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PEDAGOGICKÁ FAKULTA

Katedra: Anglického jazyka
Studijní obor: Anglický jazyk

CYCLICAL APPROACH TO PRACTISING GRAMMAR

(Cyklický přístup k procvičování gramatiky)

Závěrečná práce 95 - PF - KAJ

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Počet

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V Liberci 31.5. 1995

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Abstract

Celíci studium anglického jazyka mají často problémy s gramatikou a slovní zásobou, které nejsou v jejich mateřském jazyce. Proto je důležité vybrat si vhodný a hlavně efektivní prostředek k tomu, aby se jim podařilo tyto problémy překonat.

Cílem této práce je ověřit cyklický přístup k procvičování anglické gramatiky, který vychází z potřeb studenta a který je užitečný a efektivní.

Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a že jsem uvedl veškerou použitou literaturu.

Děkuji tímto paní Donně Sarvay, MA a paní PhDr. Marcele Malé za vydatnou pomoc a trpělivost během vypracování mé závěrečné práce.

Jan Hájek

V Liberci dne 31. května 1995

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Anotace

Čeští studenti anglického jazyka mají často problémy s gramatickými jevy, které nejsou v jejich mateřském jazyce. Proto je důležité věnovat vysvětlení a hlavně efektivnímu procvičení těchto jevů náležitou pozornost.

Cílem této práce je otestovat cyklický přístup k procvičování anglické gramatiky, který vychází z potřeb studenta osvěžit si už nabyté znalosti a rozšířit je.

Abstract

Czech learners of the English language often have problems with grammar items which do not occur in their mother tongue. Therefore, it is important to give proper attention to presentation and especially effective practice of these items.

The aim of this project is to examine a cyclical approach to practising English grammar which rises from the learners' needs to refresh the knowledge already acquired and expand it.

Megjegyzés

Angolul tanuló cseh diákok gyakori nyelvi problémái közé tartoznak azok a nyelvtani jelenségek, amelyek nem jellemzőek az ő saját anyanyelvükre. Épp ezért fontos az ilyen jelenségek alapos magyarázata és tényleges átgyakorlása.

E diplomamunka célja átvizsgálni az angol nyelvhez való időnalkos hozzáállást, amely fontos a diákok már elsajátított ismereteinek felelevenítésére és e ismeretek bővítésére.

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KAJ/AJ

39A.

Výuka - angl. jazyk
Angličtina - výuka
Gramatika - procvičování

OUTLINE

Thesis statement:

Important grammar structures can be practised efficiently by cyclical revision with the treatment of important grammar items in a spiral.

I. Grammar as a learning objective

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1. Grammar as a part of a language
 - a. Rules for manipulating words
 - b. Ur (citation)
2. Grammar as a part of the student's competence
 - a. Cook (citation)
 - b. A gate to other skills
 - c. Importance of an appropriate grammar practice

B. Ways and methods of practising grammar

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 - b. Meaningful practice
2. Impact of the practice on students
 - a. Games as an example with positive impact
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 - a. Active learning
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C. Purpose of this project

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2. Designing the lesson plans
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D. Introduction of the thesis statement

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B. Summaries 1 - 4

1. Pre-lesson Plan Commentary
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3. Reflection
4. Conclusion/Action

III. Conclusion

I. Grammar is a learning objective

A. Importance of grammar

Every language that is spoken in this world has certain rules and order to make the language comprehensible and possible for everybody to learn. Besides knowing words, we also have to know how to put them together to form sentences. Words on their own would not, in many cases, say much. Even a short sentence such as "Go there he." shows this. First of all, the word order is incorrect. In English, the word order is very important because by means of it we often express what is in other languages expressed by endings. The sentence also does not indicate whether it is in present, past or future. Do we know what the speaker wanted to say?

We need to manipulate the words according to rules that every user of the language knows and, thus, understands. A great portion of these rules can be under one heading named grammar. Ur (1988) says, "Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning" (Ur, 1988 : 4).

Grammar forms an important part of the user's competence in a foreign language. It is a gate to other skills that each user must master in order to be a competent user of the language. Cook (1991) says, "Knowledge of grammar is thought by many to be the central area of a language system. However important the other components of language, they relate to each other through grammar" (Cook, 1991:9). The knowledge of grammar must be applied when reading, speaking, listening and writing in a foreign language. To be able to perform these skills, the grammar competence of the user must be reasonably fast and accurate. To achieve appropriate speed and accuracy, the user must practise. Through efficient practice, the user of the foreign language can adequately master grammar structures.

My experience with studying English shows that practice must be interesting and appropriate to the student's age and level of his or her English. In my opinion, these are the most important features of efficient practice that we want to use in our lessons. It is useless to talk about the history of our country to practise past tense with eight-year-old students or to talk about students' favourite toys to use descriptive language with sixteen-year-old students. For eight-year-olds the topic might be too

difficult to talk about because they do not know much about it, and they do not have vocabulary needed for this kind of practice. On the other hand, sixteen-year-olds have completely different hobbies and interests than their favourite toys.

B. Ways and methods of practising grammar

There are many ways and methods of practising grammar, such as repetition drills, substitution drills, translations and others. These methods are used in different stages of the practice process and they have different efficiency. We usually start with practice that is concentrated on the form of the item and then we proceed towards practice that deals not only with the form but also with the meaning. In other words, we move from meaningless to more meaningful practice. Though the meaningless practice might seem to be boring and useless, it is an inevitable step. A repetition drill is an example of a controlled, meaningless practice. A substitution drill is guided but still fairly meaningless and an example of a meaningful practice might be an exercise based on students' timetables to practise past tense and past continuous. It is possible to introduce this kind of practice when students have mastered the grammar item.

The impact the practice has on students is another important factor to consider. The more students' attention the practice gathers the better. One of the ways of practice, favoured especially by children, is games. They motivate students to produce the target language and bring life and movement into the class. When playing a game, students are likely to remember more than when doing some kind of drill. It is, however, very important that students are ready for the game. Imagine a game to practise questions. If the class is eager to compete, the aim of the game changes for students and the only thing they want is to win. Students might argue or blame each other for cheating. The game is also useless when students have not mastered the grammar item well, and they are not able to produce it or use it in appropriate situations. This kind of practice changes to disruption, is difficult to control and is time-consuming. For these reasons grammar games should be included only when they are likely to reinforce the grammar structure, not when it is a waste of time. Games should probably be used only after students have mastered the grammar structure well enough to be able to produce it effectively. Furthermore, there should

be clear rules of the game to avoid arguments.

When learning the grammar of the language, it is important for the students to remember it and use it actively. The more language the learners are exposed to or produce, the more they are likely to learn. The process of teaching, learning and practising grammar can be made easier if grammar is presented in small steps and after each step, there must be revision and expansion. Expansion is revising what students already know and adding something new to it. This approach is called cyclical. Using this approach, learning moves up in a spiral. White (1988) says, " The cyclical or spiral syllabus does not merely provide return to an earlier point, however, for the concept of recycling embodies the idea of adding something new to what has been learned before. For instance, a given function could be reintroduced in a new setting, new exponents of the same function might be presented, an expansion of stylistic variation provided, or the function linked with a different topic or topics " (White, 1988: 80). This is a very effective way of learning because in what students learn there is always something they already know which makes the whole process encouraging and challenging at the same time.

C. Purpose of this project

The project I designed aims to suggest some possible ways of teaching and, especially, practising grammar applying a cyclical approach. The activities included in this project were tried out in the classroom; thus, it also gives feedback on each lesson and suggests some other possibilities if the activity was not successful.

The project is based on several teaching plans carefully designed for this specific purpose. While designing the teaching plans, I had to consider several important characteristics of the classes where the plans were supposed to be used. The major characteristics that were taken into an account were students' age, their English competence and motivation. Lightbown and Spada (1993) say that " ... the opportunities for learning ..., the motivation to learn, and individual differences in aptitude for language learning are also important determining factors in both rate of learning and eventual success in learning" (Lightbown & Spada, 1993: 50).

D. Introduction of the thesis statement

The thesis statement of this paper is based on my experience with studying English. For me the best way to learn a form of some grammar item and its usage was to apply the cyclical approach. It means to progress from the easiest aspects of the item towards the more difficult ones doing a lot of practice. The theory this paper is going to support is that important grammar structures can be practised efficiently by cyclical revision with the treatment of important grammar items in a spiral.

E. Parts of the paper

This paper includes two more parts. The next part describes the reflective teaching practice. It provides information about the teaching plans, classroom conditions and discussion of the lessons. The last part deals with relationships between theory, methodology and practice and summarises the major points of the paper.

II. Lesson Summaries

The second section of this paper is reflective teaching practice. There are four elements of this practice which are described in this part. First, there are two class profiles included. These profiles describe classes in which the lessons used in this paper were taught. After each class profile two lessons follow. The second element of this section are pre-lesson summaries which discuss the planning of lessons. The next component is a lesson summary. The summaries describe the stages of the lessons. The last part of this section is reflection on the lessons. It presents the learners' and teacher's experience and problems that occurred during the lesson and possible solutions.

