for some and any.*

T: *In a positive sentence we use...*                      S: *Some.*

T: *In a negative sentence we use...*                      S: *Any.*

T: *In a question we use...*                      S: *Any.*

T: *Remember. We use some and any only with uncountable nouns or countable nouns in the plural. We can say some apples but we can't say some apple. We say an apple.*

### Stage 5 Practice of the rules for some/any (10 minutes)

The students practise some and any. They complete an exercise projected on the screen. They work individually and copy the exercise into their exercise books. The teacher says:



T: *Open your exercise books. Complete the sentences with some or any.*

### **The sentences**

*Hana and Bára haven't got ..... milk.*

*There is ..... tea in Saša's kitchen.*

*Has Ondra got ..... orange juice?*

*Are there ..... shops in Zdice?*

*There are ..... new pupils in 6.A and 6.B.*

### **Stage 6 Concentration game (7 minutes)**

The students practise some and any. They say the structure: I've got some ... but I haven't got any ... One student is supposed to fill in the structure with his/her words and ask another student: Have you got any...?. The other student has to repeat the structure, add another word and ask another student.

T: *Let's play a short game. Listen, repeat and add your word.*

T: *I've got some bananas but I haven't got any milk.-Have you got any milk?*

S1: *I've got some bananas and milk but I haven't got any apples.-Have you got any apples?*

S2: *I've got some bananas, milk and apples but I haven't got any oranges.-Have you got any oranges?*

### **Stage 7 Listening – a song (5 minutes)**

The students listen to a song and decide if they hear some or any. It is a song, Encore by Jason Derulo (see Appendix 4). The teacher's instructions:

T: *Listen to a song Encore by Jason Derulo. Can you hear some or any?*

S: *Some.*

### **Stage 8 Evaluation of the lesson (3 minutes)**

The teacher repeats the rules for the usage of some/any at the end of the lesson. She says:

T: *Let's revise what we've learnt today.*

T: *In a positive sentence we use...*

S: *Some.*

T: *In a negative sentence we use ...*

S: *Any.*

T: <i>In a question we use...</i>	S: <i>Any.</i>
T: <i>Complete the sentences.</i>	
T: <i>I've got ... chocolate.</i>	S: <i>Some.</i>
T: <i>Have you got...vegetables?</i>	S: <i>Any.</i>
T: <i>I haven't got ... nuts.</i>	S: <i>Any.</i>

### **1.1. Reflection No. 1**

The students were impatient and some of them were talking to each other at the beginning of the class so I tried to attract their attention by distributing the word cards quickly. They quieted down before moving on to the next step because they did not know what they were supposed to do with the words on the cards. They were curious and waited for further instructions.

While reading the words, the students could ask each other or me for the Czech translation if they were not sure about the meaning of their words but nobody asked for help. A few students mispronounced some distributed words later: women and sweatshirts. They pronounced /swi:tʃɜ:ts/ and /womən/. From my point of view, they did not ask for help because they were afraid of embarrassment, which is natural at this age. Teenagers are very shy and distrustful of adults. It takes longer to build up a trusting relationship with them and find the correct balance of respect and authority.

Demonstrating the game with the students' names was effective; it took less time than I had expected as most of the students recognised it and followed the instructions correctly. Then I started the activity by calling on the student who seemed to know the game. After a while all the students knew how to play the game. By repeating the words faster and faster, even the better students overheard their words and started making mistakes and this resulted in everyone being more relaxed. All of them laughed and each slip of the tongue raised a wave of amusement. The students were active because they had to pay attention and listen to each other.

The motivational aims of the activity were reached. Although the warming up activity was similar to a known preschool game and my students were about twelve years old, it seemed that they enjoyed it. All the students were interested in the task because it included humorous and novel elements. Furthermore, it included physical movements which increased their involvement and the pupils had to pay attention in case they heard their words. The activity was stimulating; the pupils were relaxed and enjoyed it.

## **1.2. Observation of my lesson done by the mentor**

### **Were the aims and the objectives of the lesson achieved?**

The mentor claimed that the aims and objectives of the lesson had been achieved. All the students remembered the rules for some/any by the end of the lesson. Even weak students got more confident as we had repeated the rules many times.

### **Did the pupils get involved in the warming up?**

From the mentor's point of view, the students liked the warming up activity because there was an element of surprise, of something new happening. All the students co-operated and we could see the interest on their faces. The warming up activity positively affected the pupils' attention.

### **Was it based on the criteria for choosing warming ups?**

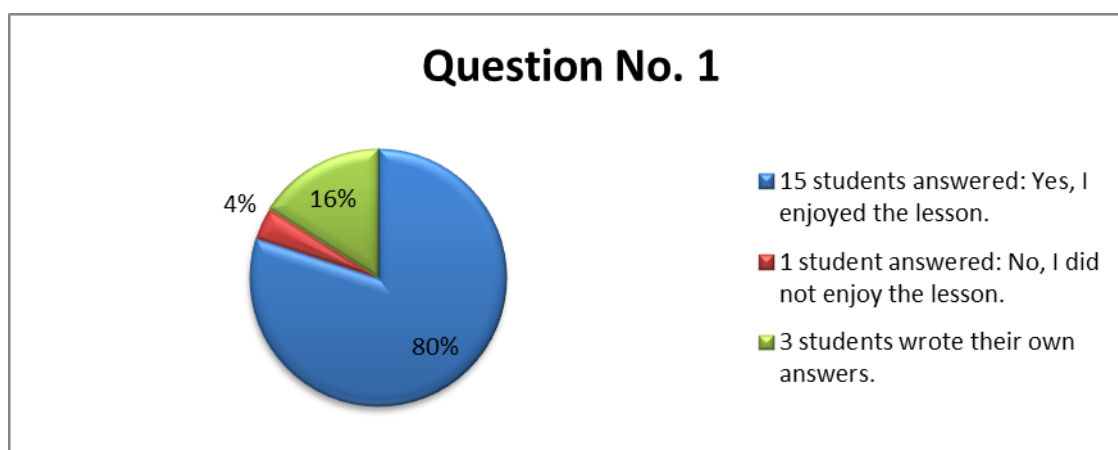
The mentor claimed it had been partly based on the criteria for choosing warming ups, which had contributed to achieving the aims.

- The activity had its learning value. The students could practise and review the meaning and pronunciation of the specific vocabulary.
- It was appropriate to the level of the students and their age. It was a revision of the words from the units 1 and 2.
- It was not time-consuming because it could be terminated whenever the teacher needed.
- The warming up activity was linked with the following activities of the lesson. The words from the warming up were used in the following activity. The pupils learnt the basic difference between countable and uncountable nouns. Subsequently, they took advantage of this knowledge when they set the rules for the use of some and any in the following task.

## **1.3. Evaluation of my lesson done by the pupils**

Questionnaires were filled in by 19 pupils who were to answer the questions honestly after the lesson. The results look as follows:

### 1. Did you enjoy the lesson?



*Diagram 3: Questionnaire No. 1- Question No. 1*

The first question was about the students' motivation. Positive information is that 15 students out of 19 confirmed they enjoyed the lesson. However, it cannot be expected that every activity will be enjoyed by all the students. Two students wrote: "I liked it very much" and "The English lesson was better and I learnt more." One student out of 19 wrote he/she is not interested in any activities.

### 2. When you compare the first exercise to other activities of your usual lessons, it was....

Ten respondents confirmed that it was funnier than the activities they usually do. However, eight students answered the activity was the same as some activities they do with their teacher. The good news is that only one of the respondents did not find the activity amusing.

### 3. Indicate on the scale how you worked in the lesson.

The last question asked the learners to indicate on the scale how they worked by means of the percentages. The interviewees could choose from ten provided options on the scale. The results are as follow: only 2 students worked for less than 50%. They confessed they did not understand. Eight students out of 19 participated for 60% or 70%. The rest of the students (9 students) worked for 80% and more. The responses are not convincing because they do not logically result from the previous answers. The students who enjoyed the lesson and the warming up activity would not work for 60% and less. These rather low percentages did not also prove the information from the theoretical part that the warming up activities can contribute to a more effective English

learning process. In addition, their teacher proved that the students were more engaged in the class than usual. From my personal experience, the students evaluated themselves critically and they were confused by the percentages. That is why I will use a 5 point grading scale next time which is generally known by the students.

## **2. Lesson Plan No. 2**

**Class:** 6<sup>th</sup>, 17 students present

**Date:** 9<sup>th</sup> February

**Level:** Elementary

**Timing:** 45 minutes

**Teaching aids:**

- a laptop and a projector
- cut out copies of the comic
- Student's book Project 2, p. 22-23 (see Appendix 5)
- a PowerPoint presentation (see Appendix 6)

**Aims of the lesson plan:**

To revise quantifiers some and any.

To develop the pupils' reading skills: - predictive skills (the pupils predict the content of an article from a headline);  
- scanning.

To teach new vocabulary: *to swing on the rope, to afford, to run away from, a ticket.*

**Objectives:**

At the end of the lesson the students are able to predict the content of an article from a headline. The pupils understand the comic and they are able to retell it. They know the new vocabulary.

**Anticipated problems:**

The pupils may not remember the grammar rules for some and any. They may not know the meaning of the words: *to swing on the rope, to afford, to run away from, a ticket.*

**Integration of a warming up activity into the lesson plan**

The aims of the warming up activity are integrated with the aims of the lesson plan No. 2. The words practised during the warming up activity are in a reading activity - a comic in the student's book which is the main activity of the lesson. In addition, some of these words are used in a following pre-reading task.

### **Stage 1 Introduction to the lesson and its topic (2 minutes)**

The teacher introduces the main activity of the lesson – reading and asks the following questions:

T: *OK, everybody. We're going to read a comic today. Do you like comics?*

### **Stage 2 Warming up activity – What's in my handbag? (5 minutes)**

(based on the idea from the website BusyTeacher)

**Skills developed:** speaking

**Target language:** quantifier “any” in a question

**Teaching Aids:** teacher's handbag, bananas, CDs, keys, pencils and a piece of paper

**Anticipated problems:**

Some pupils may not remember that “any” is used in a question. They may not know the word – a handbag.

#### **Step 1**

The teacher writes ten things which she might have in her handbag on the board. She tells the students that she has five of these things in her handbag. The students should guess which things might be there and write them into their exercise books. The teacher says:

T: *This is my handbag. There are some things. What have I got in my handbag? Look at the board. I've got five things in my handbag. Open your exercise books and write five things you think I've got in my handbag.*

#### **Board plan**

<p><i>bananas, clothes, keys, monkeys, pencils, money, CDs, paper, football boots and mobile phones</i></p>
---

#### **Step 2**

The pupils ask the teacher what she has got in her bag. The teacher answers their questions, she says:

T: *You can make questions now.*

S: *Have you got any food?*

T: *No, I haven't.*

S: *Have you got any bananas?*

T: *Yes, I have.*

### Step 3

The teacher checks if there are some pupils in the class who guessed all five things.

T: *I've got some keys, CDs, pencils, paper and mobile phones. Who guessed all the things?*

### Stage 3 Pre-reading task (7 minutes)

The remaining words on the board are from the comic in the student's book. The teacher presents the headline of the comic and the students are asked to predict the plot of the comic. The teacher says:

T: *Look at these words.* (The teacher crosses the words from her handbag.)

T: *These words are in the comic we're going to read.* (The teacher points to the uncrossed words.)

T: *This is a headline of the comic. Mickey and Millie at the zoo.* (The teacher writes the headline on the board.)

T: *Think about the words on the board and the headline. What is the comic about? Take your time and think about it.*

### Board plan

<p><i>bananas, clothes, <del>keys</del>, monkeys, <del>pencils</del>, money, <del>CDs</del>, <del>paper</del>, football boots and <del>mobile phones</del> <u>Mickey and Millie at the zoo</u></i></p>
--

### Stage 4 Reading activity (15 minutes)

#### Step 1 Pre-teaching vocabulary

The teacher presents the words before the pupils read the text. She writes the words on the board and says their meanings in Czech.

T: *OK, everybody. Listen carefully. I'm going to translate these words into Czech.*

## Board plan

*to swing on the rope – houpat se na laně*  
*to afford – dopřát si*  
*to run away from – utéct z*  
*a ticket - lístek*

### Step 2 The first reading

The teacher hands out the cut out copies of the comic (see Appendix 4). The pupils are supposed to put the pictures of the comic in the correct order. They work in pairs. The teacher says:

*T: Make pairs. Put the comic in the correct order.*

### Step 3 Checking the correct order

The pupils listen to the story and check the correct order of the comic. The teacher says:

*T: Listen and check the correct order.*

### Step 4 The second reading

The pupils read the comic in the student's book and complete the sentences in the exercise 22/1. They work together.