Feedback	Project II
Lessons per week	5x45 minutes
Teaching Problems	Some students did not participate enough.
Learning Problems	Mixed ability.
What was positive	Supervising teacher Classroom equipment

Comments

1. Class

This class was called Sekunda. It is like the sixth grade of elementary school. It was their second year of English at school; however, some students had already studied English before entering the school.

2. Age

Because of their age children were energetic and enthusiastic. They were also very inventive and concerned. They were interested in learning English and they were able to concentrate quite well.

1. Class Profile

Class	Sekunda
Age	11 - 12 years
Number of pupils	16
Girls/Boys Ratio	9 boys, 7 girls
Level	Advanced beginners
Textbook	Project II
Lessons per week	5x45 minutes
Teaching Problems	Some students did not participate enough.
Learning Problems	Mixed ability.
What was positive	Supervising teacher. Classroom conditions.

Comments:

1. Class

This class was called Sekunda. It is like the sixth grade of primary school. It was their second year of English at school; however, some students had already studied English before entering the school.

2. Age

Because of their age children were energetic and enthusiastic. They were also very inventive and concerned. They were interested in studying English and they were able to concentrate quite well.

3. Number of Pupils

There were sixteen pupils in the group. It was a good number. There were not any students who would need individual attention, so we could move fast.

4. Girls/Boys Ratio

Boys and girls sat separately; boys were more enthusiastic and participated more voluntarily than girls.

5. Level

There were several pupils who were really good and talented. They were learning quickly; there was no need to repeat things over and over again.

6. Textbook

Project II is a beginner's book.

Up to the time I started teaching the class, the following items had already been taught: can/can't, simple past tense, genitives, past continuous, past simple, imperatives, time prepositions, comparatives, superlatives, numbers 100 - 999, present simple, irregular plurals, present perfect.

During the teaching practice we covered the following: present perfect negative, since/for, prepositions of place, directions, prepositions of movement, have to, can.

I liked Project II very much. It was a suitable book for the students I taught. It provided a wide range of activities which dealt with all aspects of the language.

7. Lessons per week

It was good that this class had a lesson of English everyday. It was an intensive studying process.

8. Teaching problems

There were no great problems. Maybe the only problem was that some pupils, especially girls, did not participate when they were not called or asked for an answer. They did not put up a hand even when they knew the answer.

9. What was positive

The supervising teacher was very good. She was always prepared to give me advice when I asked her for it. Also the relationship between the students and myself was very good. I liked the freedom the teacher gave me in what I wanted to do in lessons.

SUMMARY 1

A. Pre-lesson plan commentary

i. General lesson theme/topic/objective

In this lesson we concentrated on practice of past simple and past continuous. The practice was focused especially on distinguishing the meanings of these two tenses and their use in complex sentences to express an interrupted action and two actions happening at the same time. The lesson had three major parts:

1. explaining the difference between past simple and past continuous in meaning
2. interrupted action -- explanation and practice using pictures
3. two actions happening at the same time -- explanation and practice using pictures

ii. Thesis focus

In this lesson I wanted to reinforce and refresh students' memories of past simple and past continuous presented earlier by applying a cyclical approach. We started with explaining and practising the meaning of past simple and past continuous and their forms. We went on to present usage of these tenses to express an interrupted action and two actions happening at the same time. The practice started with the items students had known from their previous lessons and proceeded to items that were new for students. Explanation of past simple and past continuous used for interrupted actions and two actions happening at the same time was an expansion of what students already knew.

iii. Anticipated teaching problems/possible solutions

The students already had some knowledge of past simple and past continuous because the teacher had explained the tenses and they also had done some practice. Based on my previous experience, I expected two types of mistakes when using these tenses -- mistakes in form and mistakes in meaning. The mistakes in form could have been caused by overgeneralising the rules for creating past tense by simply adding the suffix ed at the end of each verb no matter whether it was regular or irregular. As for past continuous, they often left out was/were or did not add suffix ing. In terms of meaning, I noticed that they had interchanged the two tenses, which was a signal that they were not sure about the exact meaning.

iv. Lesson aims

1. to revise the forms of present simple and present continuous
2. to present their meaning
3. to present and practice past simple and past continuous used for expressing an interrupted action and two actions happening at the same time

v. Materials

A timetable composed according to students' timetables (attached), pictures (Penny Ur, Grammar Practice Activities, p.210; attached), unit 13 of Essential Grammar in Use (Raymond Murphy, Cambridge 1990; attached).

B. Lesson Summary

1. Revision of the structure

Time: 8 minutes

- a. Each student got a copy of the timetable; the teacher wrote two questions on the blackboard. The questions were based on the facts from the timetable. One question was in past tense, the other one in past continuous tense.

"When did Zuzana get up on Tuesday?"

"What was Katerina doing at 5 o'clock on Tuesday?"

Teacher elicited correct answers according to information in the timetable and pointed out the structure of the questions by underlining the verbs. One student gave the answer to the first question:

"Zuzana got up at 6.30 on Tuesday."

Some other student gave the answer to the second question:

"Katerina was dancing at 5 o'clock on Tuesday."

Aim: to revise the forms of past simple and past continuous

b. The teacher asked students to explain what the questions and the answers meant in relation to the time the verbs expressed. They could explain it either in Czech or in English.

The teacher summarised the difference orally and drew a time line on the blackboard where he clearly indicated the difference.

The teacher also commented on the forms, especially on the irregular verbs and gave more oral examples.

The explanation was done in English with several translations into Czech to make sure students understood.

Aims: to present the meaning of past continuous versus past simple, to point out the differences in forms, to remind students of irregular verbs

2. Practice

Time: 8 minutes

a. The teacher asked students to look at the timetable and to answer his questions, for example:

"What was Katerina doing at 2:45 ?"

"When did Katerina go home ?"

"When did Martin get up ?"

The teacher called on students to answer using correct tense.

Aims: to find out whether students understood the rules, to provide controlled practice

b. Closed pair work

The teacher had students work in pairs. Student A asked a question according to the timetable and student B answered it.

The teacher was monitoring this activity.

c. Open pair work

Several pairs tried the exchanges aloud.

Aims: to practise further meaning and forms of past simple and past continuous, to practise speaking, to involve students in practice as much as possible

3. Interrupted actions -- presentation

Time: 6 minutes

a. Each student got a copy of unit 13 of Essential Grammar in Use by Raymond Murphy. Students looked at the pictures and the teacher explained that :

"In the first picture we can see Jack reading a book yesterday :
He was reading a book yesterday. In the second picture we can see a telephone ringing. In the third picture Jack stopped reading and went to answer the phone."

The teacher asked a question, wrote it on the blackboard and underlined the verbs:

"What was Jack doing when the telephone rang?"

The teacher answered the question and wrote the answer on the blackboard:

"Jack was reading a book when the telephone rang."

Aims: to establish the idea of an interrupted action, to present the form of this structure, to model an example of an interrupted action

b. The teacher explained that:

"This was an interrupted action which meant that somebody was doing something and was interrupted by something else while doing it."

The teacher pointed out that we use when for expressing interrupted actions.

Aims: to present the meaning of an interrupted action, to expand students' ability to use past simple and past continuous

4. Interrupted action -- practice

Time: 5 minutes

Each student got a picture Terry's last week. The teacher explained that students were to form sentences using the picture and verbs written in the picture according to the example on the blackboard. The teacher modelled an example with the first picture:

"When Terry was eating an apple on Monday, a worm crawled from it."

The teacher called on students to make more sentences according to the pictures, for example:

"When Terry was reading a newspaper on Thursday, his boss came in."

Aims: to practise past simple and past continuous, to practise structure and meaning of an interrupted action, to provide more examples of the structure

5. Two actions happening at the same time -- presentation

Time: 8 minutes

Each student got a sheet of paper with two pictures showing several activities going on at the same time (Friday, 22nd July, 11 o'clock).

The teacher asked students who they could see in picture no.1.

Then the teacher asked:

"What was Jane doing on Friday at 11 o'clock?"

"What was David doing on Friday at 11 o'clock?"

Students answered.

The teacher summarised these two students' answers in one sentence using while and wrote it on the blackboard and underlined while and the verbs in the sentence:

"While Jane was writing her homework, David was reading a book and eating biscuits."

The teacher explained that they were doing the activities at the same time and that it was not an interrupted action.

The teacher also pointed out the difference between while and when by translating them.

Aims: to present the structure for expressing two actions happening at the same time and its meaning, to point out the meaning and usage of while and when, to model concrete examples of the structure

6. Two actions happening at the same time -- practice

Time: 8 minutes

a. Closed pair work

Students looked at pictures no.1 and 2 and made sentences using while, for example:

"While a policeman was talking to a driver, children were buying ice-cream."

The teacher monitored while students were working.

b. Open pair work

Students produced some sentences aloud for the whole class, for example:

"While mother was drinking tea, Tom was sitting on bed."

"While people were getting on a bus, a man and a woman were crossing the street."

Aims: to practise the structure using pictures, to practise speaking, to maximise amount of practice by involving the whole class in it at the same time, to create more examples of the structure

C. Reflection

1. Past simple, past continuous -- revision

This stage went very well. There were no problems because I pointed out the forms of the tenses by writing the questions on the blackboard and underlining the verbs. For this reason and because students were already familiar with these tenses, they immediately understood the forms.

I only emphasised use of irregular verbs for past simple because many students overgeneralised the rule for creating past simple. I also asked them to revise irregular verbs.

I had to clarify the meaning of past simple and past continuous, however, because students were not able to do it accurately. When I asked students to explain what the questions and answers meant in relation to the time the verbs expressed, one student suggested (in Czech) that:

"In the second case (past continuous) the activity lasted for some time."

Then I asked students to comment on the first example. Since nobody was able to do it, I explained that:

"In the first case (past simple) the activity was just a point in time, whereas in the second case (past continuous) the activity lasted for some time and at 5 o'clock on Tuesday Katerina was "in the middle of doing that activity."

2. Practice

The practice part of this stage showed that students understood the presentation and that they were able to apply what I explained to them. I was able to introduce a certain degree of personalisation by making a timetable from the facts handed in by students. It was an efficient practice because it was aimed at accuracy of production of the spoken target language, as well as speaking itself. While monitoring, I noticed and corrected only a few mistakes in irregular verbs.

3. Interrupted action

The structure presented at this stage of the lesson was new to students; therefore, it was an expansion of the usage of past simple and past continuous for them. I decided to use pictures to present it because

thought that they might help students to understand and remember the structure when visualising it. Because students did not know this structure, I decided to present it myself without involving students although it might have been quite easy for them to explain at least the form using the pictures and the text below the pictures. While doing the presentation, I asked students several times whether they were following me and understood what I was talking about. The following practice showed that there were several problems.

4. Practice

When doing the practice using a picture, I found out that several students had difficulties recognising which part of the sentence should be in past simple and which should be in past continuous. Some students said, for example:

"When Terry drove to London on Wednesday, his car was breaking down."

Instead of:

"When Terry was driving to London on Wednesday, his car broke down."

I asked students to translate the wrong sentence into Czech to show them that it was not right. One student translated it:

"Když jel Terry ve středu do Londýna, porouchávalo se mu auto."

Students could see that the sentence was a nonsense. It helped them to remember the correct form. I asked some other student to correct the mistake and explained to students that they had to think about the two actions and decide which one was in progress and which one interrupted the activity in progress. I also drew a scheme on a blackboard to illustrate it. Students made also two mistakes in irregular verbs (fall over, bite). To give students more practice and to find out whether students understood the structure, I had them translate several sentences from Czech into English where they had to express interrupted actions. They did not make the mistake I described earlier any more. This stage of the lesson also showed that students had already mastered the form and usage of past simple and past continuous when used separately and were learning to use them in complex sentences.

5. Two actions happening at the same time

For presenting two actions happening at the same time, I again used pictures with people doing many different activities at the same time. Students responded to the questions I asked about the picture very well. They answered them using correct tense and without mistakes:

"Jane was writing her homework."

"David was reading a book and eating biscuits."

I pointed out that in this case students had to use past continuous in both parts of a sentence and while instead of when to avoid misunderstanding and confusion. This presentation was also much shorter than the previous two.

6. Practice

Even if students seemed to understand the structure completely when I was presenting it, later, when doing the practice, I found out that some students were using when instead of while. For this reason I stopped doing the practice (closed pair work) and pointed out the difference between while and when again. Then the practice continued. To make sure that students were not making this mistake anymore, I asked several students to say their sentences aloud.

D. Conclusion/Action

I think I was able to prepare and do efficient practice of past simple and past continuous in this lesson and I reached the goals I had set. From the lessons that followed this one and from the test we wrote on past simple and past continuous, I can conclude that students made fewer mistakes and were more confident in using these two tenses. I think that the practice was also interesting for students because we used additional materials; thus, we managed to withdraw from the stereotype of using the textbook. On the other hand, I could have involved students more in the practical parts of the lesson, especially when there were some aids according to which students could have explained meaning or a form of the structure, for example, when presenting an interrupted action with pictures and text below them. Before starting this kind of practice, I also should have planned revision of irregular verbs. It would have made the practice quicker and more efficient.

UNIT 13

I was doing (past continuous)
I am doing (present continuous)
I did (past simple)

TUESDAY 15th NOVEMBER

TIME	KATEŘINA	MARTIN	HONZA	ZUZANA
6 ⁰⁰ a.m.			6 ⁴⁵ GET UP 6 ⁵⁰ BREAKFAST	6 ³⁰ GET UP
7 ⁰⁰ a.m.	7 ²⁰ GET UP 7 ³⁰ BREAKFAST 7 ⁴⁰ GO TO SCHOOL	7 ²⁰ GET UP 7 ³⁰ BREAKFAST 7 ³⁰ GO TO SCHOOL	7 ⁰⁵ GO TO SCHOOL	7 ⁰⁰ BREAKFAST 7 ¹⁵ GO TO SCHOOL 7 ⁵⁰ AT SCHOOL
8 a.m.	8 ⁰⁰ -1 ⁵⁰ SCHOOL	8 ⁰⁰ -1 ⁵⁰ SCHOOL	8 ⁰⁰ -1 ⁵⁰ SCHOOL	8 ⁰⁰ -1 ⁵⁰ SCHOOL
1 p.m.	1 ⁵⁵ LUNCH 2 ⁰⁵ FINISHED 2 ¹⁰ GO HOME 2 ³⁰ DO HOMEWORK		1 ⁵⁵ TRAVEL BY BUS (5 MINS) 2 ⁰⁰ FINISHED 2 ³⁰ MUSIC SCHOOL	
2 p.m.	3 ⁰⁰ FINISHED	3 ⁰⁰ COME HOME	3 ³⁰ MUSIC SCHOOL FINISHED	3 ⁰⁰ HOMEWORK
3 p.m.		4 ⁰⁰ DO HOMEWORK 4 ³⁰ BIKING		4 ⁰⁰ T.V.
4 p.m.	4 ³⁰ GO TO BALLET	5 ⁰⁰ GO TO THE SWIMMING POOL (SWIMMING)	5 ⁰⁰ BASKETBALL	5 ³⁰ FINISHED
5 p.m.	DANCING	6 ³⁰ EAT IN PIZZERIA		6 ³⁰ DINNER 6 ⁵⁰ FINISHED
6 p.m.	7 ²⁰ RETURN FROM BALLET 7 ³⁰ DINNER 7 ⁴⁰ FINISHED	7 ²⁰ AT HOME	7 ⁰⁰ BASKETBALL FINISHED	
7 p.m.	8 T.V.		8 ¹⁰ T.V.	8 ⁰⁰ GO TO BED
8 p.m.	9 ⁰⁰ FINISHED 9 ³⁰ GO TO BED	9 ⁰⁰ GO TO BED	9 ⁰⁰ GO TO BED	
9 p.m.				

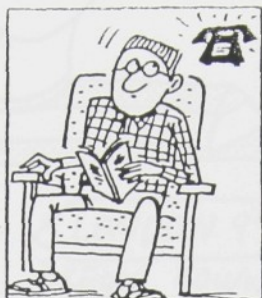
Designed by Jan Hřivánek

UNIT 13

I was doing (past continuous) and I did (past simple)



Jack was reading a book.



The phone rang.



He stopped reading.



He answered the phone.

What **happened**? The phone **rang**. (past simple)

What **was Jack doing** when the phone rang?

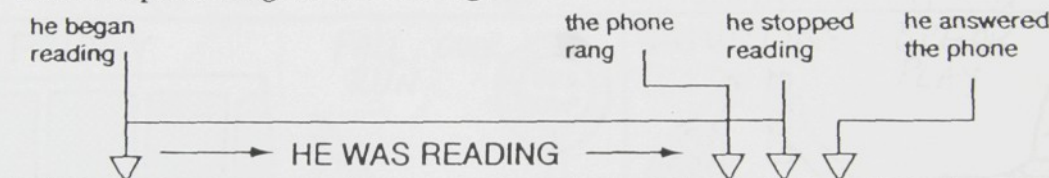
He **was reading** a book. (past continuous)

What **did he do** when the phone rang?