*T: Read the story again and complete the sentences above it.*

- |  |                                      |
|--|--------------------------------------|
| 1 ..... needs some new football boots. | 5 ..... is the new gorilla.          |
| 2 ..... wants some new clothes.        | 6 ..... is hungry.                   |
| 3 ..... hasn't got any money.          | 7 ..... have got some bananas.       |
| 4 ..... needs a new gorilla.           | 8 ..... swings into the lion's cage. |
|  | 9 ..... is Milie.                    |

### Stage 5 Revision of some and any (6 minutes)

The pupils think of three things they have got in their bags. They write three sentences into their exercise books but one sentence is false. Thereafter the teacher calls on a few



students to say their sentences in front of the class. The rest of the class has to guess which one is a lie. The teacher provides an example because the pupils know the content of her handbag and she says:

T: *Look at the board. There are three sentences but one sentence is false. Which one is a lie?*

S: *I've got some money in my handbag.*

T: *Read your sentences, please.* (The teacher calls on a student to read the sentences.)

S1: *I've got some apples in my bag. I haven't got any money in my bag. I've got some monkeys in my bag.*

Ss: *I've got some monkeys in my bag.*

S1: *Yes*

### **Board plan**

*I've got some keys in my handbag.*  
*I haven't got any bananas in my handbag.*  
*I've got some money in my handbag.*

### **Stage 5 Putting the sentences in the correct order (7 minutes)**

The teacher projects a scrambled plot of the story on the screen (see Appendix 5). The pupils have to put the sentences in the correct order. The teacher says:

T: *This is a story from your student's books. Do you remember it? Number the sentences in the correct order.*

### **Stage 6 Evaluation of the lesson (3 minutes)**

The teacher asks the pupils to evaluate the lesson. The pupils are supposed to say what they liked about the lesson. The teacher says:

T: *What do you like about the lesson?*

## 2.1. Reflection No. 2

Firstly, I showed the pupils my handbag and asked them if they knew which things I had in it. I presented the words on the board, which I wrote down before the class started, shortly after. All the pupils were quiet and they were listening to my instructions carefully. Since a few students seemed to be confused, I checked that the pupils had understood. I called on a student and posed a control question: “Are you going to write all the words from the board?” She answered: “Yes.” Therefore, I asked another pupil to translate my instructions. For the next time I would choose a strong student to help me to give a demonstration.

After the pupils wrote down their ideas into their exercise books, I had to call on a student because nobody put their hands up. Nevertheless, he did not say the question correctly, because he did not remember the grammar rules for some and any from the last lesson. He said: “Have you got some bananas?” For this reason I decided to revise the rules. I asked the students whether they remembered what we had learnt about some and any. Many students participated at this stage. I was surprised that they used the terminology: a positive sentence, a negative sentence and a question. The other students were quiet and paid attention. I think they did not participate because they could not explain the rules in English. As a few pupils did not remember the rules, I would start the activity with brief revision next time.

After that the pupils started asking me. They all made questions correctly. Unfortunately, there were too many students in this class, therefore, not all of them could ask. However, they all listened to their classmates’ questions and checked my answers with their tips. The activity seemed to be more amusing than I had expected. Most of them began to laugh when somebody asked about *bananas*, *football boots* and *monkeys*. The pupils finished the task sooner than I had expected. Therefore, I would add more words next time. Finally, I checked if there was someone in the class who had guessed all five things and there were just two pupils who had all five words the same as mine.

The motivational aims of the activity were partly reached. All the students were interested in the task because it included a humorous element. There were not enough words for everyone to ask a question. Nevertheless, the pupils had to pay attention in case they heard their words. For this reason I could confirm that the pupils’ involvement

was increased. Even though the activity did not achieve the motivational aim – to increase the pupils’ expectancy of success because only two pupils had guessed all five things, it was stimulating and the pupils were relaxed. Furthermore, it aroused their curiosity and prepared them for the following reading activity.

## **2.2. Observation of my lesson done by the mentor**

### **Were the aims and the objectives of the lesson achieved?**

The mentor claimed that the aims and objectives of the lesson had been achieved partly. He supposed we had revised the rules for some/any quickly and effectively in the activities – *Warming up* and *True or false*. According to him the pupils understood the comic although he was not sure if all of them would be able to retell it.

### **Did the pupils get involved in the warming up?**

From his point of view, not all the pupils were active participants but most of them carefully listened to me and their classmates. They compared their ideas to my answers. The working atmosphere was very pleasant. According to him, they found the activity interesting.

### **Was it based on the criteria for choosing warming ups?**

The mentor claimed it had been based on the criteria for choosing warming ups

- The activity had its learning value. The pupils could practise “any” in questions and they revised the grammar rules for some/any.
- It was relevant to the level of the students and their age.
- It was not time-consuming.
- The warming up activity was linked with the following activity – pre-reading task because the words from the warming up were used in as well.

## 2.3. Evaluation of my lesson done by the pupils

The questionnaires were filled in by 17 pupils. The results look as follows:

### 1. Did you enjoy the lesson?

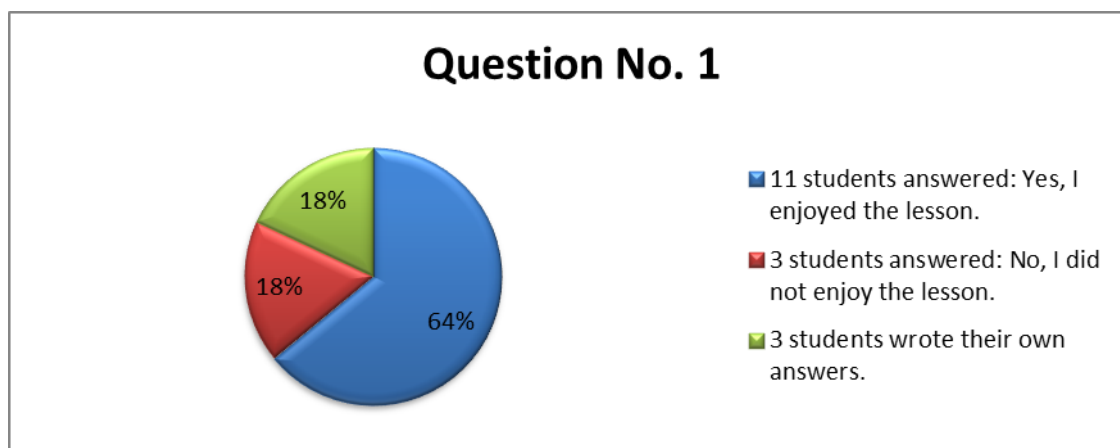


Diagram 4: Questionnaire No. 2- Question No. 1

The diagram to the first question demonstrates that 11 students out of 17 confirmed they enjoyed the lesson. Nevertheless, 3 students confirmed they did not like the warming up activity and 3 students claimed they did not enjoy the whole lesson.

### 2. When you compare the first exercise to the other activities of your regular lessons, it was....

The results of the following question show the positive information. 10 respondents confirmed that it was funnier than the activities they do regularly in classes. 5 students answered the activity was the same as some activities they do with their teacher and 2 pupils claimed it was less funny. The findings from this question suggest that the warming up broke the monotony of the class.

### 3. Grade yourself on the 5-point grading scale how you worked in the lesson.

After the previous experience, the last question was re-designed (see Appendix 7). I asked the learners to indicate on the five point grading scale how they worked during the lesson and comment on their marks. The results are as follow: five students graded themselves 1. They wrote: “I worked hard”, “I got involved”, “I worked and I enjoyed the lesson” or “I learnt a lot.” Four students out of 17 graded themselves 2. They responded: “I got involved” and “I’m good at English.” Seven students would get 3. I noticed the answers such as: “I didn’t understand”, “I don’t like English” or “I didn’t

work.” Only two pupils would receive the mark 4. One pupil left a comment: “I did not work because it was too difficult for me”.

### **3. Lesson plan No. 3**

**Class:** 6<sup>th</sup>, 16 students present

**Date:** 1<sup>st</sup> March

**Level:** Elementary

**Timing:** 45 minutes

**Teaching aids:**

- Project 2 Student’s book p. 29 (see Appendix 8)
- a projector and a laptop
- a PowerPoint presentation (see Appendix 9)

**Aims of the lesson plan:**

To develop the students’ listening skills.

To revise Present Continuous and Present Simple tenses.

**Objectives:**

At the end of the lesson the pupils can take notes and reproduce the information of the listening text.

**Anticipated problems:**

Some pupils may have difficulties with the spelling of some proper nouns in a listening text.

**Integration of a warming up activity into the lesson plan**

The aims of the warming up activity are linked to the aims of the lesson plan No. 2. A topic and a form of the text used in the warming up activity are similar to a topic and a form of the following listening text. Since acquiring listening skills is difficult and frustrating, the aim of the warming up is to facilitate the comprehension of the following listening activity. In addition, the text of the warming up activity is in the present tenses: Present Simple and Present Continuous. Besides the listening, the forms of these two tenses are also practised during the lesson.

**Stage 1 Introduction to the lesson and its topic (2 minutes)**

The teacher introduces the main activity of the lesson – listening and asks the following question:

T: *OK, everybody. We're going to do a listening activity today. Are you good at listening?*

**Stage 2 Warming up activity – Running Dictation** (10 minutes)

(based on Face2face Elementary Teacher's book, 2006, p. 22)

**Skills developed:** all skills

**Target language:** correct pronunciation of a reproduced text

**Teaching Aids:** cut out copies of the text from Project 2 Student's book

**Anticipated problems:**

Some pairs will have difficulties with spelling of some words.

**Step 1**

The teacher divides the students into pairs. The one is a reporter and the other one is a secretary in each pair. She gives them the instructions separately. The secretaries are supposed to sit behind the desks with a pen and a piece of paper. The reporters are supposed to run to the text, remember a part, run back to their partners and dictate it. The teacher says:

T: *Listen, please. Make pairs. There is a secretary and a reporter in each pair.*

T: *Who's a secretary? Secretaries hands up!*

T: *Who's a reporter? Reporters hands up!*

T: *OK. Secretaries, listen. Open your exercise books. You're going to write what the reporters say.*

T: *Reporters, listen. Look around the class. There are small pieces of paper. They're numbered.*

T: *You're the number 1. You're the number 2. You're the number 3. You're the number 4.* (The teacher gives each reporter a number of their piece of paper.)

T: *OK. Reporters, run to your text, remember as much as you can. Run back to your secretary and dictate what you remember.*

(The teacher checks that the pupils understand.)

T: *Secretaries. Are you going to write what the reporters say?*

S: *Yes.*

T: *Lukáš, what's your number of the text?*

L: *1.*

T: *Reporters. Are you going to dictate the text to your secretary?*

S: *Yes.*

T: *Are you ready? Go!*

### **A text**

A longer text was chosen and cut into four pieces.

1

*Pilar Alvarez is from Spain. She lives in a village near the city of Barcelona. Pilar speaks two languages, Catalan and Spanish.*

2

*Pilar's father works on a farm. Her mother is a secretary in an office in Barcelona. When she grows up, Pilar wants to be a DJ on the radio.*

3

*Pilar's favourite subject at school is English. In her free time she plays the guitar, reads books and listens to records. Her favourite singer is Madonna.*

4

*In the photograph, Pilar is reading a book. You can see her dog in the photograph, too. His name is Bruno. She has got two brothers and a sister.*

### **Step 2**

The teacher asks the students to exchange their roles in the middle of the activity.

T: *Stop working. Exchange your roles. You're a secretary and you're a reporter.*

(The teacher uses of a gesture – she swaps hands.)

### **Step 3**

The first pair to complete the text wins but the other pupils continue until the most students finish. After that they are asked to compare their versions to the original.

T: *Stop working, please.* (The teacher claps her hands.)

T: *Open your textbooks at page 29 and compare your version to the original.*

T: *Is your piece of the text the same as the original? Who's got the same text?*

### **Stage 3 Pre-listening task (6 minutes)**

The teacher sets the context of the listening. She explains that they are going to listen to an interview with Gabriela. Once they know the context, she asks the students to read a chart in the Project Student's Book on page 29 (see Appendix 8). After that the students are asked to predict the interviewer's questions. The teacher says:

T: *Look at exercise 6 at page 29. Read the chart.* (The teacher writes the questions on the board.)

T: *Name – can you make a question?*

S: *What's your name?*

T: *Country.*

S: *Where are you from?*

T: *Town.*

S: *Where do you live?*

T: *Language.*

S: *What language do you speak?*

T: *Parents' jobs.*

S: *What does your father/mother do?*

T: *Wants to be.*

S: *What do you want to be when you grow up?*

T: *Favourite subject.*

S: *What's your favourite subject at school?*

T: *Free time.*

S: *What do you do in your free time?*

T: *Pet*

S: *Have you got a pet?*

T: *Birthday.*

S: *When is your birthday?*

T: *Brothers or sisters.*

S: *Have you got any brothers or sisters?*

T: *Photograph.*

S: *What are you doing in your photograph?*

#### **Stage 4 Listening activity** (14 minutes)

##### **Step 1 First listening**

The students listen to get a general understanding of the text. They compare the questions predicted to the interviewer's questions. The teacher says:

T: *Listen and compare your questions on the board to the interviewer's questions. Are the same as yours?*

##### **Step 2 Second listening**

The second task demands more detailed understanding. The students are asked to complete the chart with short responses. The teacher says:

T: *Listen and complete the chart.*

##### **Step 3 Third listening**

The pupils listen once more and check their own answers. The teacher says:

T: *Listen again and check your answers.*



#### Step 4 – Checking answers to the listening activity

The students check their answers with their classmates and then with the correct answers projected on the screen. The teacher says:

T: *Check your answers with your classmates.*

T: *Let's check your answers.* (The teacher projects the correct answers on the screen.)

#### Screen plan

<i>name</i>	<i>Gabriela Pessoa</i>
<i>country</i>	<i>Brazil</i>
<i>town</i>	<i>Recife</i>
<i>language</i>	<i>Portuguese</i>
<i>Parents' jobs</i>	<i>Father works in a bank. Mother is a dentist.</i>
<i>wants to be</i>	<i>a teacher</i>
<i>favourite subject</i>	<i>Geography</i>
<i>free time</i>	<i>swimming, tennis</i>
<i>pet</i>	<i>a cat</i>
<i>birthday</i>	<i>12<sup>th</sup> February</i>
<i>brothers or sisters</i>	<i>1 brother and 1 sister</i>
<i>photograph</i>	<i>I'm playing tennis with my brother.</i>

#### Stage 6 Time zones (10 minutes)

##### Step 1 A world map

The teacher projects a world map on the screen (see Appendix 9). She asks the pupils to say what they think the people are doing in Prague, Los Angeles, Tokyo, Moscow and London. The teacher says:

T: *Look at the world map. What are the people doing in Prague?*

S: *They're working. They're sitting at school.*

T: *What are they doing in Los Angeles?*

S: *They're ...*

## **Step 2 A time zones map**

The teacher projects a time zones map on the screen (see Appendix 9). The pupils practise telling the time in the cities and check their previous answers. The teacher asks the following questions:

T: *What's the time in Prague?*

S: *It's 9:30.*

T: *Are the people working in Prague?*

S: *Yes, they are. /No they aren't.*

## **Stage 7 Evaluation of the lesson (3 minutes)**

The teacher revises the question from the listening activity. She erases questions from the board and asks the pupils to remember some of them. She says.

T: *Do you remember any questions?*

## **3.1. Reflection No. 3**

When the lesson started, I had already attracted the students' attention. Some of them noticed small pieces of the paper on the walls in the classroom and they wanted to know what they were going to do with them. While giving instructions, some students seemed to be puzzled and had problems understanding them. As a result, a few pupils were not following my instructions properly when the activity started. I saw two students, who took the part of reporters, trying to remember all the text at once. I had to interrupt them and explain the instructions in Czech. To sum up, giving instructions was not effective and it took much more time than I had expected. I would demonstrate the activity by playing both parts myself and devote a longer amount of time to check that the pupils understand next time. I would also ask a strong student to translate my instructions into Czech. I would recommend using this warming up in a lesson which lasts 90 minutes.

The students who acted as reporters usually produced simple sentences or short parts of the sentences and the students who represented secretaries were carefully writing down their pieces of the text. Most of them seemed to be enjoying it. Since it was a competition, some pupils took it seriously and tried to remember as much as they could. The pupils were speaking mainly English except three of them. These three pupils seemed to be reluctant to join in the activity because they were moving slowly. I think they do not like English classes in general. One student even told me that she had never liked it.

While monitoring, I had to interrupt five pairs because the pupils did not know the spelling of some words so I had to give them some encouragement. Nevertheless, some weak students were not able to spell correctly. After I asked the students to exchange their roles, some of the pairs completed the task too quickly because the texts were too short and the majority of the former reporters remembered the rest. I encouraged them to check their texts again. When most of the pairs seemed to have finished the task, I stopped the whole activity. Since the texts were too short, I would divide the original text into three pieces next time so the pupils could properly exchange their roles.

All in all, the motivational aims of the warming up activity were partly achieved. Although the students seemed to be confused and doubtful about completing the task at the beginning, they engaged in the activity. Most of the students absorbed themselves in the activity and took the competition seriously. Therefore, I'm sure they enjoyed this part more than the rest of the lesson. The task seemed to be interesting because it included a competitive element. However, not all the pupils had a chance to succeed so I did not increase the students' expectancy of success. The majority of the pairs copied the text correctly but three pairs did not finish copying it. The students usually made mistakes in these words: Catallan (they wrote down Catalan) and grows (they wrote down groves).

### **3.2. Observation of my lesson done by the mentor**

#### **Were the aims and the objectives of the lesson achieved?**

The mentor claimed that the aims and objectives of the lesson had been achieved. He said the listening activity had been well-organized. However, it was not necessary to repeat the listening three times. According to him, some students got tired towards the end of the lesson. That is why the last activity of the lesson was not so efficient.

#### **Did the pupils get involved in the warming up?**

From the mentor's point of view, the warming up activity worked with the majority of the group but not with a few students. These students did not seem to be enjoying the task. They probably misunderstood what they were supposed to be doing or they might not have liked the activity.

### Was it based on the criteria for choosing warming ups?

The mentor claimed it had been partly based on the criteria for choosing warming ups, which had contributed to achieving the aims.

- The activity had its learning value. The students could practise all their skills and learn to cooperate together.
- The text used was appropriate to the students' language level.
- The criterion of timing was not fulfilled. The activity took longer than it had been expected because of the series of steps and the students' misunderstanding.
- The activity was coherently integrated into the lesson because the topic and the form of the warming up was the same as the listening text.

### 3.3. Evaluation of my lesson done by the pupils

The questionnaires were filled in by 16 pupils who were to answer the questions honestly after the lesson. The results look as follows:

#### 1. Did you enjoy the lesson?

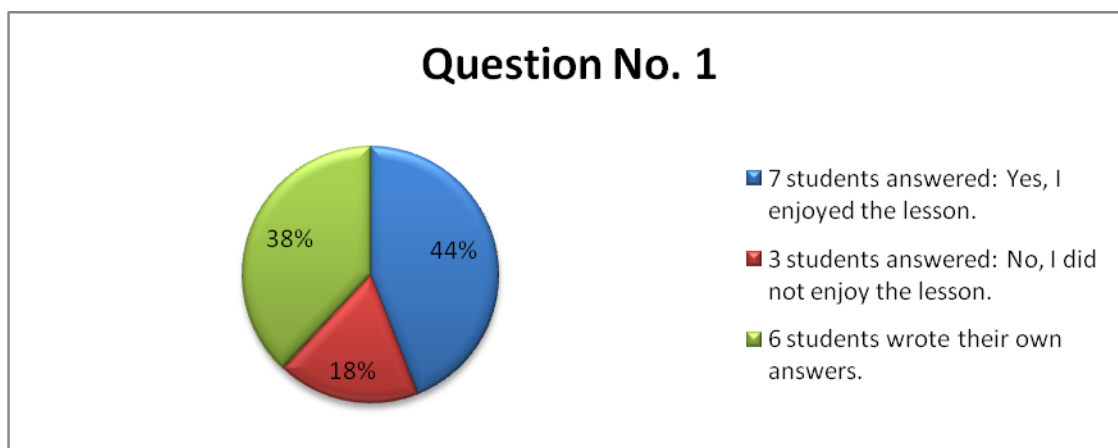


Diagram 5: Questionnaire No. 3- Question No. 1

The diagram to the first question shows that 7 students out of 16 confirmed they enjoyed the lesson. Nevertheless, 3 students confirmed they did not like the warming up activity and 6 students claimed they did not enjoy the whole lesson. 6 students responded: "It was OK, but the other lessons were better", "I liked something", "I didn't like running around the class because I couldn't concentrate" or "I didn't like listening". On the whole, the results of the first question show the main features that prevented the students from enjoying it was their failure to listen.

## **2. When you compare the first exercise to the other activities of your usual lessons, it was....**

The following question of the questionnaire dealt with the warming up activity. Unfortunately, the numbers are again lower than anticipated. 4 respondents confirmed that it was funnier than the activities they usually do. However, 10 students answered the activity was the same as some activities they do with their teacher and 2 pupils claimed it had been less funny. The findings from this question suggest that the warming up did not break the monotony of the class.

## **3. Grade yourself on the 5-point grading scale how you worked in the lesson.**

The results are as follow: only one student graded himself/herself 1. He/she wrote: "I liked the lesson and worked." Seven students out of 16 graded themselves 2. They usually responded: "I liked the lesson and participated in." Six students would get 3. I noticed the answers such as: "I didn't enjoy the listening", "I didn't like it", "I didn't try hard" or "I didn't understand." Only one student would receive the mark 4. He/she left a comment: "I wasn't good at listening and I didn't like it". One student who graded himself/herself 5 wrote: "I didn't enjoy the lesson". These points made by the students show that the listening activities are not popular among the students. I think the listening used in the lesson was neither interesting nor motivating for them. For this reason to use a good warming up activity is not enough to develop the students' higher motivation and concentration if a lesson plan includes a listening activity that is not attractive.

## **4. Lesson plan No. 4**

**Class:** 6<sup>th</sup>, 19 students present

**Date:** 29<sup>th</sup> March

**Level:** Elementary

**Timing:** 45 minutes

**Teaching aids:**

- a chart of the verb to be in the present and past tense
- a projector and a laptop
- a picture and flashcards
- a PowerPoint presentation (Famous people) (see Appendix 10)
- a famous people quiz

**Aims of the lesson plan:**

To present some famous English speaking people.

To revise the past tense of the verb “to be”.

To provide the pupils with practice so they can use the structures below to talk about famous people.

Model sentences: Neil Armstrong was the first man on the moon.

Ronald Reagan and Bill Clinton were American presidents.

**Objectives:**

At the end of the lesson the students can use the verb to be in the past tense. They can complete a simple quiz in English.

**Anticipated problems:**

Some pupils may not remember the past tense of the verb “to be” from a previous lesson. They may not know some famous people.

**Integration of a warming up activity into the lesson plan**

The aims of the warming up activity are connected with the aims of the lesson plan No. 3. The grammar discussed in the lesson is the past tense of the verb “to be”. The pupils should be familiar with it but they need to practise it and use it actively. The listening text used in a warming up activity provides a natural context for the verb “to be” in the past. Hearing the past form of the verb “to be” can help the pupils to reactivate the knowledge of the verb in a subsequent activity.

**Stage 1 Introduction to the lesson and its topic (2 minutes)**

The teacher writes on the board *Famous people* and introduces the topic of the lesson: a famous people quiz. The pupils are asked to name some famous people. The teacher says:

T: *You're going to do a famous people quiz. Do you know any famous people? I know Karel Gott, Václav Klaus or Brad Pitt. What about you?*

**Stage 2 Warming up activity - Drawing Warmer (10 minutes)**

based on the idea from the website BusyTeacher

**Skills developed:** listening

**Target language:** the affirmative form of the verb “to be” in the past tense, the

prepositions (in, on, under, in the middle, on the right, on the left)

**Teaching aids:** a picture

### Anticipated problems

Some pupils may not know the words: *stripes*, *clouds*, *an Easter Bunny* and *retired*.

### Step 1 (2 minutes)

The teacher asks the pupils if they know an Easter Bunny and like drawing. She asks the following questions:

T: *Do you like Easter?*

S: *Yes, I do./ No, I don't.*

T: *What is an Easter Bunny?*

S: *It is a rabbit.*

T: *Do you like drawing?*

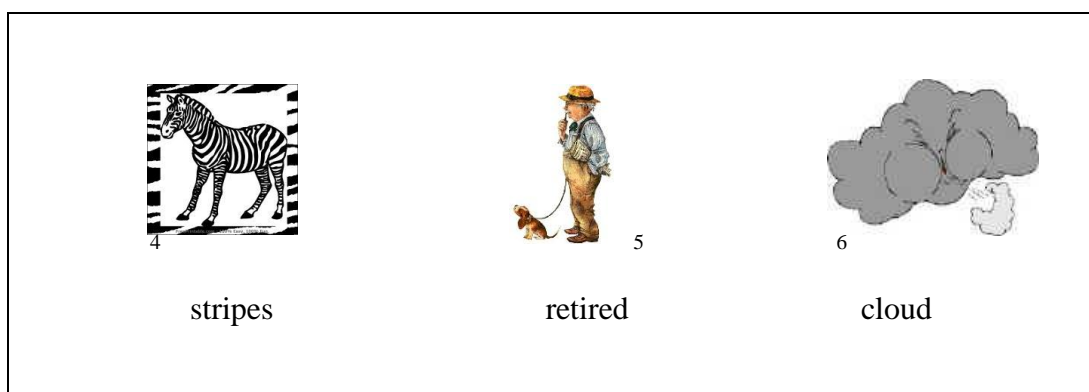
S: *Yes, I do./ No, I don't.*

### Step 2 (2 minutes)

The teacher presents the words: *stripes*, *clouds* and *retired*. She puts their flashcards on the board and writes the words below them. She says:

T: *Look at the board. The zebra has got black and white stripes. The man is retired. He doesn't work. The cloud is in the sky.*

### Board plan



### Step 3 (5 minutes)

The teacher explains that she is going to describe the picture of a retired Easter Bunny but the pupils are not going to look at the picture. She describes the picture to them and they draw what they hear. She says:

<sup>4</sup> <http://www.freeprintable.com/view/print.html?id=8582>

<sup>5</sup> <http://www.clevelandmen.com/images/oldman.jpg>

<sup>6</sup> <http://www.davis.k12.ut.us/staff/lbeesley/images/722BEFAB98F042738261347CDF46AD53.jpg>

T: *Listen and draw the picture of a retired Easter Bunny.*

**“A retired Easter Bunny” - the picture and its description**



7

*There was a big pink egg with one purple and one white stripe. The white stripe was small and the purple stripe was big. The white stripe was under the purple stripe. There were five carrots in the middle of the purple stripe. On top of the egg, there was a small white rabbit. There was a carrot in the rabbit's hand. The egg was on the grass. There were two clouds. A big cloud was on the right side. A small cloud was on the left side.*

**Step 4 (1 minute)**

The teacher asks the pupils to compare their pictures to the original picture which is projected on the screen. She looks at the students' pictures, chooses three best pictures and shows them to the class. She says:

T: *Let's compare your picture to the original. Is your picture similar to the original?*

*Show me your pictures?* (The teacher chooses three best pictures.)