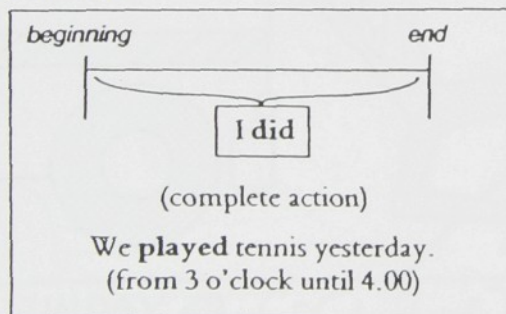
He **stopped** reading and **answered** the phone. (past simple)

Jack began reading *before* the phone rang. So:

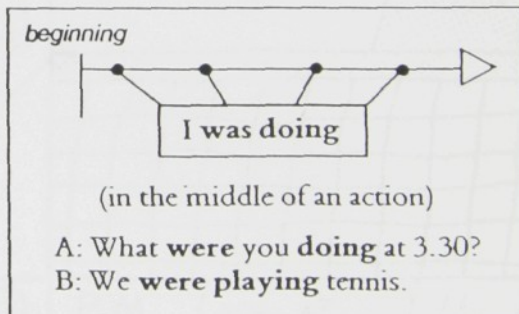
When the phone rang, he **was reading**.



past simple

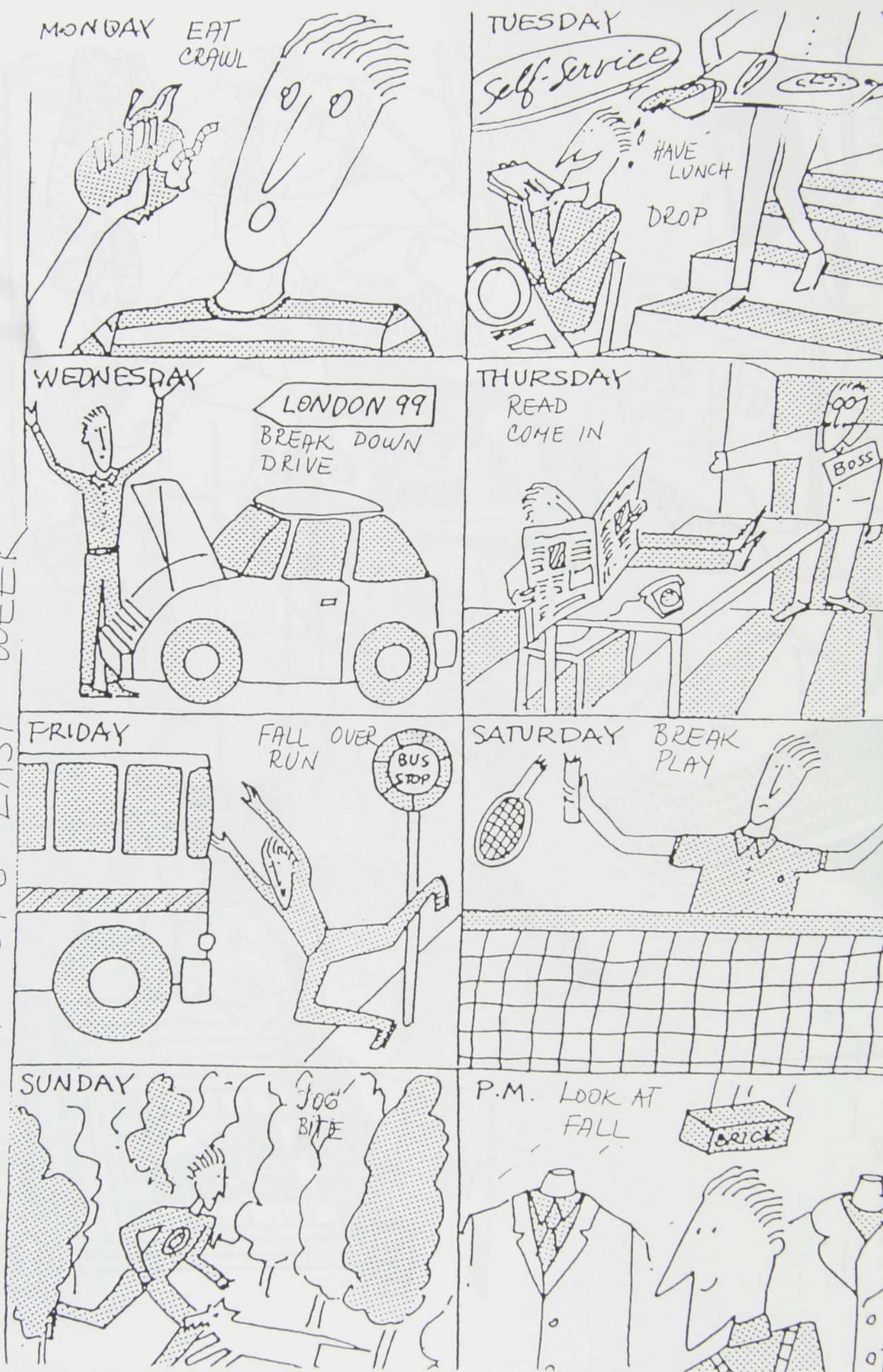


past continuous



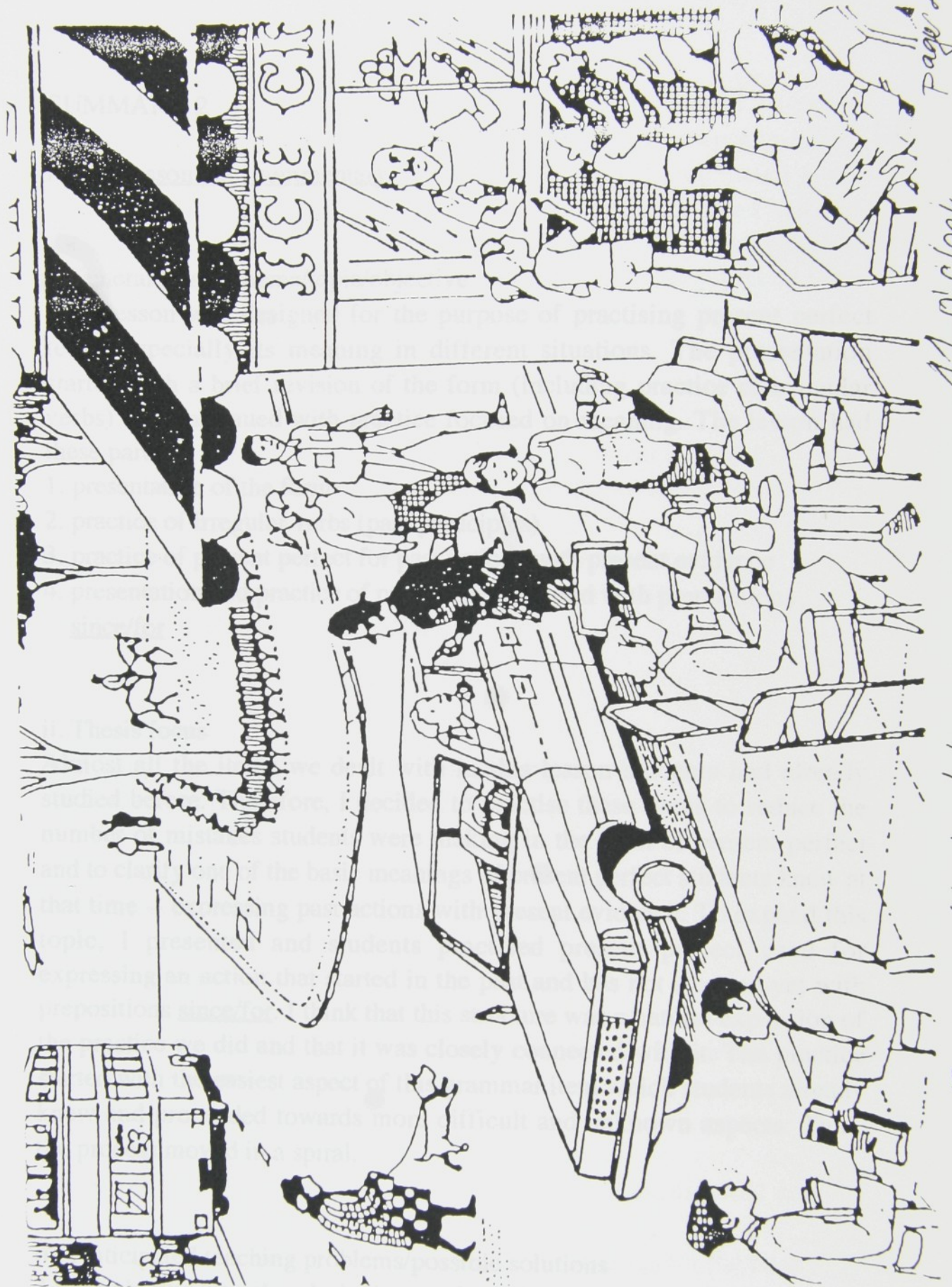
- Jack **was reading** the newspaper when the phone **rang**.
- but Jack **read** the newspaper yesterday.
- Were you **watching** television when I **phoned** you?
- but Did you **watch** the film on television last night?
- I **started** work at 9.00 and **finished** at 4.30. At 2.30 I **was working**.
- When we **went** out, it **was raining**. (= it started raining *before* we went out)
- I **saw** Lucy and Tom this morning. They **were standing** at the bus-stop.
- Joy **fell** asleep while she **was reading**. (while ► Unit 93)

TERRY'S LAST WEEK





Ur, P. Grammar practice activities. Cambridge: Cambridge University Press, 1988.



Ur, P. Grammar practice activities. Cambridge: Cambridge University Press, 1988.