T: *Whose picture is the best?* (The teacher shows three best pictures in front of the class)

**Stage 3 Review of the verb “to be” in the past tense (5 minutes)**

The teacher gives each student a chart. The students fill in the gaps with the negative and affirmative forms of the verb “to be” in the past tense: *was/were* and *wasn't/weren't*. They complete it individually. She says:

T: *Look at the chart. There is the verb to be in the present. Do you remember the verb in the past? Complete the chart with was, were, wasn't or weren't.*

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<sup>7</sup> <http://www.shutterstock.com/subscribe.mhtml>



## A chart

Present tense ☺	Present tense ☹	Past tense ☺	Past tense ☹
I am	I am not/ 'm not	I .....	I .....
We	We are not	We	We
You are	You	You .....	You .....
They	They aren't	They	They
He	He is not	He	He
She is	She	She .....	She .....
It	It isn't	It	It

## Stage 4 Presentation of famous people (5 minutes)

The teacher presents a PowerPoint presentation (see Appendix 10). She projects the pictures of famous people on the screen and asks the students if they know them. She says:

T: *Let's talk about famous English speaking people.*

T: *Who's this?*

S: *This is Michael Jackson*

T: *What was his job?*

S: *He was a singer.*

T: *Who are these?*

S: *They're Tom Cruise and Nicole Kidman.*

T: *They're an actor and an actress. They play in films.*

T: *These are Yoko Ono and John Lennon. They were married. Lennon was a member of the Beatles.*

T: *These are Margaret Thatcher, Tony Blair and John Major. They were the Prime Ministers of the UK. Our Prime Minister is Petr Nečas.*

T: *Who's this?*

S: *This is William Shakespeare.*

T: *You're right. He was a play writer.*

T: *Who are these?*

S: *These are David and Victoria Beckham.*

T: *These are James Cameron, Steven Spielberg and Peter Jackson. They are directors. They make films.*

T: *Who were Neil Armstrong, Michael*

S: *They were astronauts.*

*Collins, Yuri Gagarin and Buzz Aldrin?*

T: *George Bush, Bill Clinton and Ronald Regan were American presidents.*

### Stage 5 Matching the words (3 minutes)

The teacher writes the exercise on the board. The students are supposed to match the English words to their Czech equivalents. She says:

T: *Match the English words to the Czech words.*

#### Board plan

<i>a director</i>	<i>zpěvák/zpěvačka</i>
<i>the moon</i>	<i>premiér, předseda vlády</i>
<i>a wife</i>	<i>narodil se/narodila se</i>
<i>the Prime Minister</i>	<i>režisér</i>
<i>an actor/actress</i>	<i>manželka</i>
<i>a singer</i>	<i>Měsíc</i>
<i>was born</i>	<i>herec/herečka</i>

### Stage 6 Famous people quiz (18 minutes)

#### Step 1

The teacher puts the pupils into groups of four. She divides each group into two pairs, pair A and pair B. She gives a copy of Quiz A to each student in pair A and a copy of Quiz B to each student in pair B. The pupils are not allowed to show their quizzes to the other pair in their groups. They work in their pairs and choose *was* or *were* for questions 1-5 on their quiz.

T: *Make groups of four.* (The teacher hands out the copies of the quizzes)

T: *Look at your quizzes. Hands up all the quizzes A.*

T: *Right. Listen. Work in pairs. Choose was or were for questions 1-5.*

T: *Hands up all the quizzes B. Work in pairs and choose was or were for questions 1-5.*

#### Quiz A

- |   |  |
|---|--|
| 1 Who <i>was/were</i> the director of the film Titanic?<br>a) Steven Spielberg<br>b) Peter Jackson<br>c) <b>James Cameron</b> | 4 Who <i>was/were</i> Nicole Kidman married to?<br>a) Mel Gibson<br>b) Tom Hanks<br>c) <b>Tom Cruise</b> |
| 2 Who <i>was/were</i> the first man on the moon?<br>a) John Glenn<br>b) <b>Neil Armstrong</b><br>c) Yuri Gagarin              | 5 Who <i>was/were</i> Michael Jackson?<br>a) an actor<br>b) <b>a singer</b><br>c) an astronaut           |
| 3 Who <i>was/were</i> the British Prime Minister in 1998?<br>a) Margaret Thatcher<br>b) <b>Tony Blair</b><br>c) John Major    |  |

## Quiz B

1 Who <i>was/were</i> John Lennon's wife? a)Victoria Beckham b)Linda McCartney <b>c)Yoko Ono</b>	4 Who <i>was/were</i> The Prime Minister in 1986? a)John Major b)Tony Blair <b>c)Margaret Thatcher</b>
2 Who <i>was/were</i> William Shakespeare? a)a singer b)an actor <b>c)a play writer</b>	5 Who <i>was/were</i> the second man on the moon? a) Michael Collins b) Yuri Gagarin <b>c) Buzz Aldrin</b>
3 Who <i>was/were</i> the director of the film The Lord of the rings? a)Steven Spielberg <b>b)Peter Jackson</b> c)James Cameron	

## Step 2

The teacher checks the pupils' questions with the rest of the class. The pupils read the questions aloud. She tells the students the words/phrases in bold on their quizzes are the correct answers.

T: *Who's got the student A quiz? Read the question no. 1.*

S: *Who was the director of the film Titanic?* (Teacher checks the questions in this way.)

T: *The words in bold on your quizzes are the correct answers.* (The teacher points to John on the board.)

## Board plan

<i>Jack</i>
<b><i>John</i></b>
<i>Jess</i>

## Step 3

The teacher puts the pupils into groups of four. Each pair takes it in turns to ask the other pair a question from their quiz. The pupils read out the question and three possible answers. If the other pair gets an answer correct, they get one point. The teacher gives a demonstration and say:

T: *Work in groups of four. Read the questions with three possible answers to your classmates. They choose an answer: a, b or c. When their answer is correct, they get one point.*

#### **Step 4**

When both pairs have asked all their questions, each pair counts their points. They get one point for each correct answer. The pair with the most points wins.

T: *Have you finished? Count your points.*

T: *Who's got five points? Hands up!*

#### **Stage 7 Evaluation of the lesson (2 minutes)**

The teacher asks the pupils to tell you some famous people from the quiz and asks who it was. She says:

T: *Which famous people do you remember?* S: *Tony Blair.*

T: *Who was it?*

S: *He was the Prime Minister.*

#### **4.1. Reflection No. 4**

I asked a few questions at the first stage of the warming up activity to attract the attention of the students. This aim was achieved but it did not go as I had planned. The pupils responded to the questions collectively. I heard the answers: "Yes, I did." or "No, I didn't." Some pupils were not able to answer two of the three questions. When I asked the first question: "Do you like Easter?" a few pupils did not answer because they did not know the word - *Easter*. Therefore, I asked one student to translate it into Czech. As I had expected the pupils would not know the phrase, an Easter Bunny in the second question, I responded to it myself using the expression, an Easter rabbit, which the students knew. I would suggest omitting the question: "Do you like Easter?" and "What is the Easter Bunny" next time.

A simple picture would make the task easier but would not be challenging and amusing. Although I had to introduce some words through visual and oral context at the second stage because the pupils did not know them, I had chosen the picture of an Easter Bunny. The pupils started to translate the words into Czech even though I did not tell them to do so. They deduced the meanings of the words, *stripes* and *a cloud*, from the pictures without any difficulties. On the other hand, they did not guess the meaning of

the word - *retired*. I had to tell them the Czech meaning because they translated it as old. I would choose a more appropriate picture, e.g. an old man on a beach to illustrate this word next time.

I was surprised how the students got involved in drawing. All the pupils were carefully listening and drawing their pictures while I was describing a retired Easter Bunny. I read sentences one by one and repeated each twice because the pupils asked me. It was a good sign that the students were interested in the text. The text I prepared was appropriate. It was challenging and understandable because I introduced the unknown words previously. Only one student did not know the meaning of an egg. He put his hand up and asked for help. I did not tell him the correct meaning but I asked the other students to help him.

All in all, the motivational aims of the warming up activity were achieved. Describing the picture provided the pupils with a chance to develop their listening skills. The pupils completed the task successfully; hence I increased their expectancy of success. Many pictures were similar to the original (see Appendix 11). If the pupils made a mistake, it was in the position of the clouds. They did not know the words - right and left. Therefore, they swapped a big cloud for a small cloud. I would include instructions, such as *touch your left hand, wiggle your right ear, kick your right leg, stamp you left foot, wink your right eye*. They all got involved in drawing and found it interesting and amusing. When I projected the original picture, they were surprised. Most of them began to laugh. Some students commented on their pictures unfortunately in Czech. I noticed the comments: “My picture is absolutely different.” or “I can’t draw.” I would prepare a children’s game – Simon says where I would practise the words – right and left.

## **4.2. Observation of my lesson done by the mentor**

### **Were the aims and the objectives of the lesson achieved?**

The mentor claimed that the aims and objectives of the lesson had been achieved. He liked how I used the past tense of the verb “to be” in the description of the picture. He especially appreciated the presentation of famous people and the following quiz. He said it had provided the pupils with nice practice of the verb “to be”.

### **Did the pupils get involved in the warming up?**

From their teacher's observation, all the pupils were active participants. They seemed to be enjoying it. He was surprised how the pupils, who were usually passive in English classes, were engaged. He also found the picture stimulating and challenging.

### **Was it based on the criteria for choosing warming ups?**

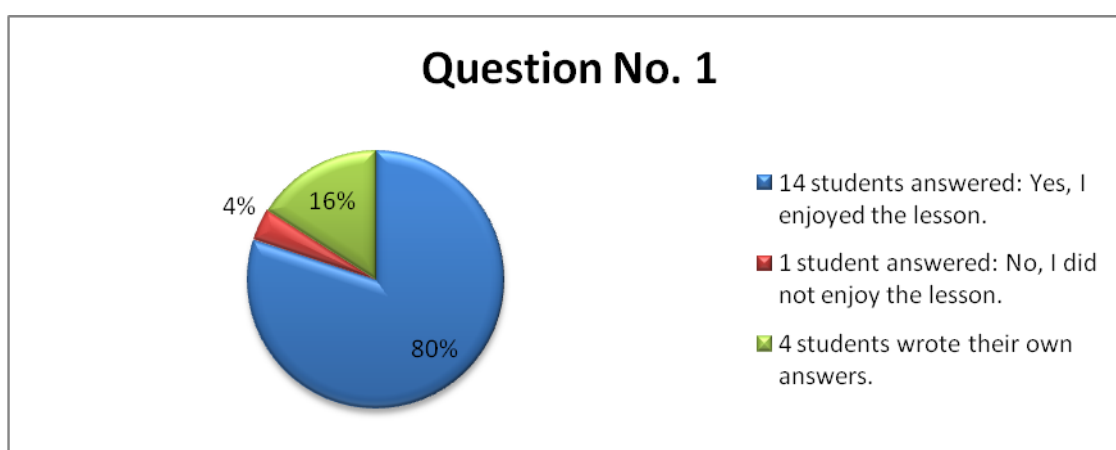
The mentor claimed it had been based on the criteria for choosing warming ups, which had contributed to achieving the aims.

- The pupils had the chance to build their listening skills.
- Even though it seemed to be very difficult to draw a similar picture, the pupils were able to complete the task and draw nice pictures. Therefore, it was relevant to the pupils' language level.
- It was completed in the time limit of ten minutes.
- A transition between the warming up and the following activity of the lesson was smooth. The warming up stirred the class up. On the other hand, completing the chart was a settling activity.

## **4.3. Evaluation of my lesson done by the pupils**

The questionnaires were filled in by 19 pupils who were to answer the questions honestly after the lesson. The results look as follows:

### **1. Did you enjoy the lesson?**



*Diagram 6: Questionnaire No. 4- Question No. 1*

The diagram to the first question shows that 14 students out of 19 enjoyed the lesson. Positive information is that only 1 student claimed that he/she had not enjoyed the

whole lesson. Four students responded: “I didn’t finish the activity”, “It was fine but don’t speak English” or “I enjoyed drawing”.

**2. When you compare the first exercise to the other activities of your usual lessons, it was....**

The following question of the questionnaire dealt with the warming up activity. The numbers are again higher than anticipated. 14 respondents confirmed that the warming up was funnier than the other activities they usually do in the classes. 4 students answered the activity was the same as some activities they do with their teacher and only one pupil did not find the activity amusing.