SUMMARY 2

A. Pre-lesson plan commentary

i. General lesson theme/topic/objective

This lesson was designed for the purpose of practising present perfect tense, especially its meaning in different situations. The presentation started with a brief revision of the form (including practice of irregular verbs) and continued with practice focused on meaning. The lesson had these parts:

1. presentation of the form
2. practice of irregular verbs (past participles)
3. practice of present perfect for past actions with present evidence
4. presentation and practice of present perfect used with prepositions since/for

ii. Thesis focus

Almost all the items we dealt with in this lesson students had already studied before. Therefore, I decided to practise these items to reduce the number of mistakes students were making in the form of present perfect and to clarify one of the basic meanings of present perfect students knew at that time -- expressing past actions with present evidence. To expand this topic, I presented and students practised present perfect used for expressing an action that started in the past and has not stopped yet with prepositions since/for. I think that this structure was a natural expansion of the practice we did and that it was closely connected with it. The practice started with the easiest aspect of this grammar item which students already knew and proceeded towards more difficult and unknown aspects. Thus, the process moved in a spiral.

iii. Anticipated teaching problems/possible solutions

Although students already had some knowledge of present perfect, they were making mistakes in its form and their knowledge was not complete in terms of mastering all the possible meanings of present perfect. These were the reasons why I designed this kind of presentation and practice. First of

all I summarised the structure of present perfect because I expected students to make mistakes in irregular verbs and in using auxiliaries have/has. As there is not a similar tense in Czech, I anticipated some problems with understanding the meaning of this tense. I wanted to avoid this problem by a detailed explanation, giving examples and using pictures. At the last stage of the lesson, I thought students might have problems with understanding the difference between since and for.

iv. Lesson aims

1. to revise the present perfect for past event with present evidence
2. to practise the present perfect for past event with present evidence
3. to practise past participles of irregular verbs
4. to present the present perfect with prepositions since/for
5. to practise the present perfect with prepositions since/for
6. to practise the difference between since/for

v. Materials

Essential Grammar in Use, unit 18, page 37; my own flashcards (attached); a picture from Grammar Practice Activities, page 199 (attached).

B. Lesson Summary

1. Revision of the structure

Time: 7 minutes

a. The teacher wrote a sentence on the blackboard, underlined the verbs and asked students what tense it was :

"I have painted the gate."

One student answered that it was present perfect tense.

The teacher asked how we formed present perfect; students could explain in Czech. One student explained that:

"We use have and the verb + -ed and that we use has for the third person singular."

The teacher asked whether we always used the verb + suffix -ed and wrote another sentence on the blackboard :

"My father has bought a new car."

A student explained (in Czech) that:

"Some verbs are irregular and that we use the third form of them."

The teacher summarised the rules for present perfect tense:

"We use have or in third person singular has and past participle of verbs to form present perfect. Past participle is either the verbs + -ed or, if the verb is irregular, it is the third form of the verb."

While summarising, the teacher drew students' attention to the examples on the blackboard by pointing at them.

Aim: to revise the form of present perfect tense

2. Practice of past participles of irregular verbs

Time: 12 minutes

a. Students played a game to practise irregular verbs. Each student got a flashcard with a basic form of an irregular verb on it. Students were sitting in a circle with the flashcards placed in front of them so that they could see each other's card. One student started the game by clapping his hands 4 times and saying the past participle of his verb from the flashcard twice and somebody else's past participle of the verb twice. The student whose verb was mentioned continued the game, for example:

Student A -- verb "go" : gone, gone, done, done

Student B -- verb "do" : done, done, written, written

Student C -- verb "write" : written, written,,

When the student made a mistake in the verb or was not able to keep the pace, for example, when she or he did not manage to say it while clapping her or his hands, she or he was disqualified. The student who remained last in the game got a one.

Aims: to practise past participles of irregular verbs, to introduce an element of game into the lesson, to bring some movement into the class

3. Present perfect practice (past actions with present evidence)

Time: 8 minutes

a. Each student got a copy of two pictures with a plan of some area. In picture B there were some changes in comparison to picture A.

The teacher asked students to look at the pictures and say "what has happened". Students produced sentences like:

"People have built a new town."

"The river has become wider."

Each student said at least one sentence. While doing this activity, the teacher corrected mistakes in form.

Aims: to practise present perfect used for expressing past actions with present evidence, to practise past participles of irregular verbs, to practise speaking

4. Present perfect used with since and for

a. Presentation

Time: 6 minutes

The teacher asked students to translate a sentence from Czech into English:

"Bydlím tady od roku 1990."

One student translated it using present tense and preposition for:

"I live here from 1990."

The teacher explained that :

"We use present perfect in this case and preposition since."

The teacher also explained that:

"This is an action which started in the past , has been happening for sometime and is still happening and we use prepositions since and for with it."

The teacher drew a time line on the blackboard and explained that:

"We use for with a period of time and since with the start of the period."

The teacher asked a student to translate the sentence mentioned above again. This time it was right:

"I have lived here since 1990."

Then the teacher asked students to translate one more sentence:

"Bydlím tady 5 let."

Also this sentence students translated right:

"I have lived here for 5 years."

The teacher pointed out that the action started in past (in 1990) has lasted for five years and it still goes on.

Aims: to present the present perfect with prepositions since and for, to explain the difference between since and for, to provide an example of the structure

b. Practice

Time: 10 minutes

Each student got a copy of unit 18 from Essential Grammar in Use by Raymond Murphy. There were three exercises to complete using since and for. Students read the sentences aloud. Here are several examples:

"He has been here since Tuesday."

"I have studied English for 5 years."

Aims: to practise present perfect with prepositions since and for, to practise speaking

C. Reflection

1. Revision of the structure (present perfect)

I was surprised by students' reaction to this revision. I did not expect it to be so smoothly going. Students responded to my questions about the form of present perfect very well and they were able to give me quite a lot of details, for example, has for third person singular or that some verbs are irregular and have irregular past participles. In fact, I was able to elicit from students all the information I wanted to present myself.

2. Practice of irregular verbs

Before starting the game, I carefully explained the rules because many problems and arguments could have appeared while playing if the rules were not clear enough. For the teacher it was quite a demanding task to listen to the students and check they did not make a mistake. Students also did their best to keep in the game as long as possible and even if there were sixteen students playing the game at the beginning, which means there were sixteen irregular verbs, it took a long time before the first student was disqualified. I evaluate this type of practice positively because it meant a change of a classroom "stereotype" for students.

3. Present perfect practice (past action with present evidence)

At this stage of the lesson a problem occurred. In some cases the situation in the pictures required use of present perfect passive, for example:

"A new town has been built."

Students did not know this structure so I had to find some other way of rephrasing the sentence. I told students that if something has been done by somebody else than by the thing they talked about, they should say that people have done it, for example:

"People have built a new town."

Otherwise, there were no problems. Students produced the language without any difficulties.

4. Present perfect used with since and for

a. Presentation

As this was a structure students did not know, I decided to involve them in presentation only partially. I used translation of a sentence to present it because I thought that it would be the best way to show them the difference between since and for and the continuity of the action. However, students were not able to translate the sentence without my explanation of the structure, which I expected. I did the explanation in detail and drew a time line to illustrate it. Only then students were able to translate the sentence using present perfect and since. I paid special attention to the difference between since and for because I knew that students usually have problems with these prepositions.

b. Practice

This practice part of the lesson was quite easy and so there were no problems. I only corrected several mistakes in past participles of irregular verbs. I also asked students to translate some of the sentences to make sure they know the meaning of the structure.

D. Conclusion/Action

In my opinion this lesson accomplished the aim I set up, which was to clarify the form and meaning of present perfect, to practise it and to introduce a new context in which this tense can be used (with prepositions since and for). I think I was also able to show that it was easier for students to start with something they already knew and built it up towards new

items. This approach gives the teacher a better chance to involve students even in the presentation of new structures because there is always something students can draw on.