**3. Grade yourself on the 5-point grading scale how you worked in the lesson.**

The results of the last question are as follow: five students graded themselves 1. They wrote: “I liked the lesson and worked” or “I was quite active”. Ten students out of 19 graded themselves 2. They usually responded: “I liked the lesson and participated in” or “I didn’t participate a lot”. Four students would get 3. I noticed the answers: “I learnt new things” or “I didn’t try hard”. The mark 4 would receive only one student. One student who graded himself/herself 5 wrote: “I didn’t enjoy the lesson”.

The results of the first question showed the whole lesson had positive impact on the pupils because more than two thirds confirmed they enjoyed the lesson. The data gained from the question number two displayed the motivational aims of the warming up activity were achieved. The warming up was an interesting task and it broke the monotony of the class as the majority of the pupils claimed it was funnier than the activities they usually do in the classes. According to the results of the third question, it could be said the pupils were involved in the lesson because more than half of them left positive comments and admitted they were active participants and cooperated during the class.

**5. Lesson plan No. 5**

**Class:** 6<sup>th</sup>, 19 students present

**Date:** 6<sup>th</sup> April

**Level:** Elementary

**Timing:** 45 minutes

**Teaching aids:**

- stage props: glasses and a schoolbag
- flashcards
- a textbook Project 2 31/5a,b,c (see Appendix 12)

### **Aims of the lesson plan:**

To teach past time phrases: last week/Monday, yesterday.

To revise vocabulary of illness: a headache, a stomach ache, a temperature, a toothache, a cold and a sore throat.

To provide practise so the students can use the structures below to talk about illnesses.

Model sentences: I had a headache last week.

I had a toothache last Monday.

I was ill yesterday.

### **Objectives:**

At the end of the lesson the students are able to apologize for absence from school and explain why they missed a class.

### **Anticipated problems:**

Some pupils may not remember all the illnesses from the previous lesson.

### **Integration of an activity into the lesson plan**

The aims of the warming up activity are connected with the aims of the lesson plan No. 4. The pupils should know the vocabulary of illness passively but the teacher should enable them to use it actively. Therefore, the vocabulary is set in the context of the communication situation when the pupils have to apologize for absence from school. They learn how to interact with the teacher and respond her questions. The warming up is also aimed at practising the interaction between the teacher and the pupils. However, the pupils do not answer the teacher's questions but they get an answer and have to make a question.

### **Stage 1 Introduction to the lesson and its topic (1 minute)**

The teacher introduces the topic of the lesson and writes *Illnesses* on the board.

T: *Hello everybody, today we're going to talk about illnesses.*

### **Stage 2 Warming up activity – Make a question (5 minutes)**

**Skills developed:** speaking



**Target language:** question forms of the verb “to be” in the present and past tense, the verb “have got” and question forms of the present simple and continuous

**Anticipated problems:**

Some students may have difficulty making questions with the verb “to be” in the past tense.

**Step 1 Giving instructions**

The teacher writes an everyday question and its answer on the board. She draws an arrow to suggest that she wants to switch the order of the conversation. She emphasizes that the answer comes first and she elicits an appropriate question for another answer thereafter. The teacher says:

T: *Look at the board. This is an answer. I’m fine.* (The teacher points to the answer.)

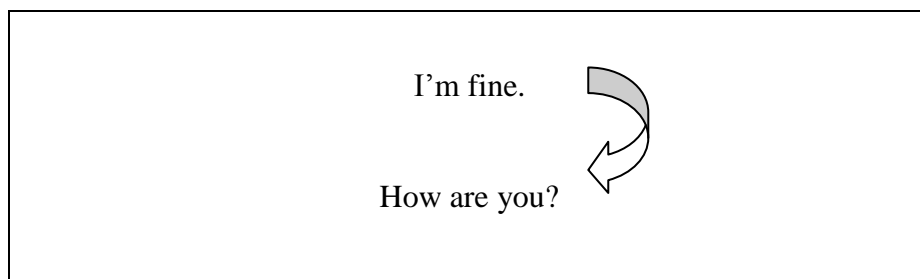
*Make a question.* (The teacher points to the question.)

S: *How are you?* (The students read the question from the board.)

T: *Now make a question. I’m Veronika.*

S: *What’s your name?*

**Board plan**



**Step 2 Completing the task**

The teacher says ten answers and the pupils are supposed to give the questions.

T: *Let’s start.*

**10 answers and the pupils’ questions**

- |   |   |
|---|---|
| 1 T: <i>I’m from the Czech Republic.</i>        | S: <i>Where are you from?</i>                   |
| 2 T: <i>I’ve got a brother.</i>                 | S: <i>Have you got any brothers or sisters?</i> |
| 3 T: <i>My favourite film is Love Actually.</i> | S: <i>What’s your favourite film?</i>           |
| 4 T: <i>My mum is a teacher too.</i>            | S: <i>What’s your mum’s job?</i>                |

- |  |                                       |
|--|---------------------------------------|
| 5 T: <i>I get up at 6:30 on Monday.</i>      | S: <i>What time do you get up?</i>    |
| 6 T: <i>Your teacher is sitting.</i>         | S: <i>What is the teacher doing?</i>  |
| 7 T: <i>I was on holiday in London.</i>      | S: <i>Where were you on holiday?</i>  |
| 8 T: <i>I was in the concert of Madonna.</i> | S: <i>Where were you?</i>             |
| 9 T: <i>John Lennon was from Liverpool.</i>  | S: <i>Where was John Lennon from?</i> |
| 10 T: <i>It was rainy.</i>                   | S: <i>What was the weather like?</i>  |

### **Stage 3 Pre-teaching the vocabulary (2 minutes)**

The teacher presents new vocabulary – the past time phrases: yesterday and last week. She explains the difference between this week and last week or yesterday and today. She checks if the pupils understand. She says:

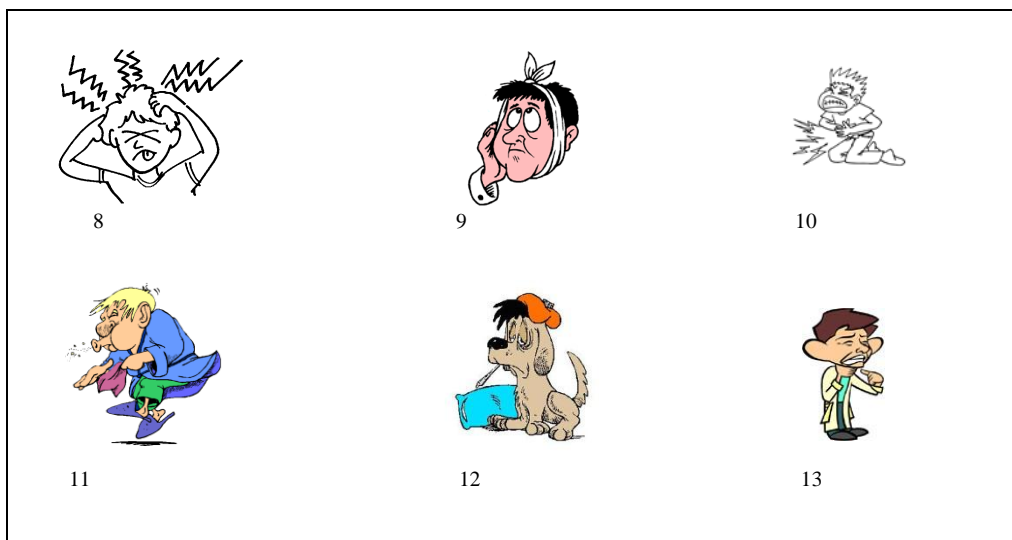
- T: *Today is 6<sup>th</sup> April. Yesterday was 5<sup>th</sup> April.*  
 T: *This week is from 4<sup>th</sup> April to 10<sup>th</sup> April. Last week was from 28<sup>th</sup> March to 3<sup>rd</sup> April.*  
 T: *Translate yesterday into Czech.* S: *Včera.*  
 T: *Translate last week into Czech.* S: *Minulý týden.*

### **Stage 4 Pre-listening activity (5 minutes)**

The teacher puts pictures of ill people on the board. She asks the pupils to name the illnesses.

- |  |                                    |
|--|------------------------------------|
| T: <i>What's the matter with them?</i>                 | S: <i>They're ill.</i>             |
| T: <i>Look at the boy. What's the matter with him?</i> | S: <i>He's got a headache.</i>     |
| T: <i>What's the matter with him?</i>                  | S: <i>He's got a toothache.</i>    |
| T: <i>What's the matter with the boy?</i>              | S: <i>He's got a stomach ache.</i> |
| T: <i>What's the matter with the man?</i>              | S: <i>He's got a cold.</i>         |
| T: <i>What's the matter with the dog?</i>              | S: <i>It's got a temperature.</i>  |
| T: <i>What's the matter with him?</i>                  | S: <i>He's got a sore throat.</i>  |

## Board plan



### Stage 5 Listening activity (15 minutes)

#### Step 1 – First listening

The pupils do the listening activity 31/5b from the textbook (see Appendix 12). They are asked to listen and connect the names to the pictures. The teacher says:

*T: Open your student's books at page 31. Look at exercise 5. There are 6 people. Listen and match the names with the pictures.*

#### Step 2 – Second listening

The pupils listen once more and check their own answers. The teacher says:

*T: Listen again and check your answers.*

#### Step 3 – Checking answers to the listening activity

The teacher asks the students for their answers and tells them whether they are right or wrong. She writes the correct answers on the board. She says:

*T: Let's check your answers.*

*T: Who's Emma?*

*S: The picture c.*

<sup>8</sup> <http://img.pansponka.com/headache.gif>

<sup>9</sup> <http://www.naturesnaturalhealing.com/toothache.gif>

<sup>10</sup> [http://2.bp.blogspot.com/\\_rEmBKieYU8/TBleTUoxOZI/AAAAAAAAABmE/KKyMf43QcHw/s1600/stomach-ache-t11776.jpg](http://2.bp.blogspot.com/_rEmBKieYU8/TBleTUoxOZI/AAAAAAAAABmE/KKyMf43QcHw/s1600/stomach-ache-t11776.jpg)

<sup>11</sup> [http://3.bp.blogspot.com/\\_j6hRXyx7IDQ/TPMC3Ffyxyl/AAAAAAAAAOo/TSa4j2iKx9g/s1600/sneezing.gif](http://3.bp.blogspot.com/_j6hRXyx7IDQ/TPMC3Ffyxyl/AAAAAAAAAOo/TSa4j2iKx9g/s1600/sneezing.gif)

<sup>12</sup> [http://hub.sierratradingpost.com/images/wpuploads/sick\\_dog.jpg](http://hub.sierratradingpost.com/images/wpuploads/sick_dog.jpg)

<sup>13</sup> <http://img.tfd.com/wn/2C/6CE26-sore-throat.jpg>

## Board plan

1 Emma - c	3 Victoria – b	5 Michael - f
2 Dan – e	4 Claire – a	6 Jamie – d

## Stage 6 Speaking activity – role play (15 minutes)

### Step 1

The teacher establishes the context of a role play activity and provides the pupils with a model dialogue. She asks two students to read the dialogue loudly. The teacher says:

*T: Let's learn how you can apologize for absence from school.*

*T: Look at exercise 5c at page 31. Read the dialogue.* (The teacher calls on a student to read the model dialogue.)

### Model dialogue

*A teacher: Were you away yesterday, Emma?*

*Emma: Yes, I was ill.*

*A teacher: Oh, dear. What was the matter?*

*Emma: I had a headache.*

*A teacher: Are you all right now?*

*Emma: Yes, thank you.*

### Step 2

The teacher divides the class into pairs. She explains to them that they are going to take the part of a teacher and a pupil (Emma/Dan/Victoria/Claire/Michael/Jamie) from the listening activity. The pupils act out the roles. They do it several times so that they can try different roles from 5a/31.

*T: Come here. You're a teacher. You're a pupil and your name is Dan. Make a dialogue.* (The teacher picks up two pupils and they demonstrate the role play to the rest of the class.)

The teacher says:

T: *It's your turn. Act out teachers and pupils from 5a. Work in pairs and make dialogues. Exchange your roles.*

### Step 3

For feedback the teacher invites some pairs to perform the role play in front of the class. She prepares some stage props: glasses and a schoolbag. The teacher says:

T: *OK, everybody. Stop talking. Let's act out your dialogues in front of the class. Here are the glasses and the schoolbag. Are there any volunteers?*

### Stage 7 Evaluation of the lesson (2 minutes)

The teacher asks the following questions:

T: *Who was ill yesterday?*

T: *Who was ill last week?*

T: *What was the matter?*

### 5.1. Reflection No. 5

While giving instructions, all the pupils were listening and watching. Even though I supported my instructions with a visual clue (the scheme on the board), some of the pupils did not understand them because they did not remember the meaning of the terminology: an answer. For this reason I prepared another example answer: "I'm Veronika" to make the instructions more understandable. The pupils who understood the instructions made the question: "What's your name?" collectively. Showing what to do was effective as the instructions were understood by the rest of the class. When we began the activity, all the pupils knew what they were supposed to do. All in all, the first step went well and it was accomplished quickly.

Simple answers did not cause any problems to the pupils. They participated fully in the activity. Almost everybody put a hand up. The first four questions were easy for the pupils. That is why I decided to call on the weaker students. They answered them as I had expected. The pupil who was called on to make the fifth question for the answer: "I get up at 6:30 on Monday." made a usual mistake in the question. He forgot an auxiliary *do* and said: "What time you get up?" I used finger correction to indicate the missing

word and gave him the chance to correct himself but he did not know how to. Therefore, I got another pupil to say the correct question.

Even though the pupils were supposed to know the present continuous, only three pupils tried to make the question for the answer: “Your teacher is sitting.” but they were not able to ask correctly. They made mistakes and said the questions such as: “What does the teacher do?” or “The teacher is sitting?” As a result, I had to say the correct question. I would not suggest omitting this answer next time. On the contrary, I would re-use the activity with similar types of questions several times. Thus, the pupils would be able to make questions more quickly and more correctly by regular revision.

The questions with the verb “to be” in the past tense were difficult for the pupils as I had expected. Nevertheless, the most of them seemed to be enjoying it. As I prepared more answers with the verb “to be” in the past tense, many pupils remembered about the question form and got engaged. Some pupils spent more time on making the questions but they finally asked correctly. Four out of 19 students did not put their hands while giving answers in the past tense. They were not probably sure of their questions. Nobody managed to make the question for the answer: “It was rainy.” That is why I would leave it out next time.

All in all, the motivational aims of the warming up activity were achieved. All the pupils got involved more or less equally. Some of them put their hands up all the time and the other ones only when they were sure of the correct question. The task seemed to be interesting because it included a novel element. The pupils were used to answering various teacher’s question at the beginning of the lesson but they had never done the activity the other way round. It was relevant for the weaker students as well as for the stronger ones because there were easy and difficult answers. Most of the pupils were able to make at least five correct questions; hence they could partly succeed in the task.

## **5.2. Observation of my lesson done by the mentor**

### **Were the aims and the objectives of the lesson achieved?**

According to the mentor, the aims and the objectives of the lesson were reached because the pupils were able to apologize for absence from school at the end of the lesson. Moreover, the majority of them found the warming up and final performances of the

role play in front of the class very funny. He was surprised that only a few students tried to use their mother tongue when we did the role play.

### **Did the pupils get involved in the warming up?**

From his point of view, the pupils got involved in the warming up. All of them were very active at the beginning whereas some weak students stopped paying attention at the end. They probably were not able to make the correct questions with the verb “to be” in the past tense.

### **Was it based on the criteria for choosing warming ups?**

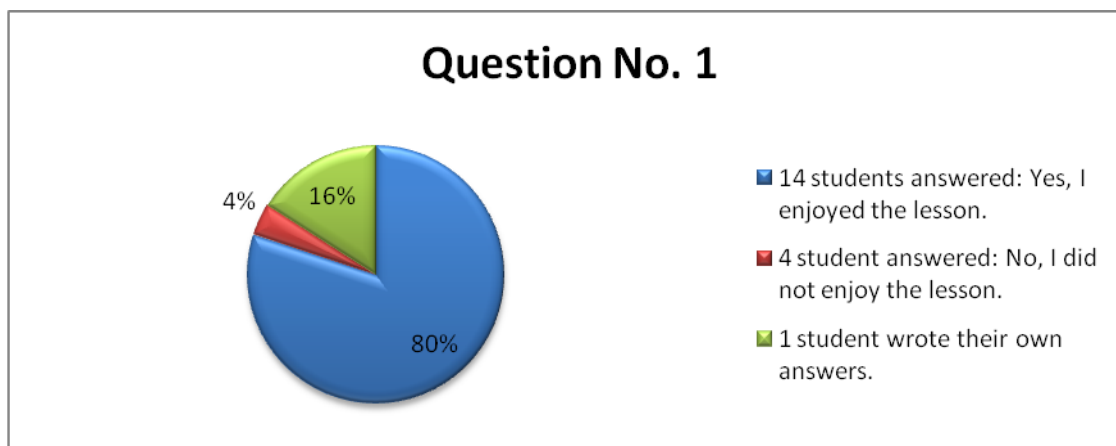
The mentor claimed it had been based on the criteria for choosing warming ups, which had contributed to achieving the aims.

- The pupils had the chance to practise the questions.
- The given answers except for the last one: “It was rainy.” were relevant to the pupils’ language level.
- It was completed in the time limit of five minutes.
- It was linked with the rest of the lesson in the topic: an apology for absence from school because it required the interaction between the pupils and the teacher as an act of apology.

## **5.3. Evaluation of my lesson done by the pupils**

The questionnaires were filled in by 19 pupils who were to answer the questions honestly after the lesson. The results look as follows:

### **1. Did you enjoy the lesson?**



*Diagram 7: Questionnaire No. 5- Question No. 1*

The diagram to the first question shows the positive information that the number of the pupils who enjoyed the lesson is prevailing. 14 students out of 19 responded they enjoyed the lesson. 4 students claimed that they had not enjoyed the whole lesson and one student responded: "I liked only something."

**2. When you compare the first exercise to the other activities of your usual lessons, it was....**

The following question of the questionnaire dealt with the warming up activity. 9 respondents confirmed that the warming up was funnier than the other activities they usually do in the classes. 8 students answered the activity was the same as some activities they do with their teacher and two pupils did not find the activity amusing.

**3. Grade yourself on the 5-point grading scale how you worked in the lesson.**

The results of the last question are as follow: eight students graded themselves 1. They wrote: "I liked the lesson and worked." or "I did well." Six students out of 19 graded themselves 2. They usually responded: "I enjoyed the lesson and participated in." or "I worked." Two students would get 3. I noticed the answers: "I didn't like it." The mark 4 would be received by two pupils who wrote: "I didn't work." and "I didn't participate fully in the lesson." One student graded himself/herself 5 but he did not leave a comment.

Considering the results of the first question, the whole lesson had a positive impact on the pupils because the majority of them confirmed they enjoyed the lesson. The results of the second question displayed the warming up did not break the monotony of the class due to the fact that more than half of them did not find it the same as the activities they do with their teacher. Nevertheless, the result stands in contrast to my and the mentor's observation because the pupils seemed to be enjoying it. According to the results of the third question, it could be said the pupils were involved in the lesson. The pupils who graded themselves 1 or 2 confirmed they participated in because they liked the activities of the lesson. These results of the third question proved the Dörney's theory that the teacher should, somehow, make the process more stimulating and enjoyable, which would greatly contribute to sustain the learners' involvement (2007, p. 73).



## C CONCLUSION

### 1. Project evaluation

As previously written, the hypothesis of this work predicted that warming up activities might develop higher students' motivation and concentration and therefore might contribute to a more effective learning process. In this part, I would like to provide the most important and interesting facts which emerged from my research. Moreover, I would like to interpret the reasons for these results. Since the project was evaluated from three points of view, I decided to focus on these views separately.

#### 1.1. My reflections

In my reflections I wanted to assess whether the motivational aims of the warming ups were achieved. The motivational aims were based on the motivational strategies by Dörnyei who suggests that an activity should (2007, p. 73):

- break the monotony of learning,
- be more interesting for the pupils,
- increase their involvement.

The results of my reflections demonstrate that all three motivational aims were attained.

Firstly, I aimed to arouse the pupils' interest and this was successfully achieved. Examining this observation in detail, the majority of the pupils took delight in all the warming up activities and enjoyed the experience. This fact proved Dörnyei's theory that the task content might be more attractive for students if it includes novel, intriguing, exotic, humorous, competitive, or fantasy elements. (2007, p. 75). All my warming up activities included a novel element, because the pupils were not familiar with them, and a humorous element. Moreover, an intriguing element was a part of the warming up activity - *Drawing warmer* as the pupils could see the original picture at the end of the activity. Nevertheless, there were a few weaker pupils who did not participate well in *Running dictation* as they disliked the competitive aspect of this activity.

My second aim was to increase the pupils' involvement physically or mentally. From my observation, the pupils were more engaged with these activities than with activities of their regular lessons. The theory that physical movement can increase the pupils' involvement was proved. The activities, *Running dictation* and *Clap and say* included physical movement, which helped to increase the pupils' involvement. The pupils

enjoyed standing up of their chairs and moving around the class. On the contrary, the activities, *What's in my bag*, *Drawing warmer* and *Make a question* did not include physical movement but the pupils had to pay greater attention and therefore their involvement was enhanced.

Lastly, I aimed to increase the pupils' expectancy of success and this was also achieved. On the one hand, I defined the success criteria in the warming up activity, *Running dictation*, because it was a competition. On the other hand, there were no defined success criteria of the activities: *Clap and say*, *What's in my bag* and *Drawing warmer* and *Making a question* but these activities were more interesting and engaging. Looking at it in detail, the warming up activities should be mainly relaxing and interesting so that they create a positive atmosphere and therefore they do not require a competitive element.

## **1.2. My mentor's observations**

My mentor's observations were used to find the answers to the following questions:

- Were the aims and the objectives of the lesson achieved?
- Did the pupils get involved in the warming up?
- Was the warming up based on the criteria for choosing such activities?

From my mentor's point of view, the aims and objectives of each lesson were achieved. He was confident that I had taken into consideration learners with different aptitude, learning styles and motivation and was surprised how some weaker pupils, who were quite passive in his classes, often completed the given tasks successfully. On the contrary, some stronger students seemed to be less active and he speculated that they had participated less because the activities were not challenging or they did not need much practice of the target language. My opinion was that these pupils did not fully participate during some activities because there were no outside sources of motivation, such as marks or any other rewards. For this reason the pupils got involved in an activity fully only if it attracted their attention and aroused their curiosity.

I asked my mentor to watch the pupils' involvement during the warming up activities. The results of his observations were the same as mine. According to him, the pupils were fully involved in the activities, *Clap and say*, *What's in my bag*, *Drawing warmer*

and *Make a question*, but a few weaker pupils did not fully participate in the activity, *Running dictation*. My conclusion was that the instructions of this activity were probably too long and the language was too difficult for them and for that reason they seemed to be confused and then bored and too demotivated to continue in the activity.

A warming up activity should be based on the criteria for choosing them so that the pupils' motivation and concentration could develop. Since my mentor was an experienced teacher, I asked him to assess if the activities were based on these criteria:

- The activities had its learning value.
- It was appropriate to the students' language level.
- It was completed from 5 to 10 minutes.
- It was coherently integrated into the lesson.

My mentor claimed the pupils had the opportunity of practising the language and the warming ups were relevant to the pupils' level. The time limit was accomplished in four out of five activities. The warming up, *Running dictation*, was not completed in ten minutes because it included long instructions. That is why he would not use it as a warming up activity in his lessons. All the warming up activities were carefully planned within the lesson plans.

### **1.3. My pupils' evaluations**

As my hypothesis was that warming up activities could develop higher pupils' motivation and concentration, I expected that the results of the questionnaires would confirm that. The pupils' responses in the questionnaire were used to find answers to the following questions:

- Did the warming ups have positive, neutral or negative impact on the pupils' motivation?
- Did the activity break the monotony of the classes?
- Were the pupils more concentrated in the classes?

The results are as follow:

Questions and their answers	The number of the pupils				
	Lesson No.1	Lesson No.2	Lesson No.3	Lesson No.4	Lesson No.5
<i>1 Did you enjoy the lesson?</i>					
a) Yes, I enjoyed the lesson.	15	11	7	14	14
b) No, I did not enjoy the lesson.	1	3	3	1	4
c) Pupils wrote their own answers.	3	3	6	4	1
<i>2 When you compare the first exercise to the other activities of your regular lessons, it was....</i>					
a) funnier.	10	10	4	14	9
b) the same.	8	5	10	4	8
c) less funny.	1	2	2	1	2
<i>3 Indicate on the scale how you worked in the lesson.</i>					
a) 60% and more	17				
b) 59% and less	2				
<i>3 Grade yourself on the 5-point grading scale how you worked in the lesson.</i>					
a) 1-2		9	8	15	14
b) 3-5		8	11	4	5

*Table 1: The results of the questionnaires*

The results of the first question illustrate that the numbers of the pupils who enjoyed the lessons were very high (more than two thirds). However, there was a different result in the questionnaire after the third lesson where the number of the pupils who enjoyed the lesson decreased. This result did not confirm my hypothesis that a warming up activity can develop higher motivation. From the pupils' additional answers and my and mentor's observations, I know that the majority of the pupils enjoyed the warming up, *Running dictation*, but many of them claimed that they did not like the following activities of the third lesson. For me it is the proof that the warming up can generate initial motivation at the beginning of each lesson but it cannot maintain it.

The outcomes of the second question explored how the warming up activities broke the lesson routine, which can help to develop motivation. The number of the pupils who

had answered that the activities were funnier was lower than I had expected and for this reason it did not confirm my hypothesis.

The results of the last question demonstrated how the pupils worked and paid attention during my lessons. This showed a positive outcome because with the exception of Lesson Plan No. 3 more than two thirds of the respondents stated they had worked for 60% and more or they graded themselves 1 or 2. The positive results proved that the pupils were concentrated during the lessons with the warming up activities and therefore the lessons were effective.