DO

SLEEP

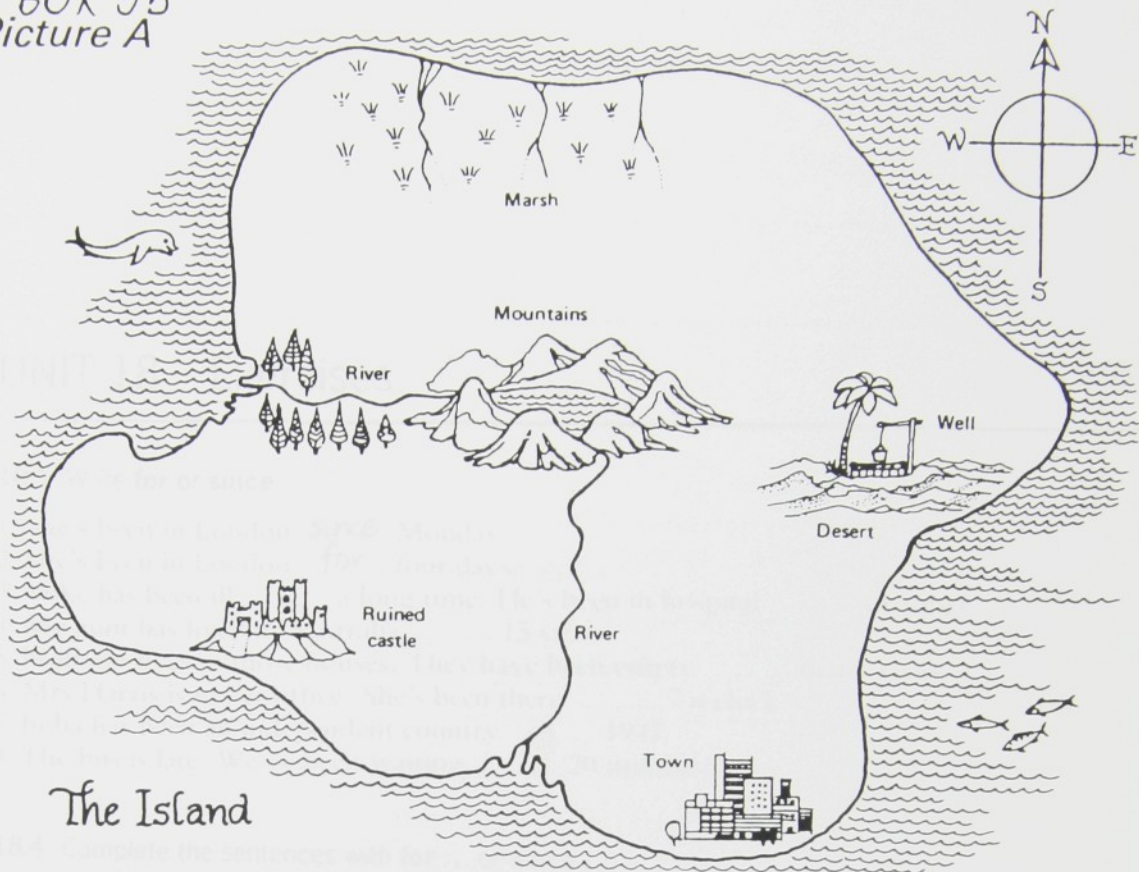
BUY

SEE

DRAW

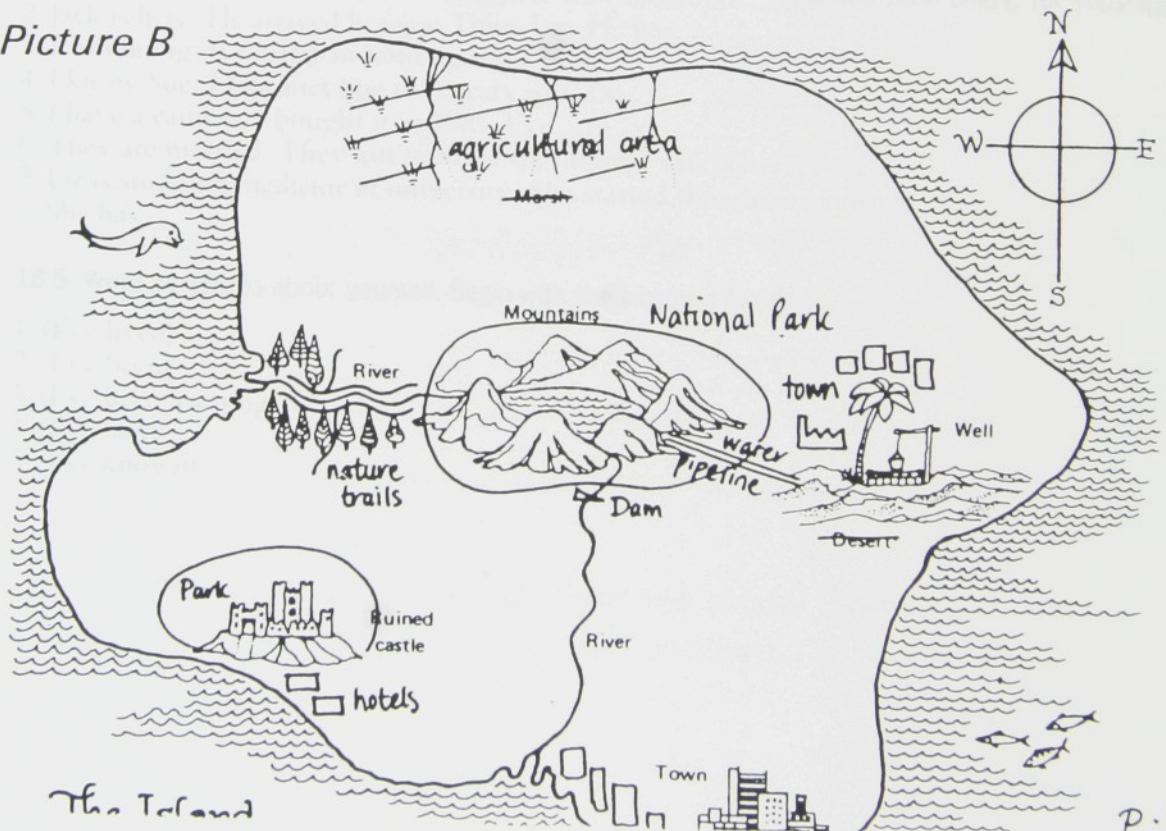
FORGET

BOX 55
Picture A



The Island

Picture B



The Island

UNIT 18 Exercises

18.1 Write **for** or **since**.

- 1 She's been in London since Monday.
- 2 She's been in London for four days.
- 3 Mike has been ill a long time. He's been in hospital October.
- 4 My aunt has lived in Australia 15 years.
- 5 Nobody lives in those houses. They have been empty many years.
- 6 Mrs Harris is in her office. She's been there 7 o'clock.
- 7 India has been an independent country 1947.
- 8 The bus is late. We've been waiting 20 minutes.

18.4 Complete the sentences with **for** ... or **since** ...

- 1 She is in London now. She arrived there four days ago. She has been there for four days.
- 2 Jack is here. He arrived here on Thursday. He has
- 3 It is raining. It started an hour ago. It's been
- 4 I know Sue. I first met Sue two years ago. I've
- 5 I have a camera. I bought it in 1985. I've
- 6 They are married. They got married six months ago. They've
- 7 Liz is studying medicine at university. She started three years ago.
She has

18.5 Write sentences about yourself. Begin with the words in brackets ().

- 1 (I've lived)
- 2 (I've been)
- 3 (I've been learning)
- 4 (I've had)
- 5 (I've known)

Murphy, R. Essential grammar in use. Cambridge: Cambridge University Press, 1990.

1. Class Profile

Class	2nd grade
Age	16 years
Number of pupils	16
Girls/Boys Ratio	10 girls, 6 boys
Level	lower intermediate
Textbook	Headway pre-intermediate
Lessons per week	4 x 45 minutes
Teaching problems	Students did not participate enough.
Learning problems	Mixed ability
What was positive	Supervising teacher

Comments:

1. Class

This was second grade of secondary grammar school and second year of studying English at that school for the students. Many of them, however, studied English before.

2. Age

Positive about their age was that they were closer to me in the way of thinking than some small children. It was easier for me to think about what their interests might be. On the other hand, they were quite lazy and sometimes even careless and talkative.

3. Number of pupils

Sixteen was quite a good number. The level of the students was more or less the same. There were not any weak students.

4. Girls/Boys Ratio

Boys and girls were used to sitting separately, but they were able to work together when they were asked to.

5. Level

I was positively surprised by their knowledge. It was obvious that the majority of them must have studied English before entering the school. I could speak only English in the classroom and they understood me very well.

6. Textbook

This was the first year they had used Headway.

Up to the time I started teaching them the following items had already been taught: present continuous, present simple, have/have got, past simple, past continuous, articles, expressions of quantity, going to, will, comparatives, superlatives, present perfect, first conditional.

During the teaching practice we covered the following: present perfect, first conditional, have to/should, time clauses, will.

I think Headway pre-intermediate is a good book. It is well organised and the topics are interesting and well covered by many activities.

7. Lessons per week

This class had 4 x 45 minute lessons per week. I think it was enough. I managed to do all I wanted.

8. Teaching problems

Students in this class did not participate enough. Even if they knew the answer, they did not put a hand up. There were two students who were better at English than the rest so, the rest always relied on them to answer the questions.

9. What was positive

I was satisfied with the supervising teacher. She helped me very much, especially at the beginning of the teaching practice, when I was afraid of the reaction of this class because I had not taught older students before. She gave me advice on many things and helped me to create a good relationship with the students.

SUMMARY 3

A. Pre-lesson plan commentary

i. General lesson theme/topic/objective

This lesson concentrated on revision and practice of the first conditional and presentation and practice of time clauses. The lesson was in four major sections:

1. revision of the structure of the first conditional
2. practice of the first conditional
3. presentation of time clauses
4. practice of time clauses

ii. Thesis focus

In this lesson I wanted to revise first conditional, which students had already covered in the previous year of their studies and extend it by introducing time clauses which have the same form as the first conditional. The process moved in a spiral because we started with revision and practice of the form and continued with an expansion -- time clauses. Time clauses were a new item for students and, thus, I had to present them and prepare some practice.

iii. Anticipated teaching problems/possible solutions

I expected that students might have problems with the form of the first conditional before they got used to it, especially with not using will after if. The same problem I anticipated for time clauses. I thought the only way of dealing with these problems would be pointing out the structure several times and requiring students' accuracy in production of the language.

iv. Lesson aims

1. to revise the structure of the first conditional
2. to practise the first conditional
3. to present and practise time clauses

v. Materials

Headway pre-intermediate, unit 9, page 66, practice section, exercise 1 speaking, (attached).

B. Lesson Summary

1. Revision of the structure of the first conditional

Time: 5 minutes

The teacher wrote a sentence on the blackboard, underlined verbs and asked students what the sentence meant in Czech (translation):

"If there is a fire, it will be put out by robots."

The teacher asked what these sentences expressed (whether they expressed past, present or future).

Finally, the teacher asked students to explain the structure of the sentence.

Aim: to revise the structure and the meaning of the first conditional

2. Practice of the first conditional

Time: 8 minutes

a. Conditional sentences

Students looked at page 66, exercise 1 -- speaking practice from Headway pre-intermediate. There was a scheme of phrases which were linked with

one another. Students' task was to form conditional clauses using the phrases given in the book.

The teacher modelled an example:

"If I do not go out so much, I will do more work."

"If I do more work, I will pass my exams."

Students modelled two more examples and then they worked in pairs to finish the exercise.

The teacher monitored this activity.

Aim: to practise the structure of the first conditional and its meaning, to practise speaking

b. Conditional questions

Time: 5 minutes

This activity was based on the same exercise from the book as the previous one.

The teacher gave an answer and students were to form a question in the first conditional, for example:

Teacher: "She will go to university."

Student: "What will Jenny do if she passes her exams."

The teacher called on students to do this activity. It was done aloud.

Aim: to practise the first conditional, to practise forming questions, to practise speaking

3. Time clauses

Time: 5 minutes

a. Presentation

The teacher explained that time clauses were sentences with the same structure as the first conditional.

The teacher wrote a sentence on the blackboard and underlined the verbs and the conjunction:

"I will pay you back the money when I get my pay cheque."

The teacher asked students to name more conjunctions of time.

Aim: to present the form of time clauses, to provide an example for students, to present conjunctions of time

b. Practice

Time: 15 minutes

The teacher dictated 6 sentences to translate in writing. The first three students who were ready and had all the sentences right got a one.

Then the sentences were read out for the whole class, for example:

"I will come when I have time."

"When I go home tonight, I will have a bath."

Aim: to practise time clauses, to practise writing

C. Reflection

1. Revision of the structure

This stage of the lesson went very well. Students were able to translate the sentence into Czech, and they also knew that it was a conditional clause but they did not know the English name for it. One student also explained that:

"We do not use will after if."

I think that the example written on the blackboard helped students very much to refresh their memories. The teacher then only summarised the information and went on practice.

2. Practice of the first conditional

a. There were not any problems with the structure or meaning of the conditional clauses. However, students had difficulties understanding the logic of the exercise -- that each phrase was linked with the previous one, and they both had to be used to form the conditional clause, for example:

phrase 1: "I do not go out so much"

phrase 2: "do more work"

phrase 3: "pass my exams"

From these three phrases students made the following clauses:

clause 1: "If I do not go out so much, I will do more work."

clause 2: "If I do more work, I will pass my exams."

I had to model several examples before students understood it.

b. At this stage of the practice the same problem occurred as at the previous one. Students did not understand the logic of the exercise until I gave 2 examples. Then they were able to do the exercise without any problems.

3. Time clauses

a. Presentation

I only pointed out that the structure of time clauses is the same as the structure of the first conditional and asked students to name conjunctions of time. They named when, as soon as, before, after.

b. Practice

I decided to have students write the sentences to practise writing and to change the type of activity used in the classroom. I also wanted to make it competitive and give marks to the fastest students. Students did their best to be successful. They worked very quickly. Students exchanged their notebooks with a neighbour and while reading the correct sentences, they corrected mistakes. Then I went round the class to see how many mistakes students had made. There were not many of them.

D. Conclusion

I think the practice and presentation I prepared refreshed the first conditional in students' memories and extended students' knowledge a bit. I could see during the practice that students mastered this grammar item and were able to use it without any hesitation. The only problem was that students did not understand the logic of the exercise we used in two practice activities. I could have avoided this problem and solved this problem by giving more concrete examples. The expansion -- time clauses -- I chose because of the same form it has with the first conditional. It proved to be an easy grammar item because students could use their previous knowledge.

SUMMARY

A. The future (contingent)

1. General future hypothetical objectives

The future is based on the reality of the present. It is a prediction of what will happen in the future. It is a prediction of what will happen in the future. It is a prediction of what will happen in the future.

2. Structure of the future

PRACTICE

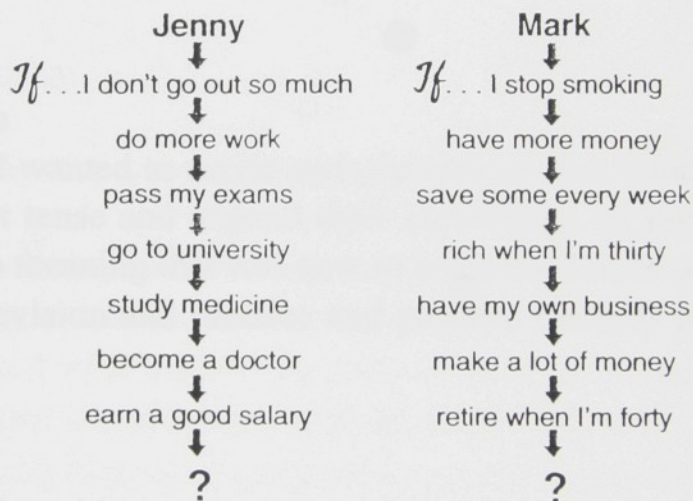
1 Speaking

- 1 Look at what Jenny and Mark hope will happen in the future. Make sentences using **If . . . , . . . will . . .**

Examples

If I don't go out so much, I'll do more work.

If I do more work, I'll . . .



SUMMARY 4

A. Pre-lesson commentary

i. General lesson theme/topic/ objective

This lesson centred on the revision of the form and meaning of present perfect and expansion of students' knowledge of this tense. The lesson had four major sections:

1. revision of the form
2. practice of present perfect with no time references
3. practice of present perfect with since/for
4. presentation and practice of present perfect used with time references

The last section of the lesson was an expansion of students' knowledge because they had not spoken about the usage of present perfect in this context before.

ii. Thesis focus

In this lesson I wanted to revise and practise all that students knew about present perfect tense and expand their knowledge by presenting present perfect used in meaning that was new to students. The lesson was planned to start with revision and practice and proceed towards presentation and practice.

iii. Anticipated teaching problems/possible solutions

I expected students to have problems with the form of the present perfect. In fact, it was one of the reasons why I decided to do this practice. In the activities I planned to do, students were supposed to manipulate the structure of the tense in many different ways (form questions, negative sentences, use irregular verbs, use have or has). That is why I thought that it was necessary to point out the form of the tense and then require accuracy from students.

iv. Lesson aims

1. to revise the form of the present perfect tense
2. to practise present perfect with no time references (find someone who ...)
3. to practise present perfect with prepositions since/for
4. to present and practise the present perfect tense used with time references
5. to practise past simple

v. Materials

Penny Ur, Grammar Practice Activities, "Find someone who ...", page 237; Headway pre-intermediate, unit 7, page 51, exercise 3 -- speaking and listening; Raymond Murphy, English Grammar in Use, unit 15, page 31 (all the materials are attached).

B. Lesson Summary

1. Revision of the structure -- present perfect

Time: 5 minutes

The teacher wrote a sentence on the blackboard and underlined the verbs:

"I have been to the United States."

The teacher asked what tense it was, what structure it had and finally, to translate the sentence and explain what the tense expressed in this case.

Aims: to revise the form of present perfect, to revise meaning of this tense, to provide an example of this tense for students

2. Practice of present perfect with no time reference

Time: 10 minutes

Each student got a sheet of paper with sentences "find someone who ..." on it, for example:

"Find someone who has eaten a frog."

"Find someone who has spoken to a famous person."

Then students went around the class and asked each other questions like:

"Have you ever eaten a frog?"

"Have you ever spoken to a famous person?"

When the answer of the student was positive, the student who asked the question recorded his/her name.

At the end of this activity the teacher asked questions to find out who had done what, for example:

teacher: "Who has eaten a frog?"

student: "Petr has eaten a frog."

teacher: "Has anybody ever spoken to a famous person?"

student: "Nobody has spoken to a famous person."

While students were doing this activity, the teacher monitored if the students were doing the activity right and using correct English.

Aims: to practise present perfect for finished actions in the past with no time mentioned, to practise speaking, to practise asking questions

3. Practice of present perfect with prepositions since/for

Time: 8 minutes

Students looked at page 51 in their books, exercise 3 -- speaking and listening. Before starting the activity, the teacher asked students about the difference between since and for. Students worked in pairs. Their task was to ask and answer questions beginning How long ...? about where they lived, studied, and about some of their possessions, for example:

"How long have you lived in Liberec?"

"How long have you studied English?"

"How long have you had your computer?"

The other student from the pair answered the questions:

"I have lived in Liberec for 16 years."

"I have studied English for 2 years."

"I have had my computer since 1993."

Then students changed their roles.

The teacher also told students that they could ask a question in past tense to get more information after asking the initial question in present perfect, for example:

"Where did you buy your computer?"

The teacher monitored this activity to find out whether students used correct verb forms and correct word order in the questions.