## **2. Summary**

Upon examining the results in the above analyses I concluded that some of them are not surprising and thus this research only confirmed what could be expected. However, others illustrate some of my expectations were not proven.

The first important conclusion, which was proved in my research, is that the majority of the students enjoyed the warming up activities based on the appropriate criteria mentioned in my diploma thesis and therefore all three motivational aims of the warming up activities were reached. Consequently, the activities can generate the pupils' motivation. What is positive is that the aims and objectives of the lessons were achieved, which means that generally, the learning process was effective. An example of this is reaching the aims and objectives of the first lesson when the majority of the pupils learnt the grammar rules for some and any.

Additionally, positive outcomes were also obvious when I observed the pupils' concentration during the classes. The majority of the students stated that they had been active participants of my lessons and had achieved the necessary requirements effectively.

What I found disappointing is that the warming ups do not help to develop the pupils' permanent motivation although they can generate it initially. As the majority of the pupils stated in the questionnaire, after the third lesson, that they had enjoyed only some activities of the lesson, teachers should apply the motivational strategies within the whole lessons to keep the pupils fully motivated. Sustaining pupils' motivation is a long-lasting and complex process which could be a subject of other research.

Apart from the results of the research, I can also conclude that warming up activities can be quickly prepared and executed in lessons. Using them can make pupils look forward to their English lessons. Furthermore, my pupils were curious and many of them asked me what we were going to do before each lesson.

On the whole, warming up activities can be used as a meaningful teaching procedure which can enrich teacher's English lessons and in which pupils can revise and practise different language areas. The fact that most of the pupils enjoyed such activities is motivating not only for pupils but also for teachers. I would like to finish this thesis with my mentor's statement who expressed his immense interest in warming up activities and stated he would like to try the activities done in my lessons and make a list of his own in the future.

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## Appendices

### Appendix 1

- **An interview with the teacher**

1. Jaké vztahy panují ve třídě?

Dosud jsem neměl možnost je poznat mimo třídu. Při hodinách se chovají ukázněně, spolupracují mezi sebou a navzájem se respektují. Ačkoliv v 6. B panovala řevnivost mezi děvčaty, dívky si vždy vybraly spolužačku, kterou vyřadily z kolektivu. Jednalo se o dvě dívky, které jsou velice inteligentní.

2. Jak žáci přistupují ke školním povinnostem?

Je to velice šikovná třída. Spoustu dětí angličtina baví a mě baví je učit. Myslím si, že někteří z nich se budou jednou angličtině věnovat. Určitě se doma musí připravovat a učit se slovíčka, ale jsou mezi nimi i žáci nadaní, kteří se domácí přípravě tolik nevěnují a přesto mají výborné výsledky.

3. Jsou ve třídě žáci se specifickými poruchami učení?

Ano, jedna dívka trpí dyslexií a dyskalkulií. V angličtině se jí zatím daří dobře. V pololetí ji vychází dvojka. Dále jsou ve skupině slabší žáci, kteří přestoupili z druhé skupiny. Jedná se o dva chlapce: Lukáš, Ondra a tři dívky: Kateřina, Lucie a Kamila. Slabší jsou také Růžena a Saša.

4. Jsou ve třídě nadprůměrní žáci?

Bára, Hana a Bára jsou nejlepší ze třídy. Kromě dobrých studijních výsledků jsou velice komunikativní. Bára je z mého pohledu nejlepší ve třídě. Víím, že se věnuje angličtině i mimo školu. Klára má nejlepší výsledky z písemných prací, ale v mých hodinách je pasivní. Velice dobře dopadla také v SCIO testech. Dále bych zmínil Ondřeje, který je velice šikovný.

5. Jak žáci vnímají práci s učebnicí?

Myslím si, že učebnici mají rádi. Rádi také pracují s pracovním sešitem. Připravuji si pro ně i jiné materiály. Gramatiku a slovní zásobu dané lekce většinou znají předtím, než začneme pracovat v učebnici.

## Appendix 2

- **A questionnaire for the pupils (the first version)**

Ahoj kluci, holky,

jsem studentkou pedagogické fakulty TUL. Píši diplomovou práci, která se zabývá výukou anglického jazyka. Moc mě zajímá Váš názor, a proto mi prosím, pomozte a vyplňte tento dotazník. Otázky si vždy velmi pozorně přečtete a pokuste se na ně pravdivě odpovědět. Nebojte se, dotazníky nemusíte podepisovat.

### 1. Jak jsi byl spokojený/á s výukou?

- a) byl jsem spokojený/á, výuka mě bavila
- b) byl jsem nespokojený/á, výuka mě nebavila
- c) jiné (můžeš napsat i svůj názor)

Zde můžeš vyjádřit svůj názor. Napsat, co se ti na hodině nejvíc líbilo, nelíbilo. Proč a co bys na ní změnil(a)?

.....

.....

### 2. V porovnání s cvičeními, které děláte během hodin angličtiny, bylo první cvičení

- a) více zábavné.
- b) stejné jako jiná cvičení.
- c) méně zábavné.

### 3. Na číselné ose vyznač, jak jsi pracoval(a) během celé hodiny. Pracoval(a) jsem na....

10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
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### 4. Napiš proč jsi se tak ohodnotil

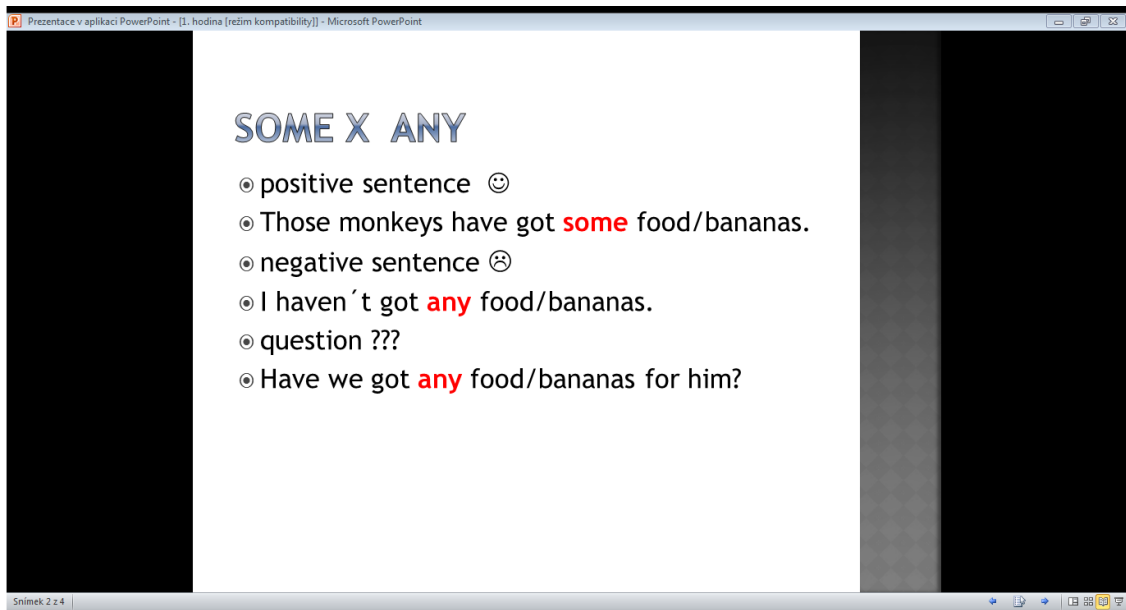
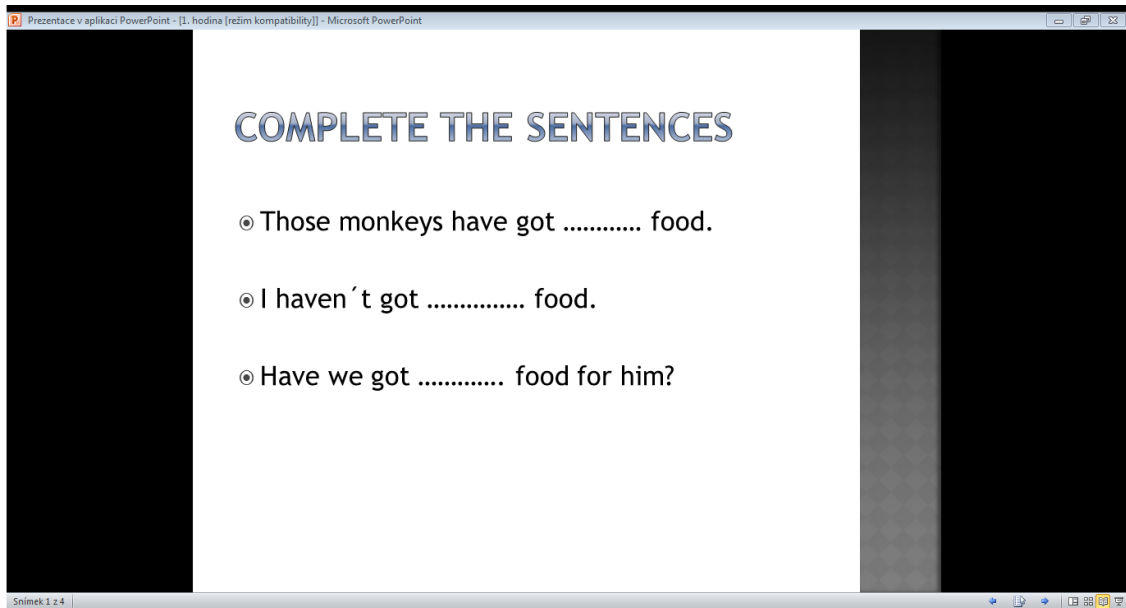
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Děkuji za spolupráci. Pokud chceš k hodině nebo tomuto dotazníku dopsat, může pokračovat na druhé straně. Veronika Machová

## Appendix 3

- A PowerPoint presentation (some/any) – Lesson Plan No. 1



## Appendix 4

- **A song – Lesson Plan No. 1**

*Would ya mind girl if I told you  
Last night really blew my mind  
Would ya mind girl no disrespect  
But can we do it one more time  
Should I hit you up, should I just give up  
Tell me should I just walk away  
Would ya let me in, should I just give in  
I need to get you back on the stage*

*You're so amazing remember the time  
Just thinking about ya gives me butterflies  
So open the curtains and let me inside for more  
You can save the bell cuz I want you now  
Baby hit me with an encore  
I want some more, I want some more  
I want some more, so hit me with an encore  
I want some more, I want some more  
I want some more, so hit me with an encore*

*An encore (ohh)  
An encore (ohh)*

*Would ya like girl for me to touch you I can come and press rewind  
Take it right back up on your back chase your body every night  
Should I lay you down should we do this now  
Tell me or just give me a sign  
Are you in or out cuz there aint no doubt  
Make this night the night of your life  
You're so amazing remember the time  
  
Just thinking about ya gives me butterflies  
So open the curtains and let me inside for more  
You can save the bell cuz I want you now*

*Baby hit me with an encore*  
*I want some more, I want some more*  
*I want some more, baby hit me with an encore*  
*I want some more, I want some more*  
*I want some more, baby hit me with an encore*

*An encore (ohh)*  
*An encore (ohh)*  
*An encore (ohh)*

*Ohhhhh baby hit me with an encore*  
*Ohhh so just save the bell cuz I want you now*  
*Baby hit me with an encore*

*You're so amazing remember the time*  
*Just thinking about ya gives me butterflies*  
*So open the curtains and let me inside for more*  
*You can save the bell cuz I want you now*  
*Baby hit me with an encore*  
*I want some more, I want some more*  
*I want some more, baby hit me with an encore*  
*I want some more, I want some more*  
*I want some more, baby hit me with an encore*

*An encore (ohh)*  
*An encore (ohh)*  
*An encore (ohh)*

## Appendix 5

- Student's book, p. 22-23 – Lesson plan No. 2

### **MICKEY AND MILLIE AT THE ZOO**

#### Comprehension

1 Read and listen to the story and complete the sentences.

- 1 ..... needs some new football boots.
- 2 ..... wants some new clothes.
- 3 ..... hasn't got any money.
- 4 ..... needs a new gorilla.

- 5 ..... is the new gorilla.
- 6 ..... is hungry.
- 7 ..... have got some bananas.
- 8 ..... swings into the lion's cage.
- 9 ..... is Millie.



Make a rule for  
**some** and **any**.

## Grammar

a Complete the table.

**some** and **any**

Those monkeys have got ..... food.  
I haven't got ..... food.  
Have we got ..... food for him?

b Check your sentences in the story.

c Write **some** or **any**.

- 1 Mickey hasn't got ..... bananas.
- 2 There are ..... monkeys at the zoo.
- 3 Have we got ..... apples? I'm hungry.
- 4 The zoo needs ..... new animals.
- 5 Millie wants ..... new jeans.
- 6 Her mum hasn't got ..... money.
- 7 Are there ..... elephants at the zoo?

Play the game 'I haven't got any ...'

- a I haven't got any money.
  - b I've got some money, but I haven't got any books.
  - c I've got some money and I've got some books, but I haven't got any pencils.
- How many things can you remember?