Aim: to practise present perfect with since and for, to practise asking questions, to practise since/for, to practise past simple, to practise speaking and listening

4. Present perfect with time references (today, this week, so far, just, already ...)

a. Presentation

Time: 3 minutes

The teacher explained to students that:

"Using present perfect, we can also express something that started short time ago and is going on up to the present. We use time expressions which include the moment of speaking in these sentences, for example, today, recently."

For example:

"I have not seen him so far."

The teacher asked students to give more similar time expressions.

Finally, the teacher asked students to dictate to him an example sentence.

Aims: to present the present perfect in a new context, to introduce time expressions used in this context, to provide an example sentence for students

b. Practice

Time: 10 minutes

Each student got a copy of unit 15 from English Grammar in Use, exercises 15.1, 15.2 and 15.3. Students were supposed to complete the sentences in the exercises.

The teacher called on students and they read the sentences aloud, for example:

"Have you read a newspaper recently?"

"It snowed a lot last winter but it has not snowed much so far this winter."

Aims: to practise present perfect used with time references, to practise forming questions

C. Reflection

1. Revision of the structure

This stage of the lesson was included to refresh students' memories. I wrote a sentence on the blackboard to make it easier to elicit the answers to my questions about the tense and its form. Students had already dealt with this tense before, so it was not difficult for them to name the tense and say what structure it had. After they translated the sentence, they were also able to say what the tense expressed in that concrete example. Students' reactions were correct and accurate at this stage of the lesson; there was no need to give any explanations or add anything.

2. Practice of present perfect with no time references

I explained this activity carefully in English and then asked one of the students to summarise the instructions in Czech to make sure students understood. Even though I expected some students would speak Czech when doing this activity, I was glad to hear them speak only English. This stage of the lesson went very well. When monitoring, I did not notice any serious mistakes, only 3 mistakes in past participles of irregular verbs. I corrected them immediately and when the activity was over, I pointed out the past participles of those verbs again. The feedback (asking questions) we had at the end of the activity showed that all the students had the information I asked them to find out.

3. Practice -- present perfect with since and for

First of all, I explained the difference between since and for by saying that we use since with a point in time and for with a period of time. Then I asked 3 students to give oral examples of the usage of since and for:

"since 1995, for 3 years, for a long time."

Then I gave instructions for the next practice and asked students to look at the examples in the book. While students were asking each other the questions and answering them, I was monitoring. Two students had difficulties with word order of the question: "How long have you ...?". I explained it to them on the spot and when the activity was finished, I pointed out the word order of the question once again. Some students also asked for more details about the things they were talking about using past

simple. I was delighted to hear that they did do any mistakes in this structure and used it with confidence.

4. Present perfect used with time references

a. Presentation

I did not involve students much in this presentation. After I quickly explained the meaning of present perfect used with time references, I elicited some more time expressions used in this meaning of the tense. Students gave these examples:

"this month, this year, so far, yet."

Then I asked one of the students to give an example sentence. He gave this sentence:

"I have seen an accident today."

b. Practice

Even though this usage of present perfect was new for the students, they worked very well, quickly and made only a few mistakes, especially in exercise 15.1 -- in forming questions and past participles of irregular verbs. Therefore, I wrote a question on the blackboard and explained the word order again. Example:

"Have you eaten anything today?"

Then we finished the exercises.

D. Conclusion/Action

Because students had already studied present perfect before, the practice went well. There were only a few mistakes which students made but the mistakes were not serious or made repeatedly. I think I managed to prepare practice that refreshed what students already knew and presentation and practice of a new item which was new for students. Thus, we moved in a spiral from the items students knew towards new aspects of the tense. The cyclical approach means that we returned to practice of this structure after some time from the moment it was presented and practised for the first time.

BOX 65

Find someone who ...

1 Find someone who has had a car accident.

NAME:

2 Find some who has written a letter to a newspaper.

NAME:

3 Find someone who has read *A Tale of Two Cities*

NAME:

4 Find someone who has eaten a frog.

NAME:

5 Find someone who has slept in a cave.

NAME:

6 Find someone who has been to Disneyland.

NAME:

7 Find someone who has spoken to a famous person.

NAME:

8 Find someone who has done all their homework this term.

NAME:

9 Find someone who has spent more than a month in hospital.

NAME:

3 Speaking and listening

Work in pairs.

Ask and answer questions beginning *How long ...?* about where you and your partner live, work, study, and about some of your possessions. Then try to get some more information.

How long have you lived in ...?

How long have you worked ...?

What did you do before that?

How long have you had your watch/jumper car ...?

Where did you buy ...?

UNIT 15 Exercises

15.1 In this exercise you have to make questions with the words given.

Example: (you / hear / from George recently?) Have you heard from George recently?

- 1 (you / read / a newspaper recently?)
- 2 (you / see / Tom in the past few days?)
- 3 (you / play / tennis recently?)
- 4 (you / eat / anything today?)
- 5 (you / see / any good films recently?)
- 6 (you / have / a holiday this year yet?)

15.2 This time answer the questions in the way shown. Use yet.

Example: Have you seen the new film at the local cinema?

I haven't seen it yet but I'm going to see it.

- 1 Have you eaten at the new Italian restaurant?
I yet but I'm
- 2 Have you bought a car?
I but I
- 3 Has Gerry asked Diana to marry him?
He

15.3 This time you have to complete the sentence. Use so far.

Examples: I saw Tom yesterday but I haven't seen him so far today.

It rained a lot last week but it hasn't rained much so far this week.

- 1 We ate a lot yesterday but we much so far today.
- 2 It snowed a lot last winter but it so far this winter.
- 3 I played tennis a lot last year but this year.
- 4 She worked hard last term but this term.
- 5 I watched television yesterday evening this evening.
- 6 My favourite football team won a lot of matches last season but they many matches so far this season.

III. Conclusion

One of the most efficient ways of practising important grammar structures is by applying a cyclical approach with the treatment of these grammar structures in a spiral. In other words, after a grammar structure is presented, it is practised from time to time to refresh it in students' memories and each time the practice of the structure is expanded somehow -- a new usage or meaning is presented and practised. This thesis is based on my own experience as a student of English. This way of practising grammar is the most efficient one that works for me. It is undoubtedly useful for students to revise and practise grammar structures that were presented before. What is more, there is an expansion which is based on students' knowledge and draws on it. The expansion element of the practice means that it does not concentrate just on better mastering of grammar items students already know, but it also moves learning further, to unknown aspects which are closely connected with the ones students know.

When doing the reflective teaching practice, I chose items that I was sure students had already heard about, and then carefully thought how I could practise these grammar items efficiently and what natural expansion of the item could be introduced. The majority of extensions were the extensions of meaning of the grammar structure or item and the basic structure did not change. It was only combined with some other structures or phrases, for example, time expressions, conjunctions or prepositions.

This way of practice had a positive impact on students. Students revised important grammar items that they needed to master in order to be able to communicate fluently and accurately. It was also encouraging for students. The students could rely on their previous knowledge, and often they were able to derive the form or meaning of the new aspect of the grammar structure from what they already knew. In my opinion, it was a balanced combination of revision and presentation. There was neither too much new material for students to learn, which would perhaps confuse them, nor only practice of the knowledge they had already acquired, which could bore them. This seems to be a positive thing about this way of practice.

In the lessons, when trying out this method, there were only a few minor problems which were solved on the spot. There were no problems with the way of practice itself. The problems that occurred were connected with the presented structures and their forms. The most common problem was that students did not know irregular verbs well enough to be able to use them confidently in sentences. To solve this problem, I asked students to revise irregular verbs or I prepared some revision of them myself. The reflective teaching practice also confirmed that it was very important to give clear, brief and comprehensible instructions. Several activities were interrupted and more specific instructions given or model examples added because students did not understand what exactly they were supposed to do.

This approach to practice, however, can be a problem for the teacher because it requires a lot of material, which is not always easy to obtain. I used several sources of materials, mainly textbooks and grammar books, but still it took quite a long time to find appropriate exercises and put them in the right order to achieve a desirable effect.

The teaching practice taught me to react to many different situations which appeared during the lessons and to solve them on the spot. In short, it taught me to be flexible. It proved that even a lesson which is well prepared in advance can bring some unexpected moments. On the other hand, I think that it was very useful for students. They had a chance to practise a particular grammar structure from a different angle and, thus, improve their knowledge and ability to use it. There was one more reason why the approach we applied was interesting for students and it was because they had not done the practice in this way before.

From the lessons that followed the four used in my paper I can conclude that the practice activities I prepared and did with students were efficient and helped students to master the items. This issue is certainly worth further investigating and using in practice. This project concentrated on the problem of tenses, but could definitely be applied in many other grammar areas.

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PROHLÁŠENÍ

Souhlasím, aby moje diplomová práce byla podle směrnice, uveřejněné v Pokynech a inf. VŠST 1/1975, zapůjčena nebo odprodána za účelem využití jejího obsahu.

Jsem si vědom toho, že práce je majetkem školy a že s ní nemohu sám disponovat.

Souhlasím, aby po pěti letech byla diplomová práce vrácena na níže uvedenou adresu, nebo v případě nedoručitelnosti skartována.


.....
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Jméno a příjmení: JAN HUŠEREK

Adresa stálého bydliště: VELKÁ NAD VELICKOU 296

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Adresa podniku, kde budete pracovat (pokud víte):
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