Write **this**, **that**, **these** and **those**.



..... bananas



..... dress



..... disk



..... cows

When do we use  
**this**, **that**, **these** or  
**those**?



## Reading

5 Tell Mickey's story. Number the sentences in the correct order.

- a Mickey swings on his rope.
- b Their mother hasn't got any money for them.
- c The lion is Millie and she runs away from the gorilla.
- d He's hungry but he hasn't got any food.
- e He can't stop and he swings into the next cage.
- f Mickey needs some new football boots and Millie wants some new clothes.
- g There's a lion in the cage.
- h Mickey goes to the zoo to find a job.
- i Mickey runs away from the lion.
- j The monkeys swing on their rope and the people give them food.
- k He gets a job as the new gorilla.

## Writing

6 Write Millie's story.

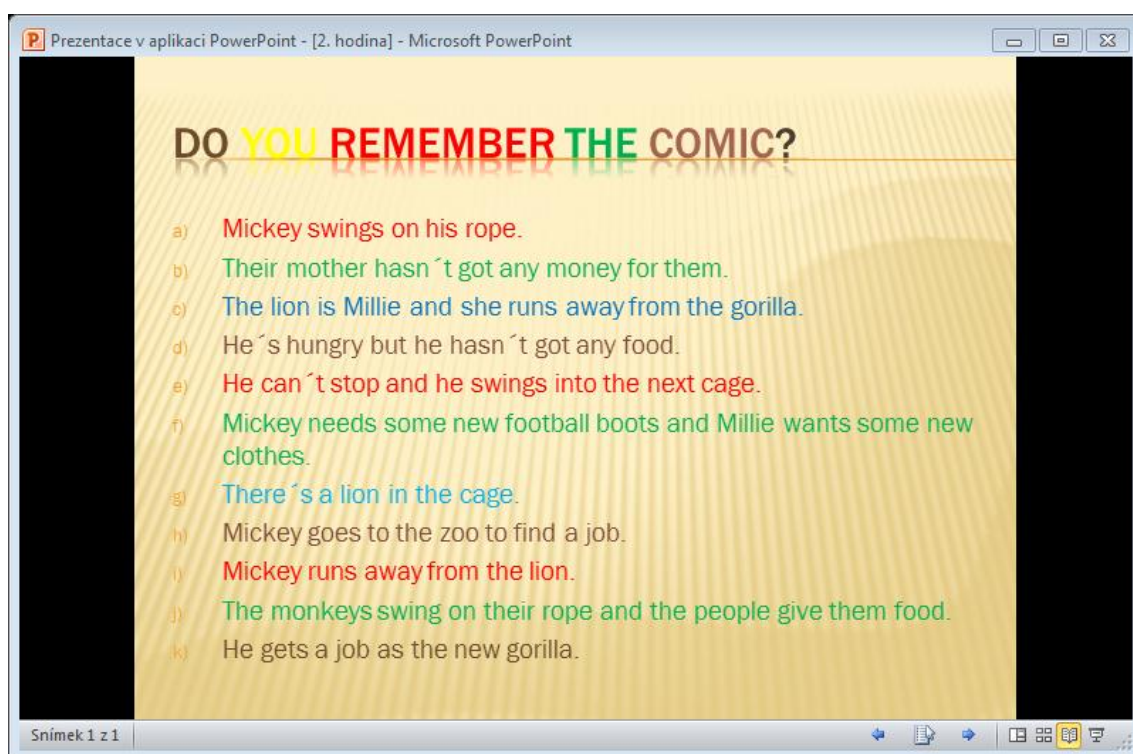


That's the way to the zoo.  
That's the way to the zoo.  
The monkey house is nearly full,  
But there's room enough for you.



## Appendix 6

- A PowerPoint presentation (The comic) – Lesson Plan No. 2



## Appendix 7

- **A questionnaire for the pupils (the second version)**

Ahoj kluci, holky,

jsem studentkou pedagogické fakulty TUL. Píši diplomovou práci, která se zabývá výukou anglického jazyka. Moc mě zajímá Váš názor, a proto mi prosím, pomozte a vyplňte tento dotazník. Otázky si vždy velmi pozorně přečtěte a pokuste se na ně pravdivě odpovědět. Nebojte se, dotazníky nemusíte podepisovat.

### 1. Jak jsi byl spokojený/á s výukou?

- a) byl jsem spokojený/á, výuka mě bavila
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- c) jiné (můžeš napsat i svůj názor)

Zde můžeš vyjádřit svůj názor. Napsat, co se ti na hodině nejvíc líbilo, nelíbilo. Proč a co bys na ní změnil(a)?

.....

.....

### 2. V porovnání s cvičeními, které děláte během hodin angličtiny, bylo první cvičení

- a) více zábavné.
- b) stejné jako jiná cvičení.
- c) méně zábavné.

### 3. Označuj se, jak jsi pracoval(a) během celé hodiny. Pracoval(a) jsem na....

1	2	3	4	5

### 4. Proč si známku zasloužíš?

.....

.....

Děkuji za spolupráci. Pokud chceš k hodině nebo tomuto dotazníku dopsat, může pokračovat na druhé straně. Veronika Machová

## Appendix 8

- Student's book p. 29 – Lesson Plan No. 3

### 4 Present simple and continuous – questions

Here are the questions from an interview with Matsuo. Use the information in 3. Write Matsuo's answers.

- 1 Where are you from, Matsuo?
- 2 Where do you live?
- 3 What language do you speak?
- 4 What does your father do?
- 5 What does your mother do?
- 6 What do you want to be when you grow up?
- 7 What is your favourite subject at school?
- 8 What do you do in your free time?
- 9 Have you got a pet?
- 10 When is your birthday?
- 11 Have you got any brothers or sisters?
- 12 What are you doing in your photograph?

### 5 Reading and writing

- a Read about Pilar. Write an interview with her.
- b Work with a partner. Act the interview.



Pilar Alvarez is from Spain. She lives in a village near the city of Barcelona. Pilar speaks two languages, Catalan and Spanish. Pilar's father works on a farm. Her mother is a secretary in an office in Barcelona. When she grows up, Pilar wants to be a DJ on the radio. Pilar's favourite subject

at school is English. In her free time she plays the guitar, reads books and listens to records. Her favourite singer is Madonna. In the photograph, Pilar is reading a book. You can see her dog in the photograph, too. His name is Bruno. Pilar's birthday is on 3 November. She has got two brothers and a sister.

### 6 Listening and writing

- a Look at the photograph and the chart.
- b 31 Listen and complete the chart.

name	<i>Gabriela</i>
country	
town	
language	<i>Portuguese</i>
parents' jobs	
wants to be	
favourite subject	
free time	
pet	
birthday	
brothers or sisters	
photograph	



- c Use the information about the girl. Write a description of her. Use the texts about Matsuo and Pilar as models.

### 7 Pronunciation

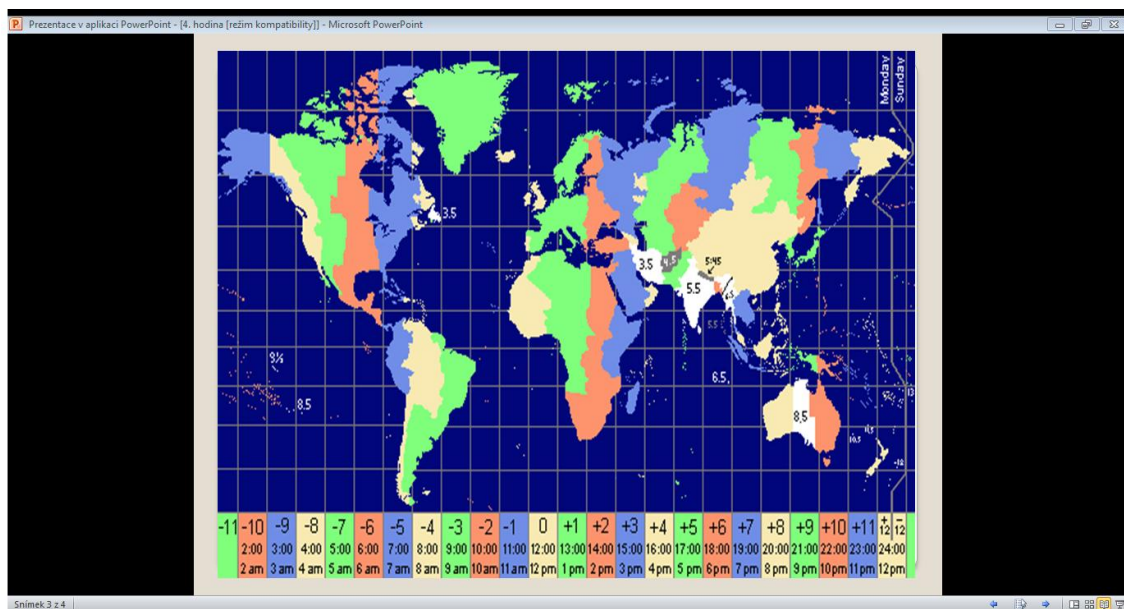
- a How many syllables have these words got?

July – 2	June – 1
April	March
August	twelfth
eighth	seventh
twentieth	sixteenth
glasses	lives
eyes	boxes
cages	makes
monkeys	watches
holes	washes

- b 32 Listen and check. Now listen and repeat.

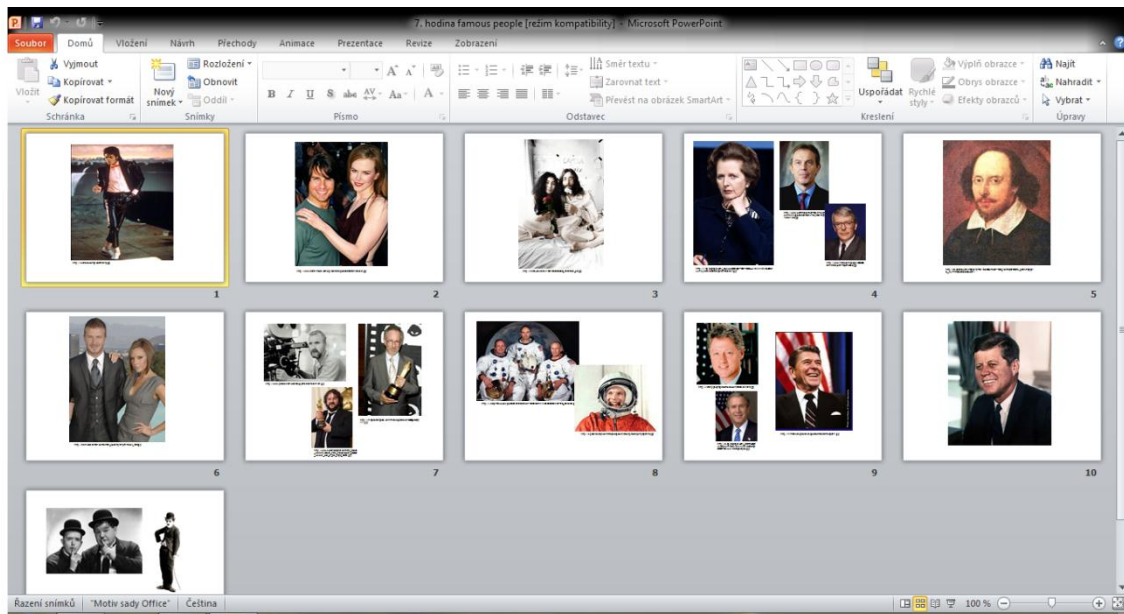
## Appendix 9

- A PowerPoint presentation (a world map and a time zones map) – Lesson Plan No. 3



## Appendix 10

- A power point presentation of famous people – Lesson Plan No. 5





## Appendix 11

- Pupils' pictures





## Appendix 12

- Student's book p. 31 – Lesson Plan No. 5

Unit 3

**Grammar**  
 • Past simple

**3 a** Look at Liam's conversation with Miss Brown. Complete the question.  
 You were ill.  
 ..... ill?  
 How do we make questions with **was** and **were**?


**b** Now turn this sentence into a question.  
 Liam was ill.  
 .....

**c** Turn the sentences into questions.


- 1 You were at home yesterday afternoon.
- 2 Jamie and Claire were at school last week.
- 3 They were at the cinema on Thursday.
- 4 You were on holiday last week.
- 5 We were out on Sunday morning.
- 6 Zoe was ill on Monday.

### Listening and speaking


**5 a** Look at the pictures. What's wrong with the people?  
*Example*  
 a She's got a cold.




a




b




c



f



e



d

Emma/ yesterday  
 Dan/ last Thursday  
 Victoria/ yesterday  
 Claire/ last week  
 Michael/ last week  
 Jamie/ last Friday

### Speaking

**4** Ask your partner where he/she was at these times:  
 on Sunday afternoon  
 last week  
 yesterday  
 at eight o'clock on Monday morning  
 yesterday evening  
 at five o'clock this morning  
 on Friday afternoon

*Example*

- Where were you on Sunday afternoon?
- I was in bed/at the park/at the cinema/at my grandparents' house.

### Writing

**6 a** Choose one of the people from 5. Write their letter to the teacher.

**b** Imagine you were ill last week. Write a letter to your teacher.

